



## LETTER OF ACKNOWLEDGEMENT

Name of child : \_\_\_\_\_

Class : \_\_\_\_\_

Kindly please complete and return this form on the orientation day to the membership office

I hereby, acknowledge that I have read and understand Cikal Parents' Handbook

I understand the contents of Cikal Parents' Handbook, and therefore:

- I will follow the agreement and expectation for the whole community in the Cikal Parent's Handbook;
- I will demonstrate support toward Cikal 5 Stars Competencies, by modelling and encouraging my child(ren) and co-operating with the teaching staffs and the school executives to the fullest extent;
- I will establish a direct and personal contact with Cikal by visiting it, attending events and getting first-hand knowledge of its teaching activities and facilities;
- I accept my share of responsibility with regard to the partnership responsibility between home and school pertaining to the education of my child(ren);
- I will make no criticism toward the school without ensuring that I have accurate and first-hand information and will refrain from criticism of the teachers or school in my child(ren)'s presence;
- I will expect nothing for myself or for my child (ren), which is contrary to the interests of the entire school.

Date: \_\_\_\_\_

\_\_\_\_\_  
Father/Legal Guardian

\_\_\_\_\_  
Mother/Legal Guardian

# TABLE OF CONTENTS

## PART 1 CIKAL PHILOSOPHY

A. Cikal 5 Stars Competencies	3
B. Cikal Curriculum Circle	5
C. Basic Life Skills Curriculum	6

## PART 2 GENERAL PROCEDURES

A. Security	8
B. Placement	8
C. Uniform	8
C.1. Guidelines	8
C.2. Uniform Schedule	8
C.3. Dress Code	9
D. Fieldtrip and Extended Study Program	9
E. Birthday Celebration	9
F. Goods At School	9
F.1. Goods for Sale	9
F.2. Goods Deposit	10
G. School's Fee	10
G.1. General Information	10
G.2. Terms of Payment	10
G.3. Transaction guidelines	11
G.4. Late Payment	12
G.5. Cashier	12

## PART 3 CLUBS-EXTRA CURRICULAR PROGRAMS

A. Club Membership	13
A.1. Registration	13
A.2. Payment	13
A.3 Resignation	13
A.4. Trial	13
B. General Information	14
B.1 Recommendation from Teachers and School Counselor	14
B.2 Attendance	14
B.3 Dressing Policy	14
C. Waiting Time and Pick-Up Procedures	14
D. Reporting Period	14

## PART 4 SCHOOL DAY

A. Preschool and Reception Level Adaptation Program	15
B. Babysitters, Maids, and Drivers	15
C. Drop Off and Pick Up	15
C.1 Procedure	15
C.2 Schedule for Preschool	16
D. Early Comers Procedures	17
E. Early Leavers Procedures	17
F. Late Arrival	17
G. Attendance	17
H. Absence from Physical Education Session	17
I. Student Leave and Withdrawal	18

## PART 5 STUDENTS' BELONGINGS

A. Books and Supplies	19
B. Personal Belongings	19
C. Lost and Found	19

## PART 6 NUTRITION AND HEALTH

A. Wise Food Choice	20
B. Eating Policy	20
C. Meal Box from Home	20
D. Student's Health Record	20
E. Medical Arrangement	21

## PART 7 ASSESSMENT

A. Philosophy	22
B. Student's Portfolio	22
C. Reporting	22
C.1. Observation and Development Report	22
C.2. Level Descriptors	22
D. Conferences	23
E. Referral System and Promotion	24

E.1. Promotion Requirements	24
E.2. Status Placement	24
E.3. Retention	24
F. Academic Honesty	24

## PART 8 STUDENT SUPPORT

A. Early Intervention Program	25
B. Students with Special Need	25
C. Evaluation	25

## PART 9 HOME-SCHOOL CONNECTION

A. Contact Us	26
B. Using Student's Binder	26
C. Communication between Parents and Teacher	26
D. Written Communication	26
E. Grievance Policy	27
F. Parent Volunteers	27
G. Gift Policy	27
H. Change of Personal Data and Address	28
I. Cikal Community Net	28
I.1. Overview	28
I.2. How to Access	28

## PART 10 WHOLE SCHOOL BEHAVIOR AND DISCIPLINE POLICY

A. Objectives	29
B. Responsibilities of All to Carry Out the Discipline Policy	29
C. Reinforcement of Appropriate Behavior	30-31
D. Description of Disruptive Behaviors	32
D.1. Minor Inappropriate Behavior	32
D.2. Disciplines Approach for Inappropriate Behavior	32
E. Problem Solving	32
E.1. Teaching Problem Solving	32
E.2. Class Meeting	32
F. Major Inappropriate Behavior	32
G. Referral System Procedures	33
G.1. Watch List Status	33
G.2. Probationary Status	33
G.3. Conditional Status	33
G.4. Status Placement	34

## PART 11 OUT OF SCHOOL PROJECT - HOMEWORK

A. Purpose	35
B. Content	35
B.1. Web Reading Activity	35
B.2. Special Assignment	35
C. Quality	35
D. Quantity	36
E. Clarity	36
F. Coordination	36

## PART 12 PROGRAMS

A. Academic Calendar	37
B. School Events	38
B.1. New Parents Briefing	38
B.2. Family Gathering	38
B.3. Parents' Orientation Day	38
B.4. New Parents' Gathering and Cikal 5 Star Workshop	38
B.5. Commencement Period and TPN (Temu Pendidik Nasional)	38
B.6. Special Celebration	39
B.7. The Subject Showcase Festival	39
B.8. Parent's Workshops	39-41
B.9. Caregiver's Classes	42
B.10. Assembly, Breakfast Club, UOI Briefing, Student's Performance and Classroom Visit	42

## PART 13 TECHNOLOGY USE

	43
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## PART 1 : CIKAL PHILOSOPHY

### A. CIKAL 5 STARS COMPETENCIES

Cikal 5 stars competencies are our main objectives implemented in the whole school atmosphere- planning, teaching and assessing in all level of interaction. Our aim is to be a community of lifelong learners making a difference through everything we do, every single day. The question of whether we "practice what we preach" is a continuous reflection in the way we do things between all members of our community- educators, parents, students.

The Cikal 5 Stars competencies are a range of competencies which consists of specific knowledge, attitudes, skills and actions, which we believe are important for the development of the whole-person. We want every member of the school community to be,



To have a measurable learning outcomes, 5 Stars Competencies is translated into 14 dimensions of competency. The dimensions are then manifested into the curriculum towards the learning outcomes. The 14 dimensions of Sekolah Cikal 5 Stars Competencies are:

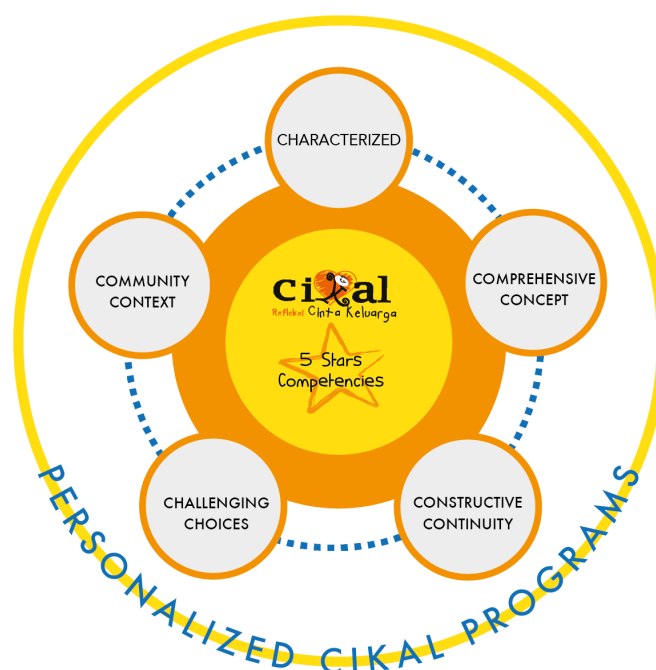
Emotionally, Morally, and Spiritually Rich	Balanced	Learner has developed a sound grasp of him/herself. Hence, he/she is able to <b>use appropriate problem solving</b> approaches while maintaining humility, hope and humor
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<p>We experience and strategize emotions within personal and social relationships, respect the dignity and rights of all human beings for no utilitarian reasons but for our own sake. We base our belief and practice on a conviction that there is a transcendent God dimension of life.</p>	Cooperative	Learner <b>understands, manages and communicate her/his emotions</b> effectively to work in a team. Learner is able to <b>resolve conflicts</b> and or other challenging situations in a kind, respectful and empathetic way.
	Principled	Learner reflects his/her conviction of a transcendent divine dimension of life by being <b>aware of the essence of faith and purpose</b> , developing out appreciation towards ethics and practicing through our action on daily basis.
<p><b>Skillful and Effective Thinker</b></p> <p>We are persistent to analyze problems, offer plausible solutions and exercise initiatives in making reasoned, ethical decisions,</p>	Intelligent	Learner develops refine thinking skills. She/He <b>generate ideas, identify problems and make planning</b> to organize our thoughts, inquire new concepts and create new solutions. Learner can make connection among ideas or concepts for constructing our own meaning.
	Innovative	Learner <b>analyzes his/her own problems and determines suitable strategies</b> and approaches to find solutions. Learner applies responsible logical reasoning to anticipate any potential consequences exist as a result of our decisions.
	Communicative	Learner has sound information literacy that enables them to access information precisely. He/she is able to distinguish reliable information for supporting his/her understanding. Later more importantly, learner can express him/herself confidently by using effective means of communication including using technology-based tools.
<p><b>Self-regulated Learner</b></p> <p>We constantly reflect, adapt our thoughts and actions towards changing environments for attaining our goals</p>	Committed	Learner is goal-oriented, capable to commit to our goals. Learner is enthusiastic and eager to keep developing him/herself in many aspects.
	Self-Reliant	Learner shows his/her capacity to identify and to arrange our priorities in completing his/her duties. Learner responds with renewed efforts to setbacks or challenges, and can discover successful strategies in order to work independently and adaptively.
	Reflective	Learner assesses him/herself referring to his/her strengths and limitation. Learner understands what needs to improve and how he/she can improve him/herself. Learner are very reliable to rate his/her achievements and progress.
<p><b>Broadminded and Physically Sound</b></p> <p>We value the importance of nurturing our curiosity for lifelong learning, exploring knowledge for conceptual understanding and maintaining healthy lifestyles in its contribution to achieve our well-being.</p>	Healthy	Learner understands the significance of healthy lifestyles in one's well-being, and shows commitment to practice appropriate hygiene and self-care. Learner also makes initiatives to promote healthy lifestyle to his/her surrounding on a daily basis from our very own practice.
	Open-minded	Learner is genuinely curious, and enjoys learning new ideas, concepts and tries different approaches. Learner understands other people with their differences can also be right, therefore he/she respect others along with their different traits, ideas, point of views and ways of life.

<p><b>Empowering member of just, sustainable and peaceful global society</b></p> <p>We are committed to act on any issues that share local and global significance, promote peace and make a positive difference in the world we live in.</p>	Caring	Learner is able to understand other people's needs, and being thoughtful towards our actions and decisions that may impact on others. Learner collaborate with others to empower community respectfully for improving his/her perspectives about life and initiating actions to preserve environment, peace and well being.
	Action-Oriented	Learner can plan, implement and evaluate our actions based on certain standards, criteria and conditions. He/she is able to offer plausible solutions and continued contributions, which may enable certain community to create a better situation.
	Impactful Leading	Learner can initiate and encourage others to participate, to lead genuinely any attempts, which may improve a better understanding, build an awareness of global issues and make positive difference for ourselves and other people.

## B. CIKAL CURRICULUM CIRCLE

The main objectives of Cikal curriculum are attainment of Cikal 5 Stars Competencies, as explained above. The competencies practice concepts, knowledge, skills, attitudes, and actions that we believe are essential for lifelong learner. The content and assessment of the curriculum combine Cikal dimension expected mastery and Indonesian National standard, which is written, taught, and assessed innovatively.



### Core Circle: Sekolah Cikal Aim (5 Star Competencies)

Sekolah Cikal Curriculum aim the 5 Star Competencies. It is broken down into 14 dimensions. The 14 dimensions are translation of Sekolah Cikal 5 Star Competencies in the form of competences that can be measured. The specific learning outcomes throughout these dimensions will later be expressed in curriculum documents and called the written curriculum

### **Middle Circle: Sekolah Cikal Way (5Cs)**

The second part of the curriculum model defines the school way in attaining the 5 Stars Competencies. The school way consists of the strategies of delivery and called the taught curriculum.

### **Outer Circle: Sekolah Cikal Programs and Practices (Personalized School Programs)**

This is the outer layer of Sekolah Cikal Curriculum Model. Sekolah Cikal Self-directed Program and Practices consist of the Core and Required Programs that are based on the learning objectives from the Core and Required Learning Areas. Students (together with teachers and parents) choose from the list of program and practices according to individual target and needs.

Below is the explanation of the 5Cs as a way to serve as guiding principles in delivering all activities in school. The 5Cs are built from the theories and empirical research on human development, student learning, and teaching.

#### **B.1 Comprehensive Concept**

5 | x` nMlby | n{ h y{ {n` Z{ y{ | XZl {y` i | n, `VZx{M` \_M{y`nx`b`\_nx` M`bnl` M`X`a`Zju`{a`Zk` u`Zx`nxk` ; Zjj`b` {Zy{y`SU| {` M`yn`{n`a`Zju`{a`Zk` `XZ`f`Z`nu` `Vnk` ux`Za`Zl` y`bnl` y`M`X`y`i` b`jy`{a`M`{a`Z`f`V`M`i` | y`Z`b` y`b`X`M`X`n`| {y`b`Z`{a`Z`V`M`y`x`nk` y`M`X` , a`b`a`y` u`unx`{`{a`Z`b`j`b`Z`|n` | j`Z`M` b` `^` We focus our content on what's essentials, relevant and engaging for each developmental stages and clearly show interdisciplinary connection between topics/units.

The students will be able to answer: "Why am I learning this?"

#### **B.2. Characterized**

We differentiate content, process and product, based on the students' voices, specifically their learning profile, preferences, and interest. The focus is not only on achieving learning outcomes but also on developing power of learning & personal identity. This is n | x`Vnk` k` b`k` Zl` {`{n`UZ`Zk` u`M`a`Z`{b`{n,` M`Xy`y`{ | XZl` {y`M`X`{a`Z`b` j`Z`M` b` ` `y`q` | M`bnl` y` M`y` , Zjj` M`y` {a`Z`b` | Z`Z`Xy`^` 1`Z`M` b` ` `U`f` , M`i`n`\_`f` a`M`M`W`{Z`x`b`Z`X` Zl` M`U`j`Zy` {a`Z` u`x`n`V`Zy`y` {n`UZ` V`ab`X`n`x`Zl` {Z`X`S`M`X` ` Zl` | b`Z`^`f`n`l` y`Z`w`l` Zl` {j`f`S`un`y`b`b`Z` x`M`u`n`x`{`UZ`{ , Z`Zl` {a`Z`y`{ | XZl` {y`S`u`M`Zl` {y`M`X`{Z`M`a`Z`x`y` M`Z` k` n`x`j`b`Z`j`{`n`UZ` M`u`M`Zl` {`X`|`x`b` ` {a`Z` u`x`n`V`Zy`y`{n`Zl` y`|`x`Z`{a`Z`k` n`y`{`nu`{b` M`f`x`Zy`|`j`{y`^`

The students will be able to answer: "Do the teachers understand who I am?"

#### **B.3. Challenging Choices**

We emphasize target setting process led by students, to allow flexible learning and structure for extension/enrichment of program. This is our , M`{n`u`|`xy`|`Z`k` M`y`{Z`x`{`n,` M`Xy`V`any`Zl` `M`X`Zl` `M`b` ` `x`Z`j`f`M`{` `n`M`y`{a`x`n`|` `a`Z`\_`Z`V`{b`Z`y`{x`M`Z` `b`Zy`^`

The students will be able to answer: "Do I have a say in what I am learning?"

#### **B.4. Constructive Continuity**

We design and guide learning process continuously through visible routes and differentiated strategies. Students need to see their teaching and learning visible through constant communication/feedback loop to students and parents. This way allows them to do self assessment.

The students will be able to answer: "Am I making progress?"

#### **B.5. Community Context**

We design opportunity to | I XZxy{MIXSxZMy} xZSMIX'b fnjFZ'fMbn| y'b {Zxl MjMIX'Z. {Zxl MjVnk k | I QZy{n {MIZ' uM{b 'WabZfb` 'Vnk k nl` 'nNy'aAby'k ZM{ ' for real life action, especially service learning in Cikal Aksi-Aksi in nearest surrounding or Indonesian context and its diversity. The program allow students to involve family members as resources to plan, teach and assess the learning.

The students will be able to answer: "What can I do with this learning?"

The school regularly review all program and practices based on the implementation of the 5Cs, believing it as the only way to achieve our 5 Stars Competencies.

## C. THE CURRICULUM IN OUR PRESCHOOL LEVEL

The curriculum for preschool level is a designed based on our Cikal 5 Stars Competencies, on how the development of several dimensions have shown during the first five years of a child's life. This is an integrated approach, which teaches all essentials and comprehensive skills which is developmentally appropriate through 5Cs. Rumah Main Cikal believes that the learning experiences during the preschool level give a long lasting influence for students on higher level of schooling.

Important parts of this curriculum approach are emphasizes on teaching:

Care and Community Skills; preschool level is a period in which students develop their social skills, in related to the community they live in. Students grow awareness about their roles in community which will help them to interact with others, grow leadership and problem solving skills. The learning exposures and experiences develop the students to be intelligent and caring.

Creativity and Cognition Skills; in respect to the golden period term for the preschoolers, this period is definitely a period to explore the students' cognitive skills. Through characterized and challenging learning experience, students develop their classification, spatial, and research skills as well as causal-effect relationship which will be beneficial for them in problem solving. The learning exposures and experiences develop the students to be intelligent.

Constructive Health Skills; Rumah Main Cikal is committed to fostering a healthy way of life since early age; therefore, physical education in the school does not only put emphasis on motor skills development but also instills values of sportsmanship, fairness and team working. The learning exposures and experiences develop the students to be an individual with integrity and reflective.

Commitment and Self-help Skills; not only providing opportunities for students to be independent, the learning experiences in Rumah Main Cikal also provides chances for students to develop their learning commitment. The learning exposures and experiences develop the students to be self-reliant and committed.

Collaboration Skills; the skills to be able to work in a team and adjust with whatever the circumstances the students will deal with, will follow once they understand and appreciate themselves. Rumah Main Cikal develops the students' ability in doing regular self reflection which will be very helpful for their self-concept. The learning exposures and experiences also develop the students to be reflective.

Communication Skills; in order to make use of their knowledge and skills, the students will be given opportunities to communicate effectively. The learning exposures and experiences develop the students to be an effective communicator.

In developing the curriculum, Rumah Main Cikal also includes specific expectation from Kemendikbud and international benchmarks.

## PART 2 : GENERAL PROCEDURES

### A. SECURITY

In the interest of students safety, all individuals (including parents and caregivers) within the Cikal premises is required either to be **in the uniform or to wear a Cikal ID Card or a visitor passes**. This will allow us to ensure that unauthorized persons will not be in our premises. The visitor card can be obtained from our security officer by submitting personal ID card (KTP/SIM) to the officer.

### B. PLACEMENT

Students will normally be placed into grades levels based on their age and what levels have been completed. Other consideration such as, academic, social readiness and special learning needs or parental concerns also take into account. Rumah Main Cikal opens the admission for students with birth of date until December 31<sup>st</sup>. Nevertheless, for students with date of birth from October and later, they will have to undergo an observation by school counselor and will attain approval from the class teacher (and or principal).

Placement is based on class's capacity; therefore, timely registration is advisable to ensure student admission. Advancing class level for example from Pre School to Reception, from Primary to Secondary is not automatic by the system and will be bound by Cikal admission procedure for that grade level.

Grouping of students into a specific class in each level is decided by observing individual student's learning profiles and whole class interaction within two weeks of orientation at the beginning of the academic year. This arrangement promotes better teaching practice by fulfilling every student's needs and enhances learning quality within the classroom. In some cases, with best interest of the student and the group, change of grouping may be done in the middle of an academic year.

### C. UNIFORM

#### C.1. Guidelines

Physical Education – Student must change their clothes after physical education sessions.

Jewelry – only studs or small hoops for pierced ears or items worn as required by Religion is permitted. Nail polish and make up are **not** permitted. Extreme hair colors (dyed) are not allowed.

Socks are compulsory for students and the caregiver. Wearing hat or applying sun block is recommended for any outdoor activities.

During swimming sessions, swimmers are required to wear a swimming goggle and appropriate swimming suit (one piece suit for girls). Students should bring their own swimming equipment & toiletries.

#### C.2. Uniform Schedule Preschool



During certain occasions (especially fieldtrips) preschool students will be asked to wear Cikal T-shirt. Preschool students or special needs students who have not finished the toilet training program are required to wear diapers including during swimming. Cikal encourage children to use the cloth diapers.

### **C. 3. Dress Code**

The dress code we adopt is based on issues of practicality, appropriateness, safety, optimal learning conditions, and respect for our multi-cultural school community. We expect parents' cooperation on this issue especially when the students are not wearing school uniform and any other events held within school premises.

The following are the standards set forth by the Cikal community:

- clothing is clean and neat without holes and tears
- under garments (including bra straps) are not visible
- the bottom of the top overlaps the top of the bottom
- shorts and skirts should be worn no higher than 2 inches above the knees
- shirt must have sleeves that cover the shoulders with a moderate neckline that covers the chest.
- no spaghetti straps/halter styles are allowed
- clothing must not restrict safe movement
- no obscene/suggestive words, offensive slogans/pictures, drugs, tobacco, and alcohol slogans/pictures on clothing or accessories
- sunglasses and hats are not worn in the classrooms, offices, or multipurpose halls
- footwear is worn at all times
- students must wear proper sport shoes (trainers) that help them to be independent (preferably with velcro strap instead of lace) and socks
- strapless sandals, clogs, heels, roller skate and noise making shoes are unacceptable

The school prepares a substitute clothes for those not following the dressing policy and apply consequences as stated in our whole school discipline policy if the situation recurring.

## **D. FIELDTRIP AND EXTENDED STUDY PROGRAM**

Using the community as a teaching resource enables students to expand a greater understanding of the world they live in. These first hand opportunities and exposures offer the reality of the world around them. Cikal will regularly organize field trips off school to places of interest, relevant with the school curriculum. Parents will always be informed in advance of such field trips and their written permission will be sought.

## **E. BIRTHDAY CELEBRATION**

We understand the happiness of celebrating a birthday and the well wishes from friends when our students having their birthdays. However, to ensure that the optimal learning take place, it is the school policy that the timetabled lessons cannot be interrupted during class time. There will be a simple birthday celebration and prayer during morning circle or homeroom session organized by teachers. **No invitation, food or any goody bags are allowed to be given out anywhere in the school premises.**

## **F. GOODS AT SCHOOL**

### **F.1 Goods for Sale**

Rumah Main Cikal prohibit any sales activity or free distribution of any goods (more than two items) from the students and members which are not for the learning purposes in the school premises, without the consent from the school or teachers. However, we will provide opportunities for students to sell their goods by making request to teachers, as long as it is in accordance with their learning purposes.

## **F.2 Goods Deposit**

Rumah Main Cikal encourages personal responsibilities for taking care of members, students, and staffs' belongings. Rumah Main Cikal will not accept any kinds of depositing goods and belongings (except for students' meals) in the school premises. Rumah Main Cikal will not take the responsibility for any loss for the goods and belongings.

## **G. SCHOOL'S ADMISSION**

"

Sekolah Cikal requires parents to register their students in the next level using our online system: admission.cikal.co.id. The registration period for the upcoming academic year will be conducted on October.

"

### **G.1. School's Enrollment Fee**

Every student needs to place their enrollment fee according to the level their admitted to before the school starts. Every student needs to comply with Sekolah Cikal's Admission Procedure. All payment that have been received by Sekolah Cikal cannot be returned or transferred for other payments.

If there are any resignation due to parents' mutation to other cities or countries, Sekolah Cikal need to have an acceptance letter from the new school in that designated city or country to process refund for a proportion of the enrollment fee paid.

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## **H. SCHOOL'S FEE**

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### **H.1. General Information**

"

The increase in school fees every year is adjusted to inflation and every evaluation made in every division for the upcoming academic year. The following academic year's school fee will be given to parents on April at the latest. Parents are required to complete the tuition fee payment firstly, to be able to participate in Cikal Klub-Klub and other supporting activities, such as field trips, school events, etc.

### **H. 2. Terms of Payment**

There are three alternatives terms of payment for class tuition fees:

1. One year in advance for one academic year (annually)
2. Per term (quarterly)
3. Per month

Confirmation from parents of the chosen payment method shall be submitted to Finance Office using the form provided prior to each new school year. Parents who do not submit the payment confirmation by the due date shall be deemed to agree with the termly payment. Cikal will send the invoice for the amount and the due date accordingly.

Below is the invoicing schedule for all payment options:

Payment Options	Invoice Issuance Date	Invoice Due Date
Per Year	June 28, 2019	July 27, 2019
Per Term	Term 1: June 28, 2019 Term 2: September 28, 2019 Term 3: December 28, 2019 Term 4: March 28, 2020	Term 1: July 27, 2019 Term 2: October 27, 2019 Term 3: January 27, 2020 Term 4: April 27, 2020
Per Month	every 28th of the prior month	every 27th of the month

Parents will receive one billing statement for each of their children for the next term/program, by the end of the ongoing term/program. The billing statement may contain several regular invoices. Parents also can check their children's billing & payment history at anytime through Cikal Community Portal, <http://community.cikal.co.id>.

For students resigning in the middle of academic term, any outstanding tuition and klub fees up to the end of term need to be paid in full.

### H. 3. Transaction Guidelines

Payment for all class, club, fieldtrip, daycare, shuttle, examination fees (if applicable) shall be made to Cikal's virtual account number in Bank CIMB Niaga Syariah or Bank Mandiri. Students registering at different campuses for club activities will have different virtual account for each campus, please ensure the account number stated in invoice or billing statement. Each student of Cikal will have his/her own bank reference number for use by his/her parents in making payment of school and club fees to Cikal's virtual account.

Following are the account numbering rules applied:

#### CIMB Niaga Syariah

- a. The first 4 digit is the code of Cikal's virtual account : 4099
- b. The next 2 digit is : 01
- c. The next 10 digit is : Student ID number

#### Example:

Student name : RUDI HARTONO  
Student ID number : 0718004854  
Virtual account number : 4099 01 0718004854

#### Bank Mandiri

- a. The first 5 digit is the code of Cikal's virtual account : 89119
- b. The next 1 digit is : 1
- c. The next 8 digit is : Student ID number

#### Example:

Student name : RUDI HARTONO  
Student ID number : 0718004854  
Virtual account number : 89119 1 0718004854

Payment should be made in full amount as stated in the respective billing sent, and has to be done via virtual account or other account stated in billing statement. Cikal is not responsible for any payment made to the incorrect bank account.

Payment will be considered valid after full amount as billed has been accepted in Cikal's designated account. Cikal's system will then issue a receipt and sent such receipt to the relevant parents by e-mail. The system will also auto-allocate payment received in student's Virtual Account based on invoice priority. Below is the invoice priority level implemented by Cikal:

Priority	Invoice Type
1	Late Charges Fee *
2	Annual Fee *
3	Tuition Fee
4	Daycare Fee *
5	Klub Fee *
6	Shuttle Bus Fee *
7	Exam Fee *
8	School Enrollment Installment 2nd Joining Fee *
9	Fieldtrip Fee *

Note: \*) If applicable

#### H. 4. Late Payment

Parents will receive invoice and a reminder letter from the Finance Office in the event of late payment, this letter will also inform penalties resulting from such late payment. Late payment that exceeds the due date will be charged with administrative penalty of 10% (ten percent) and will affect membership and or participation opportunity. All parents should keep payment evidence or transfer slip for one academic year.

Payments that have not been made 30 days after the due date will affect the student to not be allowed to join all school activities, to access report and put them in the placement status (refer to Part 10. Whole School Discipline Policy).

#### H. 5. Cashier

Cikal does not accept cash payment unless for payment under the amount of Rp250.000,-. Cash payment can be made at the Cashier. The cashier is open for transaction from 07.00 to 14.00 WIB except the lunch time, 11.30 to 12.30 WIB.

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#### I. PARKING AREA

Due to limited space available, students' cars are only allowed to enter Cikal parking area to drop-off and pick-up.

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## PART 3 : CLUBS-EXTRA CURRICULAR PROGRAMS

Cikal believes that every child is unique and provides an avenue and opportunity for our students to *explore, expand and excel* in certain subject of extra-curricular that students are interested in.

### A. CLUB MEMBERSHIP

Twice every academic year, at the beginning of club registration period, there will be a Club Expo. The expo will give an understanding for parents and students about how our extracurricular activities support the development of their child's interest and how the design of each stage is based on the development of students' dimensions in 5 Stars Competencies. It is a half-day event, with Clubs' vision-mission presentation and exhibition of every club.

#### A.1. Registration

Every club registration for preschool level is valid for one semester membership.

Parents/students should go to Klub Admission Online for registration. Parents will receive invoice and should settle the payment before the due date.

The registration process is valid once the payment received by Cikal

#### A.2. Payment

If the payment passes the due date, Cikal cannot guarantee the availability of the membership.

Late payment can cause students do not have the right to join club activities, exhibition and/Or performances or receive club report.

Options of payment terms for Cikal Klub-Klub are:

Per year

Per two terms, one time advance payment

Per term.

All due dates are as stated in the invoice

#### A.3 Resignation

Club resignation can be done by filling in the form of resignation and return it to our Membership and Relationship Officer.

The resignation is valid once the resignation form received by Membership and Relationship officer.

For any resignation, Rumah Main Cikal will refund the paid fees with 15 percent take on the administration, before the club's activities started.

Paid fees cannot be refunded or transferred to other clubs or other student's registration if the club has already started

#### A. 4. Trial

Registration to Membership Relation Officer is required to join club trial. An annual trial classes is organized for the whole school a month before registration period.

Registration to Membership Relation Officer is required to join club trial. An annual trial classes is organized for the whole school a month before registration period.

## B. GENERAL INFORMATION

### B.1. Recommendation from Teachers and/or School Counselor

The homeroom teachers and school counselor will recommend certain clubs based on the students' interest or the ones that stimulate their needs.

Students in SSC and counseling path will need approval from Principal to join club activities. There must be a school and parents agreement on SSC students club terms & condition (i.e : learning support attendance, adjustment in club objective, etc.)

"

### B.2. Attendance

"

Students are expected to arrive at club the latest 15 minutes before the club starts. For preschool students who arrive more than 30 minutes before the schedule, need to be accompanied by parents/caregivers. Minimum attendance is 70%, no make-up class is provided for absence of students. The students' attendance will give effect to:

the examination for the next level, or

the observation report

the requirement needed to join exhibition, performance, competitions or friendly match games with other schools/clubs.

"

### B.3. Dressing policy

**Painting & Art Club:** The students have to use painting apron or special t-shirt for painting activity.

- **Swimming Club:** Swimsuit, goggle and hair cap
- **Field games Club :** Sport costumes and shoes

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## C. WAITING TIME AND PICK UP PROCEDURE

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Students waiting for club activities on school days will be supervised by the classroom teacher in their classroom and will be handed to the club teacher 15 minutes before the session starts.

"

Late fetched students must wait in the classroom with the club teachers. If for some reasons the club teachers can not accompany the students, the students then must wait to be picked up in the holding area.

"

## D. REPORTING PERIOD

"

At the end of term 2 & term 4, club report will be distributed to parents through the community page online. Three-way conference is scheduled at every end of semester, together with portfolio distribution.

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# PART 4: SCHOOL DAY

## A. PRESCHOOL AND RECEPTION LEVEL ADAPTATION PROGRAM

Cikal believes it is not easy for children to get used to the new school environment and be separated from the parents or caregivers during class time. We believe that the most important part of this process is communication and agreed plan between parents and teacher. Therefore, Cikal ensures to provide a smooth transition for the student, parents and teacher executed in stages while at the same time keep encouraging independence depending on each child readiness and maturity. To accommodate the needs, Cikal conducts three different approaches as follows:

1. **Classroom Visit.** A period where new students come to school and help preparing the class with their new teacher before the beginning of academic year.
2. **Home Visit.** Getting familiar with the teachers that the child will deal with in advance helps children's adaptation. Home is the most comfortable zone for a child; therefore, the teachers will do a home visit to introduce themselves.
3. **Meeting outside Class time.** This is a follow up approach after home visit that will be done within the school vicinity but not during class time. The session allows the child and the teachers to get to know each other in much less structured and more relaxed manner. The teachers will use the session to also show the child his/her class, name, locker, and pictures of classmates as well as class corners.
4. **Child Companion.** This is a follow up approach after home visit that will be done within the school vicinity but not during class time. The session allows the child and the teachers to get to know each other in much less structured and more relaxed manner. The teachers will use the session to also show the child his/her class, name, locker, and pictures of classmates as well as class corners.

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## B. BABYSITTERS, MAIDS, AND DRIVERS

As part of the process to help students to become independent and self-sufficient, no domestic staff members/maids, babysitters or drivers are permitted to stay in the school premises. Maids, babysitters and drivers are allowed to enter beyond the drop off area with Cikal Pick-up Card (entitled for his/her name), only to complete business such as payment of fees and collection of an ill student from the first aid room.

Parents are responsible for their employee within the school premises, ensuring that their behaviors are aligned with agreement and expectation for the whole community in the Cikal Parents Handbook.

## C. DROP OFF AND PICK UP

### C.1. Procedure

Parents should not stay in the school premises after the class begins or ends, except there is a parent's activity (i.e. assembly or parents' workshop) or specific appointment with school executives or teachers. Cikal is a safe environment for our students and teaching them to develop independence, responsibility and other

important attitudes and learner's profiles is one of the most important parts of our education process. We really need parents' full cooperation to support this policy.

Before the new academic year begins, parents must fill out the Pick-Up Form at the Membership office. The Pick-Up Form which has been completed form must be submitted together with the authorized person ID and most recent photograph. The person will then get a Pick-Up ID which gives him/her the right to fetch student from school or any other Cikal related activities. The authorization will be permanent, unless otherwise changed by the parents by submitting the up dated Pick-Up Form.

Each family will also get car identity number which will also serves as authorized Pick-Up ID. This card can be transferred to any cars with Cikal stickers. It is important that your child memorize this card number. On the beginning of each academic year, Cikal will issue new car identity number.

After the end of each class, teachers will bring their respective students to the pick-up area. Students must remain in the pick-up area until they are fetched by the caregivers with Pick-Up ID. No parents and caregivers are allowed to enter the school area to pick-up student. Student is only allowed to leave school premises with authorized person that showing Pick-Up ID. Please be informed that parents should always renew the pick-up form if any changes occur. Cikal has a right to refuse any individual without authorized pick-up ID.

The pick-up time always starts 5 minutes after class dismiss for each level. This arrangement is needed to give enough time for your child to prepare their bags and belongings and walk to the pick-up area.

Unless student attends after school activities at the Cikal's premises, late leavers should be fetched **no later than 30 minutes after the end of the class**. Any student that have not been picked up more than 30 minutes after the end of the class will have to wait at the class with their teacher. The authorized person fetching the late leaver student must sign the late leaver form. Student attends extracurricular activities/club will be supervised by the teacher and handed to the club teacher 30 minutes before the club's session starts.

## C.2. Schedules for Preschool

Class	Choices of Day	Class Hours (WIB)	Pick Up Time (WIB)
Adik-Adik (10 months – 2 years)	Monday – Friday Based on chosen program	08.00	09.10
		11.30	12.40
Kakak-Kakak (2 – 3 years)	Monday, Thursday & Wednesday	08.00	10.00 - 10.15
		09.40	11.40 - 11.55
		10.30	12.30 - 12.45
	Tuesday, Friday & Wednesday	08.00	10.00 - 10.15
09.40		11.40 - 11.55	
		10.30	12.30 - 12.45
Pre-Kindergarten (3 – 4 years)	Monday, Thursday & Wednesday	08.00	11.00 - 11.15
		09.40	12.40 - 12.55



	Tuesday, Friday & Wednesday	08.00 09.40	11.00 - 11.15 12.40 - 12.55
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### **D. EARLY COMES PROCEDURES**

Students who arrive earlier than 30 minutes before the class’s schedule need to be accompanied by caregiver with a valid Cikal ID.

### **E. EARLY LEAVERS PROCEDURES**

If student needs to leave school before the dismissal time, parents should inform the school executives/principal/vice principal by call/sms/email and fill-out the early leavers form in reception area.

### **F. LATE ARRIVAL**

Being on time is a lifelong habit that reflects commitment and respect. Being late gives students uneasy moments to adjust and inability to perform the best throughout the day. If tardiness occurs frequently, parents and student will be invited to a conference to acknowledge the cause and discuss the solution.

### **G. ATTENDANCE**

Attendance record will be put on a student’s developmental report. A minimum of 80% attendance and maximum of 10% unverified absence is part of promotion requirement. If student is absent from school for personal or family reasons, parents should submit a written letter stating the reasons for absence to the classroom teacher. If student is absent due to sickness in more than 3 days, a medical certificate should be presented.

In the event that students take long absence, they may need to get additional home assignments to catch up with the class learning objectives.

If extended holiday is unavoidable, a letter must be sent to the classroom teachers one week prior to the student’s departure. In such letter should state the student’s intended date of departure and return. The classroom teachers will try to make sure that all concepts are reviewed, and parents must ensure that all family’s project is done.

### **H. ABSENCE FROM PHYSICAL EDUCATION SESSION**

When a student cannot join physical education or water play session, a letter or a note in the student’s binder of orange folder must be submitted to the classroom teacher.

If for some reasons a student cannot join Physical Education or water play session for an extended period, parents should provide to Cikal written confirmation stating the reasons of absences of each sessions or notification letter from doctor/hospital referred by Cikal. Such letter or notification will be reviewed every term. Attendance and minimum grade for physical education is part of promotion and graduation requirement.

## I. STUDENT LEAVE AND WITHDRAWAL

Students are NOT allowed take leave during academic year.

A written notice informing the intention to withdraw a student from school is required at the latest one month prior to the student's leaving.

No teacher references/letter of attendance will be given out by Cikal until a letter of withdrawal and clearance for membership department is received

All the payments that have been made are non-refundable, cannot be transferred to another student, and cannot be claimed for any other reasons.

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## **PART 5: STUDENTS' BELONGINGS**

### **A. BOOKS AND SUPPLIES**

Cikal provides the required books and stationary for classroom activities. Some handbooks or other learning materials are borrowed to each student at the beginning of academic year and should be returned to the class teachers or MRC at the end of academic year. All books should be left at school, except when students are required to complete home assignment or for test preparation. Hat, class supplies and other necessities should also be kept in class.

At the beginning of academic year, teacher and students make an essential agreement regarding to students' responsibility to take care of their books, belongings and supplies, and retribute accordingly if the item is broken or damaged. This agreement teaches students about responsibility and independence. Books that are not returned should be replaced with the same item or money at the cost of the replacement. Student will not get their new books for the next term unless all the previous books have been returned. Work books, practice books and note books do not have to be returned.

### **B. PERSONAL BELONGINGS**

All students should clearly mark each item of their personal belongings with their complete names and class in permanent ink. Personal things that are allowed to be left at school are only mukena, sarong, sajadah and Cikal's hat. These belongings have to be brought home for regular washing every two weeks.

Students are not allowed to bring toys, money and or valuable items to school. Unless the objects are requested by the teacher for student's learning activities or adaptation process. No harmful materials or objects are allowed. If those items are found, teachers will confiscate those items during school hours and immediately report to the Principal. Parents will be informed and the meeting with parents will be conducted. The objects will be returned to parents after the meeting. The school will need to immediately confiscate and report any dangerous items such as knives, to the school executives' office.

For safety and developmental reason, no mobile phones and other communication devices are allowed for students.

### **C. LOST AND FOUND**

Checking for personal belongings at the end of the school hour end or should be part of routine that helps develop students' self-management, especially after physical education and swimming session. Found or unattended items will be collected and put in the Lost and Found box in the classroom or reception area. Those things will be kept in the box for one month. If there are no one claims is being made over found items, such items will be donated to the needy.

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## **PART 6: NUTRITION AND HEALTH**

### **A. WISE FOOD CHOICE**

Cikal encourages all member of Cikal's community to build healthy lifestyle and eating habits as early as possible. The school is also committed to provide healthy and nutritious food and beverages and avoid junk food.

Cikal encourages students to learn to eat healthy food since early age. We involve the whole community in making wise food choice. All the food given by the school satisfies the good food guide standard. We avoid hydrogenated oils, nitrates, nitrites and artificial colorings. We limit saturated fats and sweets. Instant noodle, food with MSG and carbonated drink are NOT recommended in school.

We promote eating healthier choices, such as whole grain, legumes, fruits and vegetables, vegetable oils, fish, soy food. If students wish to bring their own snack and meal from home, please ensure they follow our good food guide. What your child eats affects the eating habits of the whole school community.

Drinking water is available through the school's dispenser.

### **B. EATING POLICY**

All students eat at the canteen or snack area regardless of whether they purchase items from the food counter or bring food from home.

Students do not eat on the basketball courts or the green field.

Students eat healthy food within an appropriate serving amount.

The canteen is a safe and hazard free environment (no running or playing allowed)

Teachers and staffs will supervise and eat together with the students. Classroom or homeroom teachers will write reminder notes to parents about specific issue regarding a student's eating habit. When necessary, a special conference with student and/or parents will be held.

### **C. MEAL BOX FROM HOME**

Any meal box from home can be submitted to the General Affair officer. All meal boxes should be properly named with student's first and last name, and year level. The person who delivers the meal box has to fill-in the logbook for this (the name of the person who delivers the meal box, the student's name and classroom). Meal box for snack shall be received at the latest 09.00 WIB and 11.30 WIB for afternoon class.

### **D. STUDENTS' HEALTH RECORD**

Cikal requests information about student's medical history on registration form for health screening. For the interest of all students, teachers, and staffs, we remind you to keep your sick child at home. If a student is brought to school or becomes ill at school, and has to leave due to illness, you will be required to do two things before they return to school:

- 1) Take your child to the doctor AND bring a note from the doctor saying that they are clear and allowed to come back to school, that they are no longer contagious to other students & adults.

- 2) If your child has allergies, and shows symptoms (e.g.: any nasal discharge, chest congestion, and/or coughing) but are not contagious, a doctor's note will be required, OR your child will be sent home until the symptoms disappear. Illness at school that makes you immediately have to take your child home may include, but is not limited to:
- a. A fever over 38.5°C on the ear thermometer, under the arm, oral, or rectal.
  - b. Any type of rash or questionable bumps, and/or red spots (doctor needs to determine which rash child has and proper quarantine time to prevent spread of infection).
  - c. Green/Yellow/Brown mucus coming out of the nose, mouth, or eyes.
  - d. Uncontrollable coughing with or without congestion.
  - e. Loose stool or diarrhea more than once a day (will not be allowed back to school until they have gone 24hrs without diarrhea).
  - f. Vomiting or stomach flu of any kind (will not be allowed back to school until they have gone 24hrs without vomiting).
- 3) Parents would be notified should head lice was found on your child. On such case, referring to the child's conditions during assessment, parents may wish to opt to picking up the child or to letting the child remain in the school clinic until dismissal time. This measure is intended to prevent the spread of head lice to other students or adults in Cikal. We would ask for parents' cooperation to let children stay at home until no lice is found on their hair.

Parents are suggested to conduct preventive measures to minimize the spread of head lice by screening your family members for head lice regularly. To get rid of the lice, it is recommended to apply natural head lice products, such as lemon juice, olive oil, coconut oil, and other natural ingredients found on online websites.

Please do not bring your child to school if they exhibit any of these symptoms. If you bring your child with these symptoms, you will be asked to keep your child home until the symptoms are no longer present. Please remember these policies are set in place to PROTECT the overall health of all students and families in Cikal. If you bring your sick child to school, you risk infecting other member of our community.

## **E. MEDICAL ARRANGEMENT**

If a student becomes ill at school, the classroom teacher and determine if the student should be sent home. Parents will be contacted and, if necessary, advised to fetch their child and take the students home. In the event students is required to be sent home, a form of release will be signed by classroom teachers, principal/vice principal and parents or authorized pick-up person.

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When a student becomes seriously ill and it is impossible to contact the parents, a visit to the school doctor or emergency unit of a hospital will be arranged. Our corresponding hospital is Rumah Sakit Siloam, Jl. TB Simatupang. Parents are urged to inform the school of any long standing illness or allergies suffered by the children. In such cases a doctor's letter with instructions explaining what actions should be taken in the case of emergency must be provided by the parents.

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Cikal support campaign about Rational Use of Drugs. We encourage parents to use medication wisely, since irrational use of medicines affects our whole school community.

"

Any medication sent to the school with a student must be accompanied by a note from parents regarding their children's medical history and the drugs use. The classroom teacher will give this to the school nurse, whom will give all medication. No medication can be given during class session.

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# PART 7: ASSESSMENT

## A. PHILOSOPHY

Assessment is a process of gathering information. It enables us to ascertain students' understanding and plan for their future needs. Within Sekolah Cikal, continuous assessment is an integral part of the teaching & learning and is fundamental to ensuring that learning has taken place. With our non-traditional approach, the purposes of assessment carried out at Rumah Main Cikal are:

1. **Diagnosis** - To monitor progress & discover the extent to which a particular student is assimilating what is being taught. Specific action is then instituted based on diagnostic analysis.
2. **Evaluation** - To judge the effectiveness of the teaching & learning which can lead to specific action e.g. review of courses, assessment, student grouping etc.
3. **Formative** - To highlight the progress of the student & identify his/her weaknesses & strength
4. **Summative** - To provide overall evidence of the student's achievements, skills, knowledge and understanding
5. **Guidance** - To give students a picture of their learning & assist them in making decisions about courses & careers, and to inform parents about their student's progress

## B. STUDENTS' PORTFOLIO

Students' portfolio is a collection of learning experiences of a student from a range of curriculum areas over a period of time. It helps acknowledge students' unique individual progress in dimensions of Cikal 5 Stars Competencies (covering development of knowledge, concepts, transdisciplinary skills & attitudes) and encourage personal reflection.

## C. REPORTING

### C.1. Observation and Development Report

Report is distributed online through Cikal community net quarterly at the end of each term or program. A 3 way conference is available as scheduled on academic calendar or anytime issues arise that merit one.

Individual Education Plan (IEP) is an important part of the report. It specify plan on improving student's achievement which falls below expected standard of performance in any area of learning. The IEP gives detail information about the what, when, who, where and how this plan is going to be conducted, including the responsibility of teacher, parents and students and any intervention program.

### C.2. Level Descriptors

Every objective under a program is tagged into a specific dimensions of 5 Stars Competencies and graded into different phase which show the student's position according to specific criteria at the moment of assessment.

It is important to underline that phase are not a statement of student's achievement compare to other students in the class. The phase are describing stages and growth of individual student's learning process and dimension growth. The attainment of most learning objectives are an ongoing and continuous process, which sometimes takes a lot longer that the quarterly span of reporting period or even one school year. Sekolah Cikal's curriculum scope and sequence provide detail on each program specific expectation for each year level, which is used by teachers to evaluate whether student's achievement on specific objectives met his/her year level standard.

**5 = Bridging Over.** Student is bridging over on the specific learning outcomes; evidence indicates advance understanding in key concepts, a sound grasp of essential skills, and own broad knowledge. Student is in the next level beyond learning within that level.

"

**4 = Expanding.** Student is expanding in the learning outcomes; has successfully met all the expectation on the specific learning outcomes. Shows mastery in demonstrating skills, comprehending understanding of key concepts and knowledge.

**3 = Developing.** Student is developing competency on the specific learning outcomes; consistently met all the expectation on the specific learning outcomes. Shows firm grasp on essential skills, comprehend essential understanding of key concepts and knowledge.

"

**2 = Beginning.** Student is beginning to meet the expectation of a few specific learning outcomes and able to show small parts of the competency. Needs support to begin and/or complete tasks.

"

**1 = Starting Up.** Student is only starting to meet the expectation of the specific learning outcomes and has not shown competency on the objectives. Evidence indicates weak acquisition of skills and concepts.

"

**X = Not Introduced.** The specific learning outcome has not been introduced during this term and will be taught during the next term. Student has not been assessed on this academic achievement area

"

**I = Incomplete.** Incomplete/ Insufficient evidence to make a valid and reliable judgment on a student's achievement due to various reasons (most commonly absence from school or when the student has not shown readiness to be assessed on the specific learning outcome).

"

## D. CONFERENCES

"

Parents, students and teachers are all valued contributors to the reporting process and share in the responsibility for learning and accounting for progress.

"

The purpose of conferences is to give information to both student and parent about the progress of student's learning, identifies areas for growth, and contributes to the consolidation of the entire school community.

Three structures of conferences are:

"

### 2-Way Conference

Regardless that parents can always contact teachers anytime for a conversation about their child's development, the formal 2-Way Conference is scheduled every term for Adik-Adik and Kakak-Kakak class. This media allow parents and teachers to discuss the student's strength and interest, also agreed on action plan for certain area to develop.

"

### 3-Way Conference

This conference involves the student, parents and teachers. The purpose for this conference is for goal setting. It happens in every end of term. It is also to give information to both student and parents about learning objectives in a specific year level and development phase. The conference gives an opportunity for the students to identify their areas for growth and strategies to improve their learning performance by involving the roles of their teachers and parents. Parents, students and teachers are all valued contributors to the learning process and share in the responsibility or progress.

"

### Home Conference

A conference at home, which involves 2 parties: student and parents. It is held every end of term and recommended to be held at home before the 3 way conference. The student presents and explains his/her portfolio, and evaluates his/her learning with parents. It is another way of parents' support at home.

## **E. REFERRAL SYSTEM AND PROMOTION**

### **E.1. Promotion requirements**

Students who meet the required academic standards and maintain satisfactory level of achievement will be promoted to the next grade level at the end of the school year. Below is the requirements:

Maturity of all developmental aspects as shown by meeting behavior and learning expectation for the subsequent level

Minimum 80% attendance with Not more than 10% unverified absence

Unanimous decision by teachers and school counselor

The learning objectives are achieved more than 50% indicates the ability of students to proceed to the next phase.

### **E.2. Status placement**

The academic referral system is linked to the Whole School Behavior and Discipline Policy. Please refer to Part 10 section G.4 for student's status placement.

### **E. 3. Retention**

Rumah Main Cikal Cilandak's students must meet the standards in this policy in order to maintain academic excellence and to be considered for promotion from one level to the next. When a student has not met academic standards, the Principal shall determine whether the students will be retained. This decision will be made in consultation with the teachers, parents, school counselor and other staff (if appropriate), after giving that particular student opportunities and support to improve within Watch List/Probation/Conditional status. Parents will be notified as soon as retention is being considered and no later than the end of 2<sup>nd</sup> term. Retention is one particular intervention for the improvement of learning. It is our intent to utilize other strategies before making the final decision of retention.

## **F. Academic Honesty**

It is expected that learners demonstrate academic integrity. Plagiarism, cheating and copying others' work are actions that would be considered disingenuous and result in the evidence of achievement defined as invalid.

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## PART 8: STUDENT SUPPORT

We believe that every child has area of strengths and areas that need to be developed through a school system which focuses on individual uniqueness. Sekolah Cikal is an inclusive school, which accepts and makes commitment to provide the needs of all students with various characteristics, including students with special needs.

To ensure that each student is handled individually, Sekolah Cikal has set up the Student Support Center (SSC) for special needs students with criteria as follows:

- a. Have been diagnosed as special needs in minor stage such as minor Autism spectrum, ADHD, and other types of development disorder. The diagnosis should be made by Cikal's referred child psychologist or neurologist;
- b. Have intelligence quotient classified as average or above;
- c. Having difficulty in learning, such as *dyslexia*, *dysgraphia*, or *dyscalculia*;
- d. Having other development issues that is related to acquiring understanding and/or grasping information in learning process, social interaction with others, emotional or behavior disorder.

The decision for membership in SSC is made by the principal. The assessment and evaluation process is conducted throughout the learning process in Cikal.

### A. Early Intervention Program

This program is intended for preschool students who show developmental delay in motor, language, and social aspect. They need early intervention to minimize the risks of learning disability in the future. The students following Early Intervention Program will be monitored periodically by SSC team. Thus, Rumah Main Cikal will refer the students in this path program to receive therapy program, such as speech and language, occupational/sensory integration and/or behavior therapy. The therapy is part of the Early Intervention Program and or conducted by therapy center outside Sekolah Cikal.

### C. Evaluation

Monthly meeting will be held for parents to discuss the student's progress and evaluation of the program taken by the students, and the program will change if required.

Every 3 months, SSC and the counseling office will make report on student's progress. Based on such evaluation and psychologist's diagnose or other professional evaluation result, which appointed by Sekolah Cikal (if necessary), principal will make semesterly recommendation in terms of student's enrollment on SSC or counseling paths, changes in path category, and including the determination of students membership in the school, as to whether Sekolah Cikal is the place that best suited for the child's needs.

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## PART 9: HOME-SCHOOL CONNECTION

### A. CONTACT US

Rumah Main Cikal is committed to creating the most open and accessible communication. Please write or email us about your comments, questions, or any interesting information you would like to share.

Here are some important contacts:

1. Head of School : Ibu Najelaa Shihab – [najelaa.shihab@cikal.co.id](mailto:najelaa.shihab@cikal.co.id)
2. Head of Academic : Ibu Tari Sandjojo – [tari.sandjojo@cikal.co.id](mailto:tari.sandjojo@cikal.co.id)
3. Principal : Ibu Windy Hastasasi–[windy.hastasasi@cikal.co.id](mailto:windy.hastasasi@cikal.co.id)

For all related to admission & membership support please contact: [info.rmccilandak@cikal.co.id](mailto:info.rmccilandak@cikal.co.id) or contact us at 021 – 29125546 or +6281317235511.

### B. USING STUDENTS' BINDER

Student's Binder is an important tool to organize student's learning. In order to be able to use it effectively; student, teacher and parent need to use and check the Binder every day.

Students use the reflective learning journal to reflect on their learning experience. The reflection describes student's understanding of concepts, knowledge, skills, attitudes and his action prior to or after the learning takes place

The home-school communication pages is the media for parents and teachers to communicate about the students' assignments, special situations, or other things related to the learning process and the students' well-being. Each party has to put date and sign every time they read or write notes, as an indicator that the notes have been noticed.

Out of school project is given by classroom and subject teachers in accordance to the out of school project policy.

### C. COMMUNICATION BETWEEN PARENTS AND TEACHERS

Teachers and parents must create bonding to build collaboration and personal relationships to support the students' learning development. As member relation officer, teachers communicate regularly with parents in terms of information about school programs and activities. Since the teachers use personal communication tools, we need to ensure that communications between all members of the school community are clear, professional, timely and appropriate. To ensure the smooth communication between school and parents, teachers will create whatsapp group with parents of their students, according the learning group assignment.

Communication in whatsapp group can only be answered by teachers after teaching activities, within working hours. Should there is emergency issue, please directly contact the teachers .

### D. WRITTEN COMMUNICATION

Any information for parents will be delivered through Kontak Cikal, our weekly newsletter. Specific information for certain level/classroom will be delivered through your active email address which has been

registered to our Membership Division. Kontak Cikal and other information are accessible on [community.cikal.co.id](http://community.cikal.co.id). Rumah Main Cikal will give user ID and password for each parents to access the portal.

## E. GRIEVANCE POLICY

The school is committed to dealing with concerns and feedback of parents in a productive and positive ways that result in satisfaction for all parties. We seek win-win situation that enhances the learning of students.

Three essentials to deal with grievance are privacy and confidentially, constructive support of each other and the ability to strive to work as a team. Parents are encouraged to contact the classroom teacher directly for specific issues regarding their own child. Contacts can be made through whatsapp, student's binder, telephone calls or direct visits (preferably with prior notice). Matters that need broader attention can be discussed with the respective principal and school director.

## F. PARENT VOLUNTEERS

Cikal encourages parents' participation in school activities. This is an important way to ensure alignment of education philosophy and set a powerful example for your child about being an empowering member of society. Parent volunteers are involved in our Cikal aksi-aksi service activities, Cikal Bincang-bincang parent workshops, special school committee or as representatives for certain classes or year level. Sign up is open all year and parents can choose different levels of commitment in volunteering.

## G. CIKAL NO GIFT POLICY

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## H. CHANGE OF PERSONAL DATA AND ADDRESS

Should parents have some changes of their personal data, classroom/homeroom teacher is the first party to be informed. Updating can be done online through Cikal Community page. At the beginning of the academic year, during Orientation Day, membership division will distribute data renewal form via classroom teachers.

## I. CIKAL COMMUNITY NET

### I. 1 Overview

This portal is where parents can go online to get updates on everything related to Cikal community. Features in this web portal include:

- News
- Events registration and galleries
- School Activities report and updates
- Academic Calendar
- Kontak Cikal weekly bulletin
- View / edit and Update Profile of Parent and Students
- Student Reports for Classes and Clubs

### I. 2 How to Access

Access to this portal is given to all parents. In the notification e-mail, sent right after admission, user name and password are provided along with a direct link ([community.cikal.co.id](http://community.cikal.co.id)) to the portal. The email used to access Cikal Community is your registered email at Admission.

For password troubleshooting, please use the *forgot password* feature on the Cikal Community log in page. You will receive a new password in your inbox mail after you have completed the steps.

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# PART 10: WHOLE SCHOOL BEHAVIOR AND DISCIPLINE POLICY

## A. THE PHILOSOPHY AND OBJECTIVES

We believe that children have a right to a quality education in a safe and caring environment. The goals of our Whole School Behavior and Discipline Policy is to influence and empower students and at the same time nurturing self-discipline. This needs a collaboration from every member of school community: staffs and teachers, parents, and students. Through our discipline approach, we:

- help students to be responsible for their actions and to help them understand that there is a consequence for every action
- ensure a safe environment for learning
- build desirable behavior patterns for life
- develop good citizens
- treat all students with fairness and equality in the application of all school policies

## B. PRINCIPLES OF POSITIVE DISCIPLINE

We believe the most important objective for discipline is the encouragement of self-discipline. Self-discipline is when individuals can limit and restrain their own behavior. Self-discipline implies the development of integrity, accountability, personal ethics and self-management. Self-discipline is an extension of Positive Discipline; in Sekolah Cikal we use Positive Discipline approach that gives guidance about what students should do. This includes the use of dynamic and flexible strategies for reinforcement of positive behavior as well as correcting inappropriate behavior by students.

We want our students to become ethical, compassionate, creative, and competent individuals who:

- have a strong sense of self
- know how to think and not just what to think
- naturally curious about themselves and the world around them
- don't "do to please" and are not easily led
- willing to act with integrity

Positive discipline is an agreement that enshrines all sides to behave well, which based on the following principles:

- Learning starts at home continues at school and requires a co-operative relationship and consistency among the school community.
- Seek long-term behavior changes instead of short-term fixes.
- Mistakes are for learning, always teach responsibility for behaviors.
- Be fair, don't blame others and have unreal expectation. Always take into consideration cultural diversity, individual differences and the unique circumstances of each situation.
- Be clear, check that the agreements and limits are understood, involve all sides in the process
- Be positive, show acknowledgement to appropriate behavior
- Modeling the behavior we expect, by all of us at Cikal School
- Treat students, staff, volunteers and visitors with respect and dignity.

Non-violent choices for dealing with conflict need to be taught and can be taught.  
Emotions need to be acknowledged, can be understood and we can teach self control.  
Be creative, think ahead and use humor  
Be sensitive, to all different needs, characteristics, temperaments, or other diversity and problems from all sides  
Teach problem solving skills  
Learning is a life-long process that occurs best with active involvement, safe risk taking, social interaction, and co-operation.

## C. RESPONSIBILITIES OF ALL TO CARRY OUT THE DISCIPLINE POLICY

All members of Cikal Community will understand school expectations for responsibility and their role in the implementation of discipline in teaching and learning process.

- Speak courteously to others, avoiding profanity or unkind comments
- Respect individual differences as well as the right to “personal space” and “personal property”.
- Assume responsibility for the care of school property
- Maintain appropriate dress, personal cleanliness, and safety habits
- Refrain from sexual harassment
- Maintain a safe environment for all persons on school
- Support the discipline process.
- Provide a positive learning environment in the home and at school
- Strive for mutual respect and treat all people at Cikal with dignity.
- Set and maintain standards for regular attendance
- Promote throughout the school our “Cikal 5 Stars Competencies” as guidelines for whole school behaviour

## D. REINFORCEMENT OF APPROPRIATE BEHAVIOR

*The troubling truth is that rewards and punishment are not opposites at all: they are two sides of the same coin. And it's a coin that doesn't buy very much (Alfie Kohn, Punished by Rewards)*

Rumah Main Cikal doesn't use reward as reinforcement of appropriate behaviour. Rewards take forms in giving abundant praise, tangible goody and using presence as reward. We believe, as Choon Tan in “Teach Your Children Well” said, students who are bribed and rewarded don't have much of a chance to grow into independent and self-assured young people.

### The Triangle of Influence

Instead of rewarding behavior, we use triangle of influence; Encouragement, Feedback, and Discipline.

#### Encouragements are:

- Spontaneous (not flattery or a calculated strategy to shape behavior)
- Level of excitement in tune with child's level of excitement
- Come at any time (attempt at a new activity, in the middle of struggling with a difficult skill, after a big mistake)

**Feedback** enables kids to look at their expression of feelings, behavior and deeds honestly and realistically.

**Discipline.** The next section is the elaboration of our discipline approach.

## E. DISCIPLINES APPROACH FOR SEKOLAH CIKAL

*Building a conscience is what discipline is all about. The goal is for youngster to end up believing in decency, and acting-whether anyone is watching or not-in helpful and kind and generous and thoughtful ways.*  
(James L. Hymes, Jr, A sensible approach to Discipline in Childhood)

Discipline takes time. Process of discipline at our school is:

- Show students what they have done wrong
- Give them ownership of the problem
- Help them find ways of solving the problem
- Leave their dignity intact

Within the classroom the teachers are responsible for the management of their students. Discipline involves real-world consequences, or intervention, or a combination of the two. Real world consequences either happen naturally or are logical consequences that are intrinsically related to the child's actions. The appropriate consequences discussed and agreed by all class members.

Natural and logical consequences cannot be applied for a situation where there are:

1. Life-threatening consequences
2. Morally threatening consequences (it is unkind, hurtful, unfair, dishonest)
3. Unhealthy consequences

Under the above circumstances, teacher needs to intervene. After the intervention, we take the opportunity to talk about the consequences of the behavior-not about what will happen to him/her, but what effect his/her behavior will have on the other person, on his/her relationship and on him/herself.

No threats and punishment at any form are tolerated in Sekolah Cikal, violence is not an alternative to solving conflict and problems. Consequences lead to positive results; reflection and responsibility.

When a student make a mistake or creates mischief that intentionally or unintentionally creates serious problems of great consequence; teachers or school executive will apply one or more of the following consequences as deemed appropriate by the circumstances.

1. Restitution; fixing both the physical damage and the personal damage
2. Resolution; figuring out ways to keep this from happening again
3. Reconciliation; the process of healing with the person you have harmed

Choose of logical consequences are based on the principle of positive discipline. All logical consequences are:

Related; to the disruptive behavior and the desired behavior change

Relevant; to the overall development of students well-being, valuable as learning tool

Reasonable; applied fairly according to the disruption and based on realistic expectation, practical and simple to apply

Respectful; treat all sides with dignity

The teacher will document the student referrals in the student's edu record. This process will include teachers and students signatures, and for highly inappropriate student misconduct, the school executives' and parents' signatures.

## F. DESCRIPTION OF DISRUPTIVE BEHAVIOR

### F. 1. Minor Inappropriate Behavior

Any behavior, which interferes with the learning, safety, physical or mental health, or well-being of others is disruptive. The whole school behavior and discipline policy is designed to help students focus their energies in positive ways. Examples of actions that may lead to disciplinary action include but not limited to:

- Creating minor disturbances in and out of class, off task behaviours, homework infractions
- Tardiness to school or to class
- Being absent or refusal to be involved from class activities or school without parent permission
- Failing to attend assigned responsibility or After-School Detention
- Causing classroom, cafeteria, or campus disturbance/disruption
- Bringing toys or plays equipment from home without teacher permission
- Rough play or roughhousing activity
- Behaving in an unsafe manner
- Defacement of school materials or property
- Taunting
- Littering
- Name calling/Ethnic slurs/Sexual remarks
- Failure to comply with the school's Dressing Policy

### F. 2. Major Inappropriate Behavior

Behavior that is frequent or serious enough to significantly disrupt the learning climate of the school or endanger the well-being of others or damage school property.

Examples of major inappropriate behaviors:

*Items marked with a double asterisk (\*\*) are also cause for expulsion on the first offense.*

- \*\* Causing, attempting to cause, or threatening to cause physical injury to another person
- \*\* Possessing, selling, or otherwise furnishing any firearm, knife, explosive, or other dangerous object
- \*\* Unlawfully possessing, using, selling, or otherwise furnishing, or being under the influence of any controlled substance, alcohol, or intoxicant
- \*\* Committing robbery or extortion
- Causing or attempting to cause damage to school property or private property
- Stealing or attempting to steal school property or private property
- Possessing or using tobacco
- Committing an obscene act or engaging in habitual profanity or vulgarity
- \*\* Unlawfully possessing, offering, arranging, or negotiating to sell any drug paraphernalia
- Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
- Knowingly receiving stolen school or private property
- Serious or repeated verbal, physical and sexual harassment

When a major inappropriate behavior is conducted, learning leaders will apply one or more of the following consequences as deemed appropriate by the circumstances:

- Parent notification/conference
- Police contact for criminal act
- Financial retribution
- Suspension

Above consequences will be applied also to parent or Cikal team member conducting major inappropriate behavior.



## **G. PLACEMENT STATUS AND THE REFERRAL SYSTEM PROCEDURE**

Sekolah Cikal discipline approach consists of various levels of placement. There are three levels of status – Watch List Status, Probationary Status and Conditional Status. Unresolved minor inappropriate behaviour and/or major inappropriate behavior and failure to meet academic requirement lead to placement on Probationary or Conditional Status. The consequences or restrictions of these status levels vary.

### **G. 1. Watch List Status**

#### Definition

1. Student has not demonstrated the ability to follow established expectation and guidelines, including academic standard and expectation.
2. Student has not successfully followed his established plan for changing misbehavior within maximum 2 terms period, or
3. Student has been involved in minor inappropriate behavior.

#### Procedure

1. Student develops a plan with help from teachers, counsellors and or principal.
2. Parents meet with teachers, counsellor and principal to monitor and review student's progress.
3. The school then releases a letter informing the student's status, action plan, expected behaviour, signed by the student, parents and principal.
4. Watch list status will be reviewed every term.

#### Consequences

1. Students work with counsellor and teachers to develop and implement a plan for changing behaviour.

### **G. 2. Probationary Status**

#### Definition

1. Student on watch list status has not demonstrated the ability to follow established expectation and guidelines including academic standard and expectation after two terms of placement.
2. Student has been involved in a major inappropriate behavior.

#### Procedure

1. Parents meet with teachers, counsellor, and principal.
2. Student develops new plan with assistance of teachers and principal.
3. The school then releases a letter informing the student's status, action plan, expected behaviour, signed by the student, parents and principal.
4. Probationary status will be reviewed every term.

#### Consequences

1. Participation in after school activities will be closely monitored. Students wanting to participate in clubs or other after school activities need special permission from the principal.
2. Students may only attend and participate in Assembly with permission from the principal.
3. Students may only attend and participate in Fieldtrips with permission from the principal.
4. Participation in school events and or special school program by special permission only.

### **G. 3. Conditional Status**

#### Definition

1. Student on probationary status has not demonstrated ability to follow established expectations and guidelines after two terms of placement.
2. Student has been involved in major inappropriate behavior.

#### Procedure

1. Parents are notified of the decision and meet with the principal, students are put into student support centre path.
2. Recommendations, conditions, and services provided within the school are put into place by the Student Support Centre.
3. Parents receive written documentation which describing reasons for placement on conditional status and given a time line for reviewing student's behavior.
4. Student Support Centre assigns an SSC Staff for the Conditional Status case, Counsellor meets with student on a regular basis.
5. Students Support Centre reviews student's progress periodically with teachers, principal and parents
6. All efforts are taken in order to provide the student with appropriate support services.
7. A formal meeting determines at the end of term and semester if student may continue or asked to withdraw from Sekolah Cikal.
8. Continued enrolment is contingent on whether the student's needs (social, emotional, and academic) can be met within the parameters of Rumah Main Cikal support services.

#### Consequences

1. Participation in after school activities will be closely monitored. Students wanting to participate in clubs or other after school activities need special permission from the principal.
2. Students may only attend and participate in Assembly with permission from the principal.
3. Students may only attend and participate in Fieldtrips with permission from the principal.
4. Participation in school events and or special school program by special permission only.

The complete Cikal Whole School Behavior and Discipline Policy can be obtained from the office.

### **G. 4. Status Placement Criteria**

If the student fails to meet school's behavior requirements in two consecutive terms, the student will be placed on "Watch List Status" and he or she will receive a letter to this effect. If the student fails two or more requirements at the end of the next two terms, the student is placed on "Probation." A probationary student who is not passing the expectation at the end of the following term is moved to the "Conditional Level" and is advised accordingly. If the student at the "Conditional Level" then does not pass by the end of that term, he or she will be asked to withdraw from the school.

A student who, having been placed on probation, meets the terms of the probation, will return to "Watch List" status. The student will return to normal status if he or she shows progress beyond the requirement in two terms. Occasionally, a student may continue on 'Probationary Status' if he/she has not met the terms of probation, and if it is considered to be in the student's and school's best interests.

Although not related directly to student's own behavior, the recurring late payment will put the student in placement status.

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# PART 11: OUT OF SCHOOL PROJECT-HOMEWORK

## A. PURPOSE

Cikal believes that carefully designed out of school project, will be beneficial to student learning and family interaction. It also assists in developing skills and attitudes that will enhance the student's ability in formative and summative assessments.

Out of school project shall reinforce or enrich skills previously taught in class. It is directly connected to the learning objectives and provides for individual practice. Therefore, out of school project or homework is individual for each child and meant to be self practice. Meaningful out of school project stimulates effort, independence, responsibility and self-direction. It also serves as an important way to encourage family involvement in students' learning process and provide opportunity to transfer learning to different setting.

As a rule, new material is not assigned for out of school project (except in the case of absences or pre-reading of new).

## B. CONTENT

In order to give students an opportunity to develop various kinds of skills, teachers will give many types of out of school project assignments, not only written assignments. They may be to read, to do field trip, to collect, to interview, to do research, and to listen to a particular radio or TV program.

### B.1. WEB Reading Activity

Daily reading is recommended for all students. The take home readings are chosen based on, but not limited to the year level reading log, students' interest and reading level. There is a positive correlation between the amount of time listening to, or reading to student, and academic success. We believe it improves classroom performance. Therefore, we strongly encourage parents to set aside time for reading to build fluency and confidence.

Records of their reading will be kept in WEB reading logs. No new books will be sent home before students returns the book and parents sign the log. This practice continues throughout the remainder of the academic year.

### B.2. Special Assignments

Special Assignments such as research projects will take place on a regular basis. These will have specific guidelines and a timeline for expected completion. While the majority of the work will be done at school, students may be asked or collect information or other items at home. Although parents may give guidance and feedback, it is important that students themselves do the work.

## C. QUALITY

First and foremost any out of school project assignment must relate to the curriculum and it should grow out of school experiences rather than being an end in itself. Secondly, such assignments must be well within the capabilities of students and they should be related to student interest whenever possible. Furthermore, these assignments should be preceded by thoughtful motivation and direction. Finally, any out of school project assignment should be designed to elicit student assimilation of facts and drawing of inferences rather than merely requiring them to copy information. Under no circumstances should out of school project be used as disciplinary action or punishment.

## D. QUANTITY

Cikal's policy is, generally, not to give out of school project on weekends, holidays or dates of special school programs. The reason for this is to allow students time to take part in family experiences such as trips, visits, outings, etc. Out of school project must not monopolize the out-of-school time of students. They need the opportunity to develop appreciation and skill in art and music, to grow by physical activity and recreation, and to participate more fully in community life and in the social life of the family.

Each teacher provides a routine way for students to take home and return out of school project assignments. The age of the student and length of the school day are considered in determining the amount of time required for out of school project. Teachers will also consider other factors - extra-curricular activities, home support and student interests.

When necessary, out of school project should be adjusted to individual needs, interests, abilities and achievement levels of students (assigning enrichment work as necessary).

## E. CLARITY

Teachers will fully inform students and parents of out of school project expectations at the beginning of the academic year. These will be reinforced throughout the year. Students must be entirely clear about their out of school project assignments. The how, what, when, why, and how much questions must be answered for every assignment.

Clear expectations of out of school project assignment, conscience written instructions from the teachers, details of the tasks or other details of the out of school project are recorded on the student's binder. Teachers will check the use of this binder regularly.

## F. COORDINATION

In order to prevent out of school project assignments from exceeding the maximum time expectations of students, they must be coordinated among all teachers. All out of school project assignments are given through class teachers. There must be a designated area in the classroom where students put their out of school project and classroom or homeroom teachers collected it. Corrected out of school project is put on the same area but in a different folder with each student's name. List of out of school project for the month with the due date are put on the class calendar.

### **Out of School Project Hints for Parents**

*"Remember that your child is never too old to get your guidance in doing out of school project and studying."*

By working closely with the school, parents can help their children acquire good study habits, which will carry over into studying at school and in all areas of life.

A home can become an educational environment in which learning is an everyday experience and the physical atmosphere promotes learning when:

Out of school project given is a priority in the daily schedule. Parents should establish a set time each day for out of school project to be completed for younger children. Older children should select their own times and keep to this schedule.

Assure that there is a specific place with no interruptions for your child to study regularly;

Teaching your child basic organizational skills such as listing out of school project priorities or establishing outlines of what needs to be done a daily or weekly basis.

Check your child's binder and book bag each evening for such things as:

- Memo
- Out of school project notes
- Teacher notes
- Reading materials
- Textbooks for review and/or study
- Field trip request forms

Each night, after homework items have been finished and checked, initial or sign the binder.

Parents are also required to initial or sign the reading log list after take-home reading book is read.

Ensure that book bags are packed at night rather than in the morning, with all of the supplies needed for the next day.

Communicating clearly to the class teacher through the binder, when unusual situations occur within the family, which means homework, has not been completed by the due date.

Keep out of school project supplies on hand-pencil, eraser, ruler, paper, leads, glue etc.

Encourage your child to be neat, tidy and well organized with his/her schoolbag and supplies.

Do not take over your child's work. Oversee assignments, ask questions, offer suggestions but avoid doing the work, writing the solutions, or telling him/her what to do. Guidance is important but building independence and responsibility is crucial to your student's academic growth!

Encourage your child to do his/her best at ALL times.

Be positive about the task at hand. Avoid making negative comments that may affect your child's attitude towards school or homework tasks.

Talk to your child's teacher if you have a question or concern.

Enrich your child's learning by taking family visits to places at interest or special events.

We encourage parents to consult the school whenever there is a question about out of school project, which, after all is intended to be of help, not a burden.

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# PART 12: PROGRAMS

## A. SCHOOL CALENDAR

The academic year is divided into four terms.

Term 1: July 8 – September 27, 2019

Term 2: October 7 – December 19, 2019

Term 3: January 13 – March 20, 2020

Term 4: March 30 – May 29, 2020

There will be school holiday between each term. All schedule in our school calendar is tentative, as we will give schedule confirmation at the beginning of every term.

## B. SCHOOL EVENTS

### B. 1. New Parents Briefing

Before joining the school, new parents will be invited for policy presentation and discussion based on the Parents Handbook.

### B. 2. Family Gathering

Teachers' role is not only teaching your child but also as member relation officer; teachers are the main "hub" for home-school communication. The trust must be built between the 2 parties, therefore this program is the starting point for parents and teachers to start a collaboration. The good collaboration will support your child's learning experience throughout the academic year.

### B. 3. Parents' Orientation Day

This session is strictly for parents only and aims to provide information about school programs and general objectives of each subject level. The event is usually set on the week before the first day of school, or the maximum 3 weeks after the school starts.

### B. 4. New Parents' Gathering and Cikal 5 Star Workshop

A few weeks after the academic year begins, new parents will be invited to a gathering which will clarify any questions raised during the first weeks of learning process. A workshop about Cikal education philosophy, Cikal 5 Star competencies is also conducted on the day as part of compulsory workshop for parents.

### B. 5. Commencement Period and TPN (Temu Pendidik Nasional)

The first term is the commencement period; a period which your child will go through an adjustment process with the way they learn in school. The most important process during this period is your child's reflection about their strength and area to improve in term of self regulation as one of 5 Stars Competencies.

At the beginning, your child will get to know his/her classmates and homeroom teachers, agree on essential agreements, get used to daily schedule, know more about the school community better, including all Cikal team member and their roles. Not only that, there will be a community walk, aims to let the your child widen their perspective about the community outside their school.

At the end of commencement period, there will be a 3 Way Conference about your child's goal setting. The students' reflection about themselves and the way they learn will be shared by them in TPN (Temu Pendidik Nasional), a school program in which thousands of teachers from all over the country gather and share best practices.

### **B. 6. Special Celebration**

Cikal arranges special celebrations on religion important days, i.e. Ramadhan, Maulid, Christmas, and Easter. These celebrations are only for the students (and parents) whom are devotee of the respecting religion. No class or out of class activities will be held under religious theme, except during religion session.

### **B. 7. The Subject Showcase Festival**

At the end of term 3, Sekolah Cikal hold a festival from all level which planned and meant to be a showcasing of all subjects. The form is varied; from music and movement, exhibition, classroom performances or drama musical, which is integrated in The Playground theme. Each student chooses his/her most favorite subject/unit and club within the on-going academic year and discuss with the teacher or the group of students choosing the same subject/unit/club, for the showcasing form.

This is a full day event with parallel multiple stages and exhibitions, which allow parents, students, and public to watch and enjoy every show and exhibition.

This event is also one of Cikal Aksi-Aksi program, whereas all income (from Art Auction and educative game) will be donated for an agreed province/island in Indonesia.

### **B. 8. Parent's Workshops**

In order to make sure home-school collaboration, Cikal plans stages of parent workshop, for each year level. This ensures the same understanding of the school's program and curriculum to help students develop to the fullest. Below is the workshop list:

#### Mandatory Workshops

A workshop designed based on the students' uniqueness and issues on every developmental stages. The topic is aligned with a specific learning unit or program & practices within the year level. This is a 3 to 4 hours program in which the last hour is a parent-child interaction and reflection session.

i. Five Stars Competencies for new parents.

This is Sekolah Cikal's curriculum. This half-day session will help all parents to have a better understanding about the way Sekolah Cikal integrate the philosophy into your child's daily learning experiences and how this relates to your child's skills to be future ready.

ii. Positive Discipline for preschool parents

The workshop will explore children's need for freedom and boundaries and what parents can do to nurture their self-discipline. This workshop will help parents to understand and apply the same discipline method at home.

iii. Introduction to IB Curriculum Framework and or others as needed

This workshop will help parents to understand the philosophy behind Primary Year Programme/Middle Year Programme/Diploma Programme, before their child joins the programme and how is it aligned with Cikal curriculum and national curriculum.

iv. Pre-Writing & Pre-Reading Skills for Pre-Kindergarten Parents

Parents will be introduced to pre-writing and pre-reading skills and how to stimulate those skills at home.

v. Early Reading Workshop for Reception Junior Parents

We believe that introducing the students to the love of reading from the earliest years is essential for their future learning. This half-day workshop will enlighten you on how to embrace your child's interest in books and reading activities which of course will support their learning in class.

vi. Writing Traits Workshop for Reception Senior Parents

Writing is another important media to express feelings and opinions. Encouraging your child to love writing will help them in learning and also help you to see all the important traits beyond convention (grammar and punctuation). This half-day workshop will surely increase the way you appreciate your child's progress in writing.

vii. Number Sense Workshop for Year 1 Parents

In this half-day workshop, we will help you to uncover basic concept in math, which is number (including pre-number skill, basic number concept and basic arithmetic). The session will give you new perspective in learning math and how the school does it in class setting. You will be exposed to sample of activities to give some ideas in supporting your child to see the world through math lenses.

viii. Conflict Resolution Workshop for Year 2 Parents

It is challenging to help your child solving their conflicts, especially in this stage where your child has become more independent and more into next stage of friendship in their emotional development.

ix. Inquiry Based Learning in Primary for Year 3 Parents

This half-day workshop gives an introduction to parents on how the inquiry process happens in class, in every subject. You will get tools to accommodate your child's questions beyond classrooms.

x. Media Literacy Workshop for Year 4 Parents

Growing in a world with many exposures on varied media means that school and parents have to work together to equip our child. This half-day workshop surely will open your eyes on the importance to be selective and respond wisely to advertisement, news, reality shows and more.



xi. Sexuality and Relationship Education Workshop for Year 5 Parents

This half-day workshop focuses more on puberty. The workshop will give you tips to embrace your child's confusion with their growing body and their curiosity.

xii. Digital Life Workshop for Year 6 Parents

This workshop will prepare you to be able to guide children with their technology usage and exposure to online world.

xiii. Teen Development & Relationship Workshop for Year 7 Parents

This workshop will equip you to guide your child through their teen period. This session will focus more on their changing relationship with their peers which sometimes effecting their interaction with authorities at school and home.

xiv. Help Your Teen to Write for Year 8 Parents

The challenging teen period also has impact in their academic performance. With all of the changes in their physical and emotional aspect, children in this stage usually are under achieved. Writing has always been one of the media for expressing their thoughts, feelings, and point of you. The half-day workshop will open your eyes on how to develop this skill, not only to help them in school but also to develop their communication with you.

xv. Developing Your Child's Research Skill for Personal Project Workshop for Year 9 Parents

Personal Project preparation will start as soon as your child enters Year 10. This half-day workshop will guide you to get a better understanding about the process and support your child.

xvi. Pursuing Passion & Career for Year 10 Parents

This workshop will equip parents with knowledge and skill to support and guide their children in deciding & pursuing their passion and career.

xvii. Choosing the Right Learning Environment for Year 11 Parents

This workshop gives an eye opener to parents (and students) on important factors in deciding the most suitable learning environment for their child during their college year. During the 3 hours session, parents will be exposed to misconceptions, testimonials, and strategy to ensure their child's successful experiences.

xviii. College Survival Skills for Year 12 Parents

Students at this level have specific faculty choices already. They will deal with 'real life' as an independent individual shortly. This workshop will help parents on how to prepare their child in term of setting priorities, financial management, and self management.

### Ceramah Pintar

A seminar with several speakers sharing their expertise on a topic, based on parents' request or the school's new initiatives. This is held once every semester across level, with options of topic:

i. Cerdas Digital

This workshop will prepare you to be able to guide your children with their technology usage and exposure to online world.

ii. Intimacy and Relationship

An understanding on what sex education means and how it supposed to be a continuous education since early age.

iii. Stress Free Exam

A reminder for parents about the philosophy of assessment; what matters and the importance on self reflection to ensure progress in their child.

### **B. 9. Caregiver's Classes**

The school believes that caregivers are part of the student's significant others. Cikal organizes training for caregivers with varied topic according to the group's need. Participation is strongly encouraged. Regular workshops are prepared for grandparents, babysitters, and drivers.

### **B. 10. Assembly: Breakfast Club, UOI Briefing, Student's Performance and Classroom Visit**

Sekolah Cikal holds assembly on scheduled weeks. This session aims to provide an avenue for students and teachers to present and share the school learning activities with other part of our school community. All parents are welcome to come, but special invitation will be distributed to performing students' parents.

**Assembly Agenda are:**

**Breakfast Club:** A curriculum or club sharing session, where teachers present certain aspect of teaching and learning process to parents. Q&A session will follow. Breakfast for parents will be served at that or assigned area. A booth is provided for certain club to make exhibition as a promotion activity.

**Students' performances:** a gathering to see students' presentations or performances on specific unit or subject or project. The audience is encouraged to ask spontaneous questions as well.

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## PART 13: TECHNOLOGY USE

Sekolah Cikal is embracing 21st Century Learning, we want the students to have access to digital technologies and use them for learning to embrace the dimensions of Cikal 5 Stars Competencies: **collaboration, communication, characterization, innovation and creativity**. Access to technology has changed how we communicate, think and process information. Digital technologies can maximise learning opportunities and optimize meaningful learning that is connected, collaborative and global. Students will learn how to engage with the world around them and acquire digital skills to participate in life and work. The school then apply the Bring Your Own Device (BYOD) Program for Year 3 up.

Reasons we are Undertaking a 1:1 BYOD Program.

To improve student achievement.

It is not financially viable to provide every student in grades 3 up with devices provided by the school.

To provide equity of student access to these digital resources at school, and helps us continue to enhance and transform the quality of teaching.

Students don't have to worry about having their work deleted by other students on shared devices.

We want students to have access to technology whenever they need it, rather than waiting for a time when ICT is available.

Digital Literacy skills are essential for 21st Century Learners.

Devices will be used as tools, helping students develop skills in information analysis and evaluation, problem solving and decision-making.

Students will be able to continue working on projects at home.

It provides the opportunity to teach Cyber Safety in a controlled and regulated environment.

The aim of the program:

### **A. The device will be used to facilitate learning by allowing students to:**

Access, use, create and publish digital and online information,

Develop knowledge, understanding and skills through creativity, critical thinking and problem solving,

Collaborate with peers and teachers and,

Communicate their knowledge and learning in different ways.

### **B. Students will use the devices as a tool to manage their learning**

### **C. Students will develop age appropriate ICT (Information and Communication Technology) skills and understandings, including the responsibilities of online digital citizenship through:**

Designed curriculum with objectives that students will be responsible digital citizens.

Allocated time for students to practicing responsible use of ICT and develop positive attitudes towards ICT, that foster lifelong learning, personal growth, collaboration and productivity.

School's belief that explicitly teaches digital citizenship skills is essential and is best taught in partnership between home and school. Students are spending an increasing amount of time online, for learning and collaborating. To ensure our students are safe when online, they need to do the right thing by themselves and others. Our school promotes our values of respect, responsibility, resilience and connectedness, by behaving appropriately when we are online.

Collaboration with home, i.e. strongly recommending parents to take the time to create guidelines as essential agreement (in consultation with their child) around the use of the child's mobile device.

Parents need to ensure that all online activities occur in an agreed shared space.

The BYOD program can offer many opportunities for the students. The following demonstrate some of the benefits of a BYOD program.

**A. Learn anytime, anywhere.**

Your child can learn anywhere – not only in the classroom – capturing what is happening around them and documenting and sharing what they learn.

Your child could be:

- on an excursion recording an interview with an expert
- at home video-conferencing with their teacher or other students
- researching information online.
- outside taking photos for a science project
- producing interactive book and multimedia
- designing infographic and digital sketchnoting
- collaborating and communicating beyond classroom

**B. Self-directed learning**

Your child will have greater ownership over what and how they learn. They can research and document what they learn in a way that best suits their needs.

**C. Connecting and collaborating**

Digital technologies enable your child to connect in real-time. They can become part of a learning community; sharing and receiving knowledge, information and advice. This could be within their class, school or with learners around the world.

**D. Developing digital skills**

Digital technologies are part of our everyday lives and the future holds exciting possibilities. Your child will learn important digital skills and behaviours so that they can become responsible online citizens and participate in the world of work.

Future employers are looking for employees or partners who can:

- use tools and online systems to collaborate, work in teams and evaluate work
- use multiple information sources and media to make decisions and problem-solve
- quickly learn new computer-based programs and applications
- understand and manage their digital identity – how they are seen online.

**E. Accessing and reviewing in real-time**

Digital technologies enable learning, feedback and assessment to happen in a more accessible and immediate way. Your child can capture moments of learning and you can view how and what they learn on a day-to-day basis.

Your child could be:

- taking photos or videos of an experiment and sharing with teachers
- entering data into a collaborative spreadsheet that others can see and use
- planning and documenting stages of a project online in a blog
- receiving feedback from a teacher in an email or through an app.

**F. Connecting families to learning**

Research has shown that when your child is using digital technologies as part of a school program, your awareness of and involvement in their learning and work can increase.

**The Implementation in Preschool Level**

The preschool students are still in the period of embracing their surrounding with all of their senses. Almost every learning activities in this level are conducted offline. Technology is used by the teachers to show the students that technology helps people to connect.

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