

# TCIS Forms and Information

[History of TCIS](#)

[Admissions Criteria & Procedures](#)

[College Matriculation History](#)

[Mission , Philosophy, & Learning Outcomes](#)

[Co-Curricular Activities & IBO CAS](#)

[Athletic Programs](#)

[Tuition & Fees Information 2007-2008](#)

[Most Frequently Asked Questions](#)

English-As-A-Second Language Program

Map & Directions to TCIS

Understanding an International Education



## Most Frequently Asked Questions

- **Is TCIS a Christian School? Why is this important?**

Yes. Taejon Christian International School (TCIS) is a school with a Christian philosophy. The school is not affiliated with a particular denomination although it is closely aligned in practice to the founding missions of the Presbyterian, Methodist, and Southern Baptist Churches. TCIS bases its philosophy on basic Christian beliefs. A Christian philosophy of education that involves presenting the “truth” that can sustain and bring meaning to students’ lives. Secondly, it engages the student to consider his/her spirituality. The board of trustees has through the administration and teachers established that students will be able to demonstrate an understanding of the major spiritual world views; understand and be able to articulate an historical, biblically-based Christian world view; and be able to explain if God has any impact in their lives. Students will be taught to recognize that he/she is made in the image of God and that he/she should foster self-respect and self-worth as well as respect and esteem for others. TCIS strives to provide the kind of environment in which each student’s unique gifts of intellect, personality, stature, and spirit are given the best opportunities for development toward maturity. The school understands that not all students are Christians or will become Christians while attending, but an exploration of their faith and belief system will be encouraged.

- **Is TCIS accredited and certified? Why is this important?**

Yes. TCIS is accredited by the Western Association of Schools and Colleges (WASC) which accredits many of the East Asian international schools and the U.S. public and private schools in the states of California and Hawaii, Guam, and the American Territories in the Pacific. WASC accreditation is important because it ensures that a school is continually reviewing its curriculum, policies, programs, personnel, and finances so standards are maintained and improved upon to create a school of excellence and one that is driven by student learning. Second, WASC accreditation ensures that your child is able to enter U.S. schools including colleges and universities and that course credits earned at TCIS are accepted by those institutions. The TCIS boarding program is accredited by the Association of Christian Schools International (ACSI). The ACSI boarding accreditation is important because it holds our program to standards that need to be maintained and improved upon. TCIS is certified by the Republic of Korea’s Ministry of Education. This certification status is important because it provides a legal status in Korea thereby providing our Korean parents with income tax waivers and permits Korean male students to remain in school regardless of age and delays Korean military conscription.

- **Is TCIS an International Baccalaureate (IB) World School?  
What does this mean? Why is this important?**

Yes. TCIS is one of only two international schools in Korea that offer the IB Programme. TCIS presently offers the Diploma Programme for the high school (11th-12th grade) and is a candidate school for the Primary Years Programme (PYP) for elementary school (pre-Kindergarten-5th grade) and will pursue the Middle Years Programme (MYP) in the next two years. The IB Programme is offered in only 1,300 schools world-wide. The IB Diploma Programme is a demanding pre-university course of study for highly motivated 11th and 12th graders. An IB diploma is received upon the successful completion of course work, examinations, and other requirements. The program has earned a reputation for rigorous assessment, giving IB diploma holders access to the world's leading universities. The IB Diploma students are well prepared for university work. The program is a comprehensive two-year international curriculum that permits students to fulfill the requirements of their national systems. The program incorporates the best elements of national systems, without being based on any one. Internationally mobile students are able to transfer from one IB school to another, while students who remain closer to home benefit from a highly respected international curriculum.

- **Is TCIS a Boarding School?**

Yes. TCIS has had a boarding program for 45 years, and it is the only accredited program in Korea. The school has seven on- and off-campus dormitories that have a total capacity of 215 students (6th-12th grade). Each dormitory has a set of dorm parents and one residence supervisor per floor resulting in an 8:1 ratio. The boarding program has quality dining, laundry, and medical staff and facilities. The boarding program fills quickly, so new students and their parents are highly encouraged to reserve rooms as soon as possible.

- **What is the ethnic mix at TCIS?**

Presently, TCIS is 85% ethnically Asian and 15% non-Asian. In addition, TCIS is 74% ethnically Korean. The vast majority of the ethnically Korean students were born and reared in a bilingual environment outside of Korea with English being their primary language for academics. These students are also primarily Korean-American or Korean-Canadian. The 26% non-Korean students and the 15% non-Asian students come from over 25 other nations.

- **What are the school's beginning and ending dates and school hours?**

TCIS school year is 180 instructional days, begins in mid-August, and ends in early June. The classes begin at 8:10 A.M. and end at 3:05 P.M., Monday through Friday, for students Kindergarten - 12th grade. Pre-Kindergarten students finish the school day after their lunch.

- **What holidays does TCIS take?**

TCIS observes some traditional Korean and United States holidays. The school takes three-to-five-day Chusok and Solla holidays. It also takes a three-week Christmas-Semester break and a one-week Easter-Spring holiday. Several half-days are taken throughout the school year for teacher professional development or in-service days.

- **Where do TCIS students go after graduation?**

Over 95% of TCIS graduates pursue a college education and are accepted at some of the most prestigious institutions of higher education in the U.S., Canada, and Korea. At college fair field trips to Seoul and at university visits to our campus, TCIS students have the opportunity to meet and interview with college representatives. Please consult the pamphlet found in this packet for a list of colleges and universities that TCIS graduates have matriculated.

- **What is the school's enrollment? What are the class sizes?**

The school's enrollment increases by about 12%-15% each year. The 2006-2007 school year enrollment total was over 600 students. For 2006-2007, elementary school enrollment was 116, middle school enrollment was 125, and the high school enrollment was 360. In the elementary, there is one class each for Pre-Kindergarten to 2nd Grade and two classes each for 3rd to 5th grade with an average class size of 13 students. Middle school and high school classes range from 5 to 25 students depending on the nature of the course. Required courses tend to be larger and some have two or more sections in order to accommodate all students. More advanced or specialized high school courses may have fewer students.

- **Does TCIS have an ESL/ELL Program?**

Yes. The school has an extensive ESL/ELL program for elementary, middle, and high school students. TCIS has a trained ESL/ELL staff that provides content-based ESL and sheltered instruction courses. The program's goal is to transition students to mainstream classes as soon as they meet the required proficiency criteria. As a general rule, the school will not accept more than 30% of its current enrollment as ESL students. Beginning level ESL/ELL students are normally not accepted beyond 7th grade, but intermediate and advanced 8th, 9th and 10th grade students are accepted. TCIS does not offer direct ESL services to students in 11th and 12th grades; however, students in those grades may receive assistance from available ESL teachers. For more details on the TCIS ESL/ELL Program, please consult the *Admissions Criteria and Procedures* information pamphlet in this packet or contact the ESL Department.

- **Are there services available for special needs students?**

Yes. TCIS does provide some services for students who are ADD, ADHD, and those who have some less severe learning disabilities. The new high school is handicapped accessible with ramps, elevator access to all floors, and handicapped accessible restrooms. Future facilities will be similarly equipped.

- **Where do most of the TCIS teachers come from?**

Over 85% of TCIS full-time teachers and residence staff are overseas hire and hold a foreign passport. They are all professing Christians of various denominations who were primarily hired at overseas job fairs. They are certified or credentialed and are experienced teachers from the United States, Canada, South Africa, New Zealand, and Australia. Over the last several years, a number of alumni graduates have returned as teachers. Over 33% of TCIS teachers have graduate level degrees of Master's or higher.

- **Does TCIS have a cafeteria and lunch program?**

Yes. The school has an experienced and skilled food preparation staff that offers both Korean and Western lunches for all students and breakfast and dinner for the boarding students. The dining hall is professionally managed by SODEXHO Corporation. Although most day students purchase the school lunch, they do have the option of bringing a sack lunch from home to school.

- **Does TCIS require uniforms?**

No. Uniforms are not required for regular academic classes. Middle and high school students, however, are expected to bring suitable clothing for physical education classes. Some science classes will also require students to wear laboratory coats provided for their protection. Student athletes who join middle school intramural teams and high school students who join interscholastic teams wear school-provided or team-purchased uniforms.

- **What kind of co-curricular activities are offered to TCIS students?**

TCIS has an extensive activities program at all levels of the school. Please consult the pamphlet found in this packet for a detailed list of activities.

- **What opportunities are there for parent involvement?**

Thank you for asking! There are a number of ways TCIS parents can become involved in the school. First, on numerous occasions throughout the school year parents are invited or highly encouraged to visit the school. These include Open House, PTA meetings, concerts, drama performances, sports events, Parent-Teacher Conferences, Headmaster's Coffees, and International Festival. Our active PTA also offers many additional opportunities including volunteer room mothers, library aides, lunch duty helpers, teacher aides, Christmas bazaar assistants, Teacher Appreciation Day food providers, International Festival coordinators and fund-raisers.

# Athletic Programs

## WORD ABOUT THE TCIS ATHLETIC PROGRAMS

Dear Parents & Students,

TCIS remains dedicated to educating the whole person, academically, spiritually, socially, emotionally and physically. An important part of this education is addressed in the participation of elementary to high school students in the athletic and intramural programs. The high school student may participate in the interscholastic athletic program while middle school and elementary students may participate in the intramural program.

Beginning with 2005-2006 school year, Middle school students (7th & 8th grades) may not participate with high school students in the KAIAC athletic program. Sixth graders were never eligible to participate in the KAIAC athletic program.

It is the school's goal that through these opportunities our students will learn life skills such as team work, leadership, sportsmanship, physical fitness, and critical, ethical and collaborative thinking. In this packet, you will be briefly introduced to the programs that are available to all students. If you have any questions concerning these programs, please contact the athletic director or division principal..

TCIS "Dragons" have a proud tradition of high school athletic competition. This tradition is based on the dedication of athletes, teaching and motivational abilities of coaches, the support and cooperation of teachers and parents, the financial support of the school board, and the knowledge that God has given us physical gifts and talents to excel. TCIS is a proud and long standing member of the Korean-American Interscholastic Activities Conference (KAIAC). The "Dragons" currently compete in girls' and boys' volleyball, tennis, basketball, soccer, cross-country, swimming, and cheerleading. Several of these sports compete both on varsity and junior varsity levels.

## MIDDLE & HIGH SCHOOL FIRST STEPS

*The first steps for participation in the H.S. Athletic and/or the M.S. Intramural Programs are to:*

***(Contact the Elementary Principal for information on Elementary program sign-up process)***

- 1) Obtain the TCIS Athletic Medical/Information and Permission Form
- 2) Have a physical examination completed by a physician and have the doctor complete page 4 of the Athletic Form
- 3) Complete pages 1, 2, and 3 of the Athletic Form with the parent's and the student's signatures.
- 4) Return the completed form with a copy of the first two pages of the student's passport on registration day or before the sport season begins.

## AFTER-SCHOOL ACTIVITY BUS TRANSPORTATION

Activity buses run each afternoon at 4:45 P.M., 6:00 P.M., and one later bus designated for late high school athletic practices. These buses accommodate students' athletic practices and other designated activities. Generally, buses are not provided after games both home or away. If the student elects to participate in these events, the student and parents will be responsible for providing his/her own transportation. This includes away games or activities that return to campus after the regularly scheduled activity bus runs.



## CONDUCT & EXPECTATIONS OF STUDENT ATHLETES

- 1) Students involved in athletics must maintain passing grades. Academic standing has priority and students must organize their time wisely. If they neglect their work, they may not be permitted to compete.
- 2) Students must communicate with their teachers and coaches when they are having academic problems.
- 3) Students must obtain assignments for classes they will miss because of away games and tournaments.
- 4) When participating in games both home and away, school rules are in effect and good behavior is expected.
- 5) Team members are expected to stay with the team during all away games and tournaments.
- 6) Students should never leave the area of an event without permission nor mislead a coach about plans after an event.
- 7) Students must respect the property of others including school property and the property of non -TCIS students.
- 8) A student ejected from a contest shall be ineligible for the next regularly scheduled game or match.

## SPORTSMANSHIP AT TCIS

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

- Play hard but fair. Never tackle or challenge with the intent of hurting another player.
- All officials are to be treated with the highest regard. If you disagree with a call you should work through your captain or coach to express your opinion; making comments to the officials directly or indirectly is not one of them.
- Respect your coaches. Listen to them and be willing to learn. They are giving sacrificially of their time and energy and without them our sports program would be unable to operate. They are people and they make mistakes, as do we all, just remember they are coaching because they care about young people.
- Show respect to other players (whether they have earned it or not) by helping players up after contact, only directing positive comments to them and shaking hands at the end of the game.
- While watching a game from the bench or elsewhere make only positive comments about your team, the opposing team and officials.
- If you know a wrong call has been made, politely and respectfully make the officials aware of it. Winning and losing that involves cheating or winning on wrong calls is not a victory at all.
- Attend all practices, be on time and give your best effort at all times. Have fun and give God the glory!

## H.S. ATHLETIC ELIGIBILITY

High school students who are engaged in the TCIS interscholastic athletic programs must abide by the eligibility rules given in the *Co-curricular Activities* pamphlet. These rules pertain to quarter and semester grade requirements and the re-eligibility process.

## HIGH SCHOOL INTERSCHOLASTIC ATHLETICS

The following athletic programs are open to all officially enrolled TCIS 9th-12th grade students who have met the academic and medical requirements. Middle school students (6th & 8th grades) may not participate in the high school athletic programs.

### **Fall Season (Early September to early November)**

*Boys' Varsity Cross-Country*

*Girls' Varsity Cross-Country*

*Boys' Varsity Tennis*

*Girls' Varsity Tennis*

*Boys' Varsity Volleyball*

*Boys' Junior Varsity Volleyball (if there is interest)*

*Girls' Varsity Volleyball*

*Girls' Junior Varsity Volleyball*

44

### **Winter Season (Early December to early February)**

*Girls' & Boys' Combined Varsity Cheerleading*

*Girls' & Boys' Combined Varsity Cheerleading*

*Boys' Varsity Basketball*

*Boys' Junior Varsity Basketball*

*Girls' Varsity Basketball*

*Girls' Junior Varsity Basketball*

### **Spring Season (Early March to late April)**

*Boys' Varsity Swimming*

*Girls' Varsity Swimming*

*Boys' Varsity Soccer*

*Girls' Varsity Soccer*

### **GUIDELINES: HIGH SCHOOL ATHLETIC TEAMS**

- 1) Teams are made up of the best and most competitive athletes from the 9th-12th grade.
- 2) Players are selected on the basis of ability and desire.
- 3) Playing time for individual participants is determined by the head coach on the basis of the player's ability and the needs of the team.
- 4) To earn a varsity letter a player must participate in at least half of the games or matches during that particular season.
- 5) Only high school students (9th-12th grade) may earn varsity letters.
- 6) Coaching time will vary by ability level.
- 7) Junior varsity programs are offered in some sports.

45

## MIDDLE SCHOOL ATHLETICS & INTRAMURALS

The following intramural programs are open to all officially enrolled TCIS 6th-8th grade students who have met the academic and medical requirements. Middle school students (6th & 8th grades) may not participate in high school athletic programs.

### **Fall Season (Early September to early November)**

*Co-educational Intramural Soccer  
Co-educational Intramural Track & Field*

### **Winter Season (Early December to early February)**

*Co-educational Intramural Swimming (if there is interest )*

### **Spring Season (Early March to late April)**

*Co-educational Intramural Volleyball  
Co-educational Intramural Table Tennis  
Co-educational Intramural Basketball & Cheerleading*

#### **GUIDELINES: MIDDLE SCHOOL INTRAMURALS**

- 1) Teams are made up of athletes who wish to play from 6th-8th grades.
- 2) The program provides opportunities to learn skills and have fun in soccer, basketball, volleyball, track/field and swimming.
- 3) Playing time for individual participants will be determined by the head coach/sponsor on the basis of the faithfulness of attendance, the needs of the team, and, to some degree, the player's ability.
- 4) These teams will play each other on-campus and attend at least one jamboree at another school per season.

## M.S. ATHLETIC ELIGIBILITY

The middle school principal in conjunction with the middle school activities/intramural coordinator will determine questions of eligibility of individual students to participate in co-curriculars.

## ELEMENTARY ATHLETICS & INTRAMURALS

The following intramural programs are open to all officially enrolled TCIS elementary students who have met the academic and medical requirements.

### **Fall Season (Early September to early October)**

*Co-educational Intramural Soccer  
Co-educational Taekwon-do  
Co-educational Gymnastics*

### **Winter Season (Early January to early February)**

*Co-educational Intramural Basketball  
Co-educational Taekwon-do  
Co-educational Gymnastics*

### **Spring Season (Early March to late April)**

*Co-educational Taekwon-do  
Co-educational Gymnastics  
Co-educational Baseball*

#### **GUIDELINES: ELEMENTARY INTRAMURALS**

- 1) Teams are made up of athletes who wish to play from Kindergarten - 5th grade.
- 2) The 1st - 2nd program provides fun and learning skills in soccer, gymnastics, and taekwon-do. The 3rd - 5th program provides opportunities to learn skills and have fun in soccer, basketball, taekwon-do, gymnastics and baseball. Kindergarteners may participate in soccer and gymnastics.
- 3) The team sports will play each other on-campus and the 3rd-5th graders will attend one festival at TCIS (soccer) and one at another school (basketball).

## ELEMENTARY ATHLETIC ELIGIBILITY

The elementary school principal in conjunction with the elementary activities coordinator and teachers will determine questions of eligibility of individual students to participate in co-curriculars.

# Co-Curricular Activities & IBO CAS

## WORD ABOUT CO-CURRICULARS & IBO CAS

Dear Parents & Students,

TCIS remains dedicated to educating the whole person, academically, spiritually, socially, emotionally and physically. An important part of this education is addressed in the participation of elementary to high school students in the many and varied co-curricular activities offered by the school. At times there is some confusion about what is a co-curricular. The co-curricular is an activity that works together or in conjunction with a student's academics and is in a real sense an application of what is learned in the classroom. The co-curricular is an activity of equal value to the academics. Therefore, co-curricular activities compliment the students' academic studies or curriculum and makes them more comprehensive and richer. It is the school's goal that through these opportunities, our students will learn life skills such as team work, leadership, and ethical, collaborative and critical thinking. At times, these activities may parallel the academic program very closely such an orchestra concert, a field trip, the weekly chapel, Spiritual Emphasis Week, or the Korea Culture Week.

In the TCIS high school division, all International Baccalaureate Organization (IBO) Diploma candidates are required to complete 150 co-curricular hours called "CAS" within the two-year program. All graduating seniors regardless of whether they are IBO Diploma candidates, beginning with the Class of 2007, must also have completed 150 CAS hours within their 11th and 12th grade years. "CAS" refers to activities that address Creativity, Action, and Service. TCIS' and the IBO's goal is to educate the whole person and foster more caring and socially responsible attitudes as students reach beyond themselves and their textbooks. The elementary and middle schools will soon be adopting the IBO PYP and MYP programs will have some form of CAS student requirement.

CAS should extend students. It should challenge

them to develop a value system by which they enhance their personal growth. It should develop a spirit of open-mindedness, lifelong learning, discovery and self-reliance. It should encourage the development of new skills on many levels including creative skills, physical skills and social skills.

High school 11th and 12th graders must attain 50 hours each in three elements of CAS, Creativity, Action, and Service, in order to reach the graduation and IB Diploma requirement of 150 hours. Examples of *Creativity* involve doing dance, theatre, music, and visual art. Examples of *Action* could involve participation in individual and team sports, student government, and physical activities outside the normal curriculum. The *Service* element could be the most meaningful and transforming to the student. The emphasis is on molding the "global citizen" and on interaction between individuals and groups in the local and global community. Examples include mission work camps, orphanage and hospital visits, and tutoring.

In this brochure, you will be briefly introduced to the activities that are available to elementary and secondary students. Participation in some of these activities is required of all students and others through an election or selection process, but most are open to all students. If you have any questions concerning these activities, please don't hesitate to contact the Activities Director.

## AFTER-SCHOOL ACTIVITY BUS TRANSPORTATION

Activity buses run each afternoon at 4:45 P.M., 6:00 P.M., and one later bus designated for late high school athletic and drama practices. These buses accommodate students' athletic practices, drama rehearsals, Praise Team practices, student council and other activities. Generally, buses are not provided after games, dramas, socials, or concerts. If the student elects to participate in these events, the student and parents will be responsible for providing his/her own transportation. This includes away games or activities that return to campus after the regularly scheduled activity bus runs.

## CONDUCT & EXPECTATIONS OF STUDENTS INVOLVED IN CO-CURRICULAR ACTIVITIES

- 1) Only high school students may participate in high school co-curriculars and the same is true of elementary and middle school activities where only students from that respective division may participate. The only exceptions are where older students are assisting adults in coaching or sponsoring an activity or some dramatic productions. Exceptions to this rule is rare and only with very specific permission from the principals.
- 2) All students involved in co-curricular activities should place priority on their academic work and must organize their time wisely. If they neglect their academic work, it is possible that they may not be permitted to be involved in some activities including those where their election or selection was partially based on their academic standing.
- 3) Student leaders should keep sponsors informed of planned activities and use the sponsor as a resource person.
- 4) Students must communicate with sponsors and teachers when they are having academic problems.
- 5) Students must obtain assignments for classes they will miss for activities that may take place during the school day.
- 6) When participating in activities at the school or away from it, school rules are in effect and good behavior is expected.
- 7) Members of an activity are expected to stay with the sponsor and together as a group when off-campus.
- 8) Students must never leave the area of an event without permission nor mislead a sponsor about plans after an event.
- 9) Students must respect the property of others including school property and the property of non-TCIS students.
- 10) Student leaders should look for opportunities to be inclusive of all members of an organization.

## ELEMENTARY CO-CURRICULAR ELIGIBILITY

**The elementary principal, in conjunction with the activities coordinator, will determine questions of eligibility of individual students to participate in co-curriculars.**

## MIDDLE SCHOOL CO-CURRICULAR ELIGIBILITY

**The middle school principal, in conjunction with the activities coordinator, will determine questions of eligibility of individual students to participate in co-curriculars. Please check the *TCIS Middle School Handbook* for specific guidelines.**

## HIGH SCHOOL CO-CURRICULAR ELIGIBILITY

**The high school principal will determine questions of eligibility of individual students to participate in co-curriculars. Please check the *TCIS High School Handbook* for specific guidelines. Academic standing and possible disciplinary issues will have an impact on high school students' eligibility. Conference eligibility guidelines and rules will also have to be adhered to by TCIS students.**

46

47

## HIGH SCHOOL CO-CURRICULAR ACTIVITIES

***The following co-curricular activities are open to all officially enrolled TCIS 9th-12th grade students who have met the academic requirements. There are several activities that require a selection process by faculty and/or students. Some activities require participation by all students while others are required for only those who are enrolled in specific academic classes. The following is an extensive list of high school activities (Subject to change with additions and drops based upon interest and support):***

48

### **Required:**

Chapel - Students attend Christian worship once per week  
Spiritual Emphasis Week (S.E.W.) - On-campus Christian student retreat  
Korea Culture Week - Presentations of Korea culture and history  
Class Field Trips - Individual class trips to compliment the curriculum  
Instrumental Concerts - Music students' showcase instrumental efforts  
Vocal Concerts - Music students' showcase of vocal class efforts

### **Selected or Elected:**

Interscholastic Athletic Teams - See *TCIS Athletic Brochure*  
Student Council - Elected leaders in student government  
National Honor Society - Faculty selected student honors organization  
Instrumental & Vocal Festivals - Music students' conference/festival  
Forensics Team - Selected students compete in forensics  
Mathematics Team - Selected students compete in mathematics  
Pep Band - Volunteer music group for home athletic games  
Jazz Band - Volunteer music group for concerts and special occasions  
Music Recitals - Performance opportunities for select musicians

### **Open to All:**

Praise Team - Student musical group that assists in chapel & S.E.W.  
Habitat For Humanity Team - Annual overseas work camps  
LASA Overseas Mission Trips - Annual student & teacher mission trips  
Key Club - Student service club that often visits local orphanages  
International Festival - Annual international carnival and festival  
Amnesty International Club - Students gain awareness of human rights  
Student Council Committees - Special events committees  
Spring Prom - The major social event in spring (formal dance & banquet)  
Sadie Hawkins Dance - The major social event in the fall  
Monthly Class Sponsored Socials - Parties, dances, & movies  
Boy Scouts - U.S. Boy Scouts with outdoor and service components  
Drama - Major drama with positions for actors & back-stage crew  
Fellowship of Christian Athletes-Christian activities:athletes & non-athletes  
Spanish Club - Activities for students interested in the Spanish language  
Korean Club - Activities for students interested in the Korean language  
Computer Club - Activities for students interested in computers  
Book Club - Students read for pleasure and gain appreciation of literature  
Multimedia Club - Student serve while learning to operate of A-V equipment  
Ecology Club - Students gain awareness of human rights  
Art Club - Student serve while learning new visual art forms  
*Inkblotz* Periodical - Student literary magazine that publishes original works

49

## MIDDLE SCHOOL ACTIVITIES

*The following co-curricular activities are open to all officially enrolled TCIS 6th-8th grade students who have met the academic requirements. There are several activities that require a selection process by faculty and/or students. Some activities require participation by all students while others are required for only those who are enrolled in specific academic classes. The following is an extensive list of middle school activities (Subject to change with additions and drops based upon interest and support):*

### **Required:**

Chapel - Students attend Christian worship once per week  
Spiritual Emphasis Week (S.E.W.) - On-campus student Christian retreat  
Korea Culture Week - Presentations of Korea culture and history  
Class Field Trips - Individual class trips to compliment the curriculum  
Instrumental Concerts - Music students' showcase instrumental efforts  
Vocal Concerts - Music students' showcase of vocal class efforts

### **Selected or Elected:**

Student Council - Elected leaders in student government  
Student Leadership Retreat - Student leaders planning conference  
National Jr. Honor Society - Faculty selected student honors organization  
Spelling Bee Team - Selected students compete in school contest  
24-Hour Famine - NJHS & Praise Team hunger fund-raising project  
Instrumental & Vocal Festivals - Music students' conference/festival  
Jazz Band - Volunteer music group for concerts and special occasions  
Music Recitals - Performance opportunities for select musicians

### **Open to All:**

Praise Team - Student musical group that assists in chapel & S.E.W.  
Student Life Retreat - Overnight spiritual outing with recreation  
International Festival - Annual international carnival and festival  
Student Council Committees - Special events committees  
Boy Scouts - U.S. Boy Scouts with outdoor and service components  
Drama - Major drama with positions for actors & back-stage crew  
French Club - Activities for students interested in the French language  
Korean Club - Activities for students interested in the Korean language  
Computer Club - Activities for students interested in computers  
Sponsored Socials - Parties, dances, & movies  
Class trips - Day trips to amusement or cultural parks

## ELEMENTARY SCHOOL ACTIVITIES

*The following co-curricular activities are open to all officially enrolled TCIS Pre-Kindergarten-5th grade students. Some activities require participation by all students while others are required for only those who are enrolled in specific academic classes. The following is an extensive list of elementary activities (Subject to change with additions and drops based upon interest and support):*

### **Required:**

Chapel - Students attend Christian worship once per week  
Spiritual Emphasis Week (S.E.W.) - On-campus student Christian retreat  
Korea Culture Week - Presentations of Korea culture and history  
Class Field Trips - Individual class trips to compliment the curriculum  
Instrumental Concerts - Music students' showcase instrumental efforts  
Vocal Concerts - Music students' showcase of vocal class efforts  
Field Day - Once-a-year fun day of healthy competition and fun activities

### **Opportunities (With some grade-level Limitations):**

#### **All Grades**

International Festival - Annual international carnival and festival  
Sponsored Socials - Parties & movies  
Class trips - Day trips to amusement or cultural parks  
Talent Festival - Once a year time to show-off hidden talent

#### **Kindergarten**

Soccer - After-school basic skills of soccer are learned and practiced  
Gymnastics - After-school lessons in gymnastics with a trained instructor

#### **1st Grade**

Soccer - After-school basic skills of soccer are learned and practiced  
Gymnastics - After-school lessons in gymnastics with a trained instructor  
Taekwon-do - After-school Taekwon-do lessons with a trained instructor  
Ballet - After-school ballet lessons with trained instructor

Cub Scouts - Affiliated with U.S. Cub Scouts with outdoor and service  
Girl Scouts - Affiliated with U.S. Girl Scouts with outdoor and service

#### **2nd Grade**

Same as 1st Grade

Baseball - After-school basic skills of baseball are learned and practiced

#### **3rd Grade**

Same as 1st Grade

Soccer Festival - Competitive day of soccer with other schools traveling to a TCIS held tournament

Praise Team - Student musical group that assists in chapel & S.E.W.

Baseball - After-school basic skills of baseball are learned and practiced

#### **4th - 5th Grades**

Same as 3rd Grade

Basketball Festival - One-day competitive intramural basketball hosted by an international school

Drama - Special projects with IB Program and minor roles in high school dramas

# **Mission , Philosophy, & Learning Outcomes**

## **STATEMENT OF**

## **MISSION**

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

*Adopted 1995*

*Reviewed 2005*

---

## **STATEMENT OF**

## **EDUCATIONAL PHILOSOPHY**

**Because each student is recognized as a person made in the image of God, Christian education should foster self-respect and self-worth as well as respect and esteem for others.**

**For this reason, the goal of Taejon Christian International School (TCIS) is to help provide the kind of environment in which each student's unique gifts of intellect, personality, stature, and spirit are given the best opportunities for development toward maturity.**

**TCIS bases its philosophy on basic Christian beliefs.**

*Adopted 1995*

*Reviewed 2002*

**Taejon Christian International School**  
**EXPECTED SCHOOLWIDE LEARNING RESULTS**  
*International Baccalaureate Learning Profile Descriptors*

*Adopted 2007*

**TCIS Student Learners strive to be:**

❖ **Inquirers**

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

❖ **Knowledgeable**

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

❖ **Thinkers**

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

❖ **Communicators**

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

❖ **Principled**

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

❖ **Open-minded**

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

❖ **Caring**

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

❖ **Risk-takers**

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

❖ **Balanced**

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

❖ **Reflective**

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

# College Matriculation History

## Members of the TCIS Class of 2005-2006 chose to matriculate to the following Colleges & Universities

Bates College	Pennsylvania State University, University Park
Boston University	Pepperdine University
Brigham Young University	Purdue University
California College of the Arts	Queen's University at Kingston
California Institute of Technology	Reed College
California State Polytechnic University, Pomona	Rhode Island School of Design
California State University, Fullerton	Rochester Institute of Technology
Canisius College	Rutgers, The State University of New Jersey
Carleton University	School of the Art Institute of Chicago
Carnegie Mellon University	State University of New York at Buffalo
Case Western Reserve University	Stony Brook University
Chungnam National University	SUNY College at Fredonia
College of William and Mary	Syracuse University
Columbia International University	The George Washington University
Cornell University	The University of Texas, Austin
Dalhousie University	Tufts University
Duke University	University of British Columbia
Ewha Women's University	University of California at Davis
Emerson College	University of California at San Diego (John Muir College)
Fashion Institute of Technology	University of Denver
Grinnell College	University of Houston
Handong Global University	University of Illinois at Urbana-Champaign
Haverford College	University of Massachusetts, Amherst
Indiana University at Bloomington	University of Michigan
Iowa State University	University of Minnesota, Duluth
Johns Hopkins University	University of Notre Dame
Korean Advanced Institute of Science & Technology	University of Oregon
Kyung Hee University	University of Rochester
Lewis & Clark College	University of Southern California
Maryland Institute College of Art	University of the Arts, Philadelphia
Massachusetts Institute of Technology	University of Washington
Menlo College	University of Wisconsin, Madison
Mount Holyoke College	Wake Forest University
New York University	Washington State University
Northeastern University	Washington University in St. Louis
Northwestern University	Wellesley College
Ohio Wesleyan University	Wheaton College, Illinois
Parsons School of Design	Yonsei University
Pennsylvania State University, Delaware County	

# College Matriculation History

**Members of the TCIS Classes 1998-2004  
chose to matriculate to the following  
other Colleges & Universities  
(Not already listed on the previous page)**

American University  
Amherst University  
Appalachian State University  
Auburn University  
Baylor University  
Bentley Business University  
Berklee College of Music  
Boston College  
California Art School  
Calvin College  
Clemson University  
DePaul University  
Drexel University  
Farleigh-Dickenson University  
Florida Institute of Technology  
Geneva College

Georgia Institute of Technology  
Harvard University  
Houghton College  
Illinois Institute of Technology  
Pratt Institute  
Princeton University  
Ryerson Polytechnic University  
St. John's University  
Seattle Pacific University  
Stanford University  
State University of New York—Albany  
Taccoa Falls College  
Taylor University  
University of California-Los Angeles  
Vanderbilt University  
Yale University

## SPECIAL CRITERIA FOR ADMISSION TO THE ESL PROGRAM

### *Continued*

#### TCIS High School ESL Program Placement

Ninth and tenth grade students who demonstrate English language skills at Level 3 or Level 4 will be enrolled in ESL Reading 9 or 10, ESL Writing 9 or 10, sheltered English 9 or 10 and other sheltered instruction courses in science and social studies. TCIS does not offer direct ESL services to students in grades 11 or 12; however, students in grades 11 or 12 may receive assistance from available ESL teachers. Students who demonstrate English language skills at Level 5 will be placed in mainstream courses and monitored for two semesters by the ESL department for consistent progress in English language proficiency. In some cases, highly motivated ELLs at Level 4 may be placed in some mainstream classes with teacher, ESL coordinator, and administrator recommendations.

## SPECIAL CRITERIA FOR ADMISSION OF STUDENTS WITH SPECIAL NEEDS

#### General

Children with mild to moderate special needs will be considered for admissions to TCIS. Each student in need of support services will be considered on the basis of whether TCIS can meet his/her learning needs. Students are served in the mainstream educational program and receive support services which focus on remediation of academic disabilities, skill development, and/or academic support. Children's progress will be reviewed by the School Resource Team (SRT) meetings throughout the year.

Children's programming and placement at TCIS may need to be altered depending on their academic progress and/or progression of their learning needs.

Applicants must include testing results and most recent Individual Education Plan (IEP) if applicable.

## PRIORITY SYSTEM

Based on the school's mission, qualified students are considered for admissions to TCIS according to the priority system outlined below. It is understood that TCIS staff children are automatically admitted.

1. TCIS founding and contributing missions' children
2. Mission and ministry children who are fluent in the English language
3. Ethnically non-Korean children who do not speak the Korean language
4. Ethnically Korean children who do not speak the Korean language
5. Mission and ministry children not fluent in the English language
6. Applicants who have a sibling currently enrolled at TCIS or a sibling who is TCIS graduate
7. Ethnically non-Korean children who are academically proficient in the Korean language
8. Ethnically Korean children who are academically proficient in the Korean language

## REQUIRED DOCUMENTATION AND PROCEDURES FOR APPLICATION

#### **APPLICATION FORM**

A current TCIS application form, completed, and signed.

#### **SCHOOL RECORDS**

The last three years of school records, i.e. report cards. High school students must provide official transcripts, standardized test scores, academic recommendations or references, any psychological testing results, and any report of special services received. (Translation of grades and reports required if coming from a non-English school)

#### **HEALTH HISTORY RECORD**

A completed TCIS health form that includes: health information, a comprehensive physical examination, record of immunization, and evidence of a negative tuberculosis screening (refer to the nurse's letter). **No student may start classes without these documents on file at TCIS.**

#### **PASSPORTS AND VISA**

A copy of your child's passport and/or green card, and visa.

#### **ESL STUDENTS**

See Special Criteria for Admissions to the ESL Program.

#### **STUDENTS WITH SPECIAL NEEDS**

See Special Criteria for Admissions for Students with Special Needs.

## REQUIRED DOCUMENTATION AND PROCEDURES FOR APPLICATION

### INDIVIDUAL SCREENING

Some applicants may be required to have an individual screening and interview with a counselor and/or resource teacher. Overseas Applicants may ask a local school counselor to administer the initial TCIS diagnostic battery of tests. Without the TCIS diagnostic testing results the applicant can only be conditionally accepted. The final admissions decision and grade placement are made in Daejeon only after screening for special needs, ESL and/or readiness for grade placement.

The school reserves the right to request additional diagnostic testing or a full evaluation before a decision is made for any student Pre-K through grade 12.

### PHOTO

One small photo (Preferred size 3.5 cm x 4.5 cm) for grades Pre-K through grade 12 is required. Boarding students must also supply a family photo.

### APPLICATION FEE

The ₩200,000 nonrefundable application fee covers the admissions process, including the testing fee. This fee is good for one calendar year.

### SPONSORING ORGANIZATION PAYMENTS

If fees and/or tuition will be paid by a sponsoring organization, the school requires written documentation from the organization.

## TIMETABLE FOR ADMISSIONS

### FIRST SEMESTER ADMISSION

If you are interested in having your child admitted for the first semester of an academic year (beginning in August), you are encouraged to complete the application procedure between January and May, although applications that are submitted before April 1 of each year are given priority for the fall semester. Occasionally, the school is unable to give admissions placement testing to all candidates before the beginning of the TCIS summer break; such applicants will be tested and interviewed just before the start of the next school year. Due to summer leave, no admission decisions are made in July.

### SECOND SEMESTER ADMISSION

If you are interested in having your child admitted for the second semester (beginning in January), you are encouraged to complete the application procedure by November 1. At other times of the year, TCIS will accept applications if space is available. Generally, no new students will be admitted after the beginning of fourth quarter.

## ADMISSION DECISIONS

### ADMISSIONS COMMITTEE

Once all the required documentation has been received, your child's folder is sent to the admissions committee for a decision. The decision may call for acceptance, denial, or placement on a wait list. Parents receive an official letter indicating the decision.

## **ADMISSION DECISIONS**

### **LETTER OF ACCEPTANCE**

If your child is accepted, you will receive a formal letter of acceptance along with a tuition statement. Each year a few students are accepted on probation. The expectations of students on probation are clearly delineated in the acceptance letter. No student will be able to begin classes unless all tuition and fees are paid for the upcoming semester.

### **WAITING LIST**

A candidate is notified by an official letter of placement on a wait list when he or she is eligible for admission, but there is currently no space in the grade for which he or she is applying, or in the boarding program if a boarding candidate. Every effort will be made to indicate the candidate's current position on the wait list so that the family can plan appropriately. Given the school's admission priority system, a student's position on the wait list may change if there are subsequent applications from families with higher priority.

Once the second semester enrollment is finalized, students interested in applying for the following year must submit an updated application with current documentation. It is important that if your child is wait listed, you explore other educational alternatives while awaiting a decision from TCIS.

### **ADMISSIONS DENIED**

Families are officially notified by letter when their child is denied admission on the basis of the academic and/or behavioral record; when their English language proficiency does not meet the requirements of the grade to which they are applying; or when TCIS lacks a program to meet their individual needs. Denied candidates may reapply once the reason for the denial has been addressed, but it is recommended that they wait at least one full academic year.

# History of TCIS

To begin, the reader should not become confused by the title because when we speak of Taejon Foreign School, Korea Christian Academy, and Taejon Christian International School, we are really speaking of the same school that has had three distinct names over its existence.

Our story begins in 1957 when the first plans for a boarding school were being discussed by the major missions in Korea. Up until that time, the missionaries in Daejeon, Jeonju, and Gwangju were operating station schools or doing home schooling. After consideration of the results of several surveys of the various missions in Korea, it was evident that many people were interested in seeing a boarding school built south of Seoul with Daejeon being their first choice. Daejeon seemed to be the ideal location for the school because it was a transportation center of the Republic of Korea and was easily reached by train from various mission stations. The tense situation on the peninsula in the late 1950s and early 1960s also made Daejeon's safe distance from the DMZ a desirable location as a boarding school site for young children. The Daejeon mission station likewise had a number of children already living there. In addition, the Southern Presbyterian Mission had some countryside property next to Taejon Presbyterian College later called Hannam University, that was both quiet and scenic. The Taejon Union Christian Service Center was located nearby which provided a safe supply of milk to the school.

The early missionary framers of TFS and its Board of Trustee members were guided by the lessons learned at Pyongyang Foreign School (PYFS), begun in 1900, and Seoul Foreign School (SFS), begun in 1912. Like PYFS, TFS would be a boarding school for missionary and other children. The Board of Trustees established the purpose of the school "to provide an academically sound education for English-speaking children residing in Korea." This would, of course, be done within a Christian environment.

50

*A U.S. Army Quonset hut that was KCA-TCIS in 1958 as seen from a rice paddy that one day would be the present-day fine arts building and auditorium.*

51

*Mrs. Ruth Kirkpatrick in front of the first school building, a U.S. Army Quonset hut, and her first six students*

Through the combined efforts of the Methodist, Southern Baptist, United Presbyterian, and Presbyterian U.S. Missions, the Taejon Foreign School Board of Trustees was organized. In the fall of 1958, Taejon Foreign School (TFS) was formally opened to receive the Daejeon area students in the primary department. A surplus U.S. Army Quonset building was erected largely with the help of Dr. W. F. Linton and capital funds from the Methodist Mission. Mrs. Ruth (James F.) Kirkpatrick, an experienced and qualified teacher, came from the United States to be the first teacher. She initially taught eight students in three primary grades. Mr. Max Willocks, a member of the first board of trustees and parent to two of the first TFS students, was appointed the first principal.

52

*The present technology building or old high school is shown being built in 1960. We are looking east toward the Hannam Road with "Chicken Foot Mountain" in the distance.*

The following year, Mr. and Mrs. Frank J. Gro-schelle, III, were appointed by the Presbyterian Church U.S. to serve as the school's principal and dormitory supervisor, respectively. In the spring of 1959, with the help of Presbyterian and Southern Baptist missions, construction began on the first permanent academic building. In October of that year, classes began in this facility which also served as a small boarding facility with a kitchen and laundry and a small dormitory parents apartment. In the fall of 1961, the first residence hall was completed on the site of the present gymnasium. A second hall was completed the next year when the boarding enrollment increased to fifteen.

In May 1960, the school was officially renamed Korea Christian Academy (KCA). A ten-year \$100,000 master plan building program was adopted by the Board of Trustees from funds promised by the Southern Baptist, Methodist, and Presbyterian U.S. Churches. At the time, the Presbyterian Church U.S. set-up the land in trust for the eventual turn-over to the school.

For many years the student body was composed of primarily children of overseas missionaries sometimes called MKs or missionary kids. In those early years the Presbyterian U.S. and Methodists had the predominant number of students but other denominations, including Southern Baptist, Presbyterian Church of America, and Nazarene, soon joined the KCA family. The MKs benefited by the interdenominational community and there was a feeling that they were "cousins in the Lord." Undoubtedly, these experiences at KCA had been factors in drawing a number of alumni to international missions and international education. As years passed, more and more non-missionary children joined the student body. These were primarily children of international businessmen who were part of the "globalization movement" and economic development of the country.

Many of these families chose KCA because there were few, if any, western or international schools south of Seoul and the boarding program gave them an option to either having to home school or send their children to out-of-country educational alternatives. KCA also felt that its Christian and family-type environment was a factor in non-missionary families choosing the school. In 1961, KCA had its first graduate, Ms. Virginia Hill.

In 1966, the Southern Baptist mission undertook to build an on-campus teacher apartment duplex building. The duplex under went a number of additions and changes in

53

*KCA Graduating Class of 1964*

54

*The first school building is a U.S. Army Quonset Hut*

the next several years. It not only housed short-term and long-term missionary teachers but also provided an infirmary for boarding students. As the school grew the missions sent several more full-time personnel to fill the growing needs for qualified teachers.

During the period from 1969-1970, a number of facilities were planned and constructed. A two story dormitory was constructed above the main academic building and the two older residence halls were torn down to make room for a gymnasium which was completed in 1970. An elementary wing was also added to the main academic building. From 1972-1974, the main academic building was re-modeled to include a larger library and science laboratory. The gymnasium was likewise remodeled to include locker rooms, offices, bleachers, and upstairs classrooms.

55

*Main Building built in 1960 with old dormitories on the present gymnasium site. The original Quonset building is still visible. The old Main Building is still in use as Info-Tech facility with two libraries and two computer labs*

56

*Two-story Dormitory built in 1970. This dormitory is still in use for middle school students with the first floor and basement serving as the school's primary dining facility.*

In 1971, James and Mary Lou Wootton were assigned by the Southern Baptist mission to serve at KCA. Mr. Wootton, later Dr. Wootton, served as principal and headmaster for 25 years. Mary Lou taught and served as librarian during that period. Dr. Wootton oversaw many changes in the school and had a vision for the future growth and development of a truly quality Christian international school in Daejeon that would flourish well into the 21st century.

In 1972, the Korean American Interscholastic Activities Conference or KAIAC was created

and KCA was one of the founding four schools (KCA, SFS, SAHS, and PAHS). KAIAC provided interscholastic competition in athletics and academics.

57

From 1970 -1991, the enrollment averaged approximately 80 students with no more than 107 or less than 62 students. During that same period of time, the number of full-time and part-time faculty was between 20 to 30. The demographics of the students were changing as fewer MKs and more business, science, government, or education-related children were attending. The student nationalities were also beginning to change from predominately North American to more Asian and some European. The reduction in the number of U.S. missionaries being sent to Korea beginning in the 1980's and the opening up to foreign investment and "globalization" were the primary factors in the demographic changes. The city of Daejeon was also undergoing dramatic change and becoming the science and research center of Korea.

*In the 1980s, KAIAC sports even included flag football.*

It would host the 1993 World Exposition with close to 4 million visitors. The number of Korean and Korean-American families returning to live and work both in Daejeon and throughout Korea created the need for quality international schools.

Initially, TFS and KCA provided the core classes but gradually provided separate classes and specials in the elementary school and electives such as foreign languages, vocal and instrumental music, art, and physical education classes for middle and high school. Instructional improvements through the purchase of current textbooks and teaching materials and improving the library collection brought the school to a new level of development. KCA also began to improve its instruction by providing professional development to its teachers and self-assessing its total program by using the accreditation process of the Western Association of Schools and Colleges (WASC). KCA was accredited by WASC for first time in 1979 and reaccredited once again in 1985, 1991, 1997, and 2003.

In 1987, through the efforts of Mr. Paul Steele and alumnus who contributed to the "Friends of KCA," a new three story elementary school was built. This was the first new facility to be built on the KCA/TCIS campus in over thirteen years. The new elementary building provided six well appointed classrooms that were centrally heated. The first floor was used solely as an auditorium. This facility permitted better seating, staging, and acoustics for weekly chapels, plays, and concerts.

In August 1992, KCA officially changed its name to Taejon Christian International School (TCIS) to reflect the new demographics of the community it was serving. In 1993, TCIS celebrated its 35 year anniversary. A gala celebration was held that was covered in *The Korea Times* English newspaper. In 1993, the school began an uninterrupted 15-20% rate of growth each year. By 1993, the elementary school had separate classes and the elementary (Pre-K-6) and secondary (7-12) each had a principal and a shared counselor and chaplain. The student enrollment hit an all time high of 123.

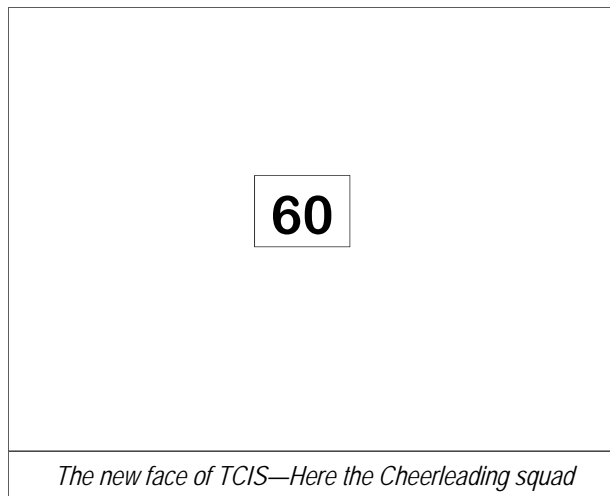
In 1996, a new chapter began in the development of TCIS. That year Dr. James Wootton stepped down after 25 years of faithful service and a new headmaster was selected by the Board of Trustees, Dr. Thomas J. Penland. Dr. Penland came with his wife Shirley, an experienced English teacher, and two teenage children, Lesley and Tommy. Both children would attend TCIS and graduate from the school. Dr. Penland brought to TCIS ten years of experience as a teacher, principal, and school director in Malaysia and over twenty years as a teacher and administrator in U.S. public schools in North Carolina and Georgia.

In the past ten years from 1996 to 2006, the school has grown from just over 240 students including 35 boarders to over 600 students and over 215 boarders. The faculty and

58

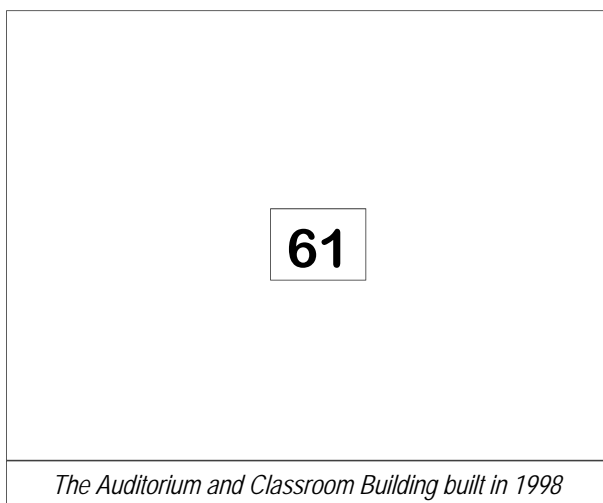
59

boarding staff have grown from just over 30 to almost 132. The school has over 350 students in the high school, 150 students in the middle school, and 130 students in the elementary school. The MK population has dropped significantly and reached an all time low of less than 1% in the late 1990s. Since 2003, that figure increased to about 10% with out-of-country MKs and Korean MKs choosing TCIS. The student body demographically is approximately 85% Asian and 15% from twenty other countries throughout the world. Approximately 74% of the school is Korean-American, Korean-Canadian or Koreans who have been out-of-country for the ROK Ministry Education’s approved guideline of five-years.



The professional staff has undergone major changes in credentials and experience. Many faculty are experienced teachers with higher degrees and a background in Advanced Placement (AP) and International Baccalaureate (IB). In addition, more faculty are taking advantage of professional development and advanced degrees funded, in part, by the school. Since the early 1990s, the Christian ministry of the school has been much more overt and evangelical with the hiring of a full-time chaplain in 1995 and the subsequent hiring of Student Life Ministers who operate using a “Young Life” relational model. The Student Life Minister coordinates the chapels and Spiritual Emphasis Weeks for the middle and the high school and the elementary principal and teachers coordinate them for elementary. Service learning has also been a major drive with mission trips with Habitat For Humanity-Philippines and trips to Thailand, Cambodia, and India.

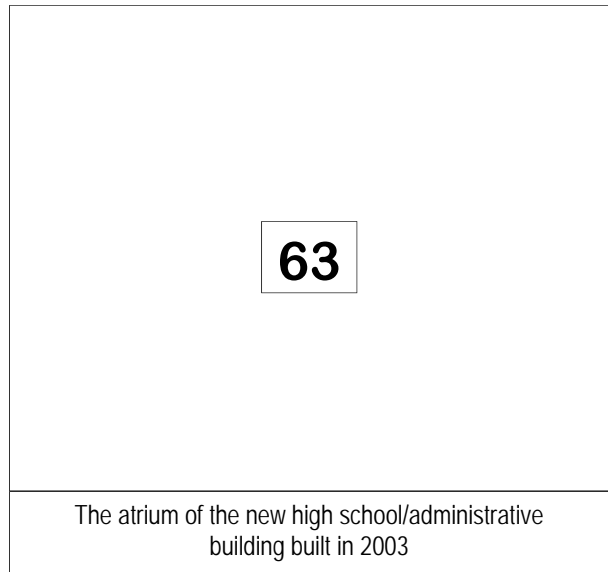
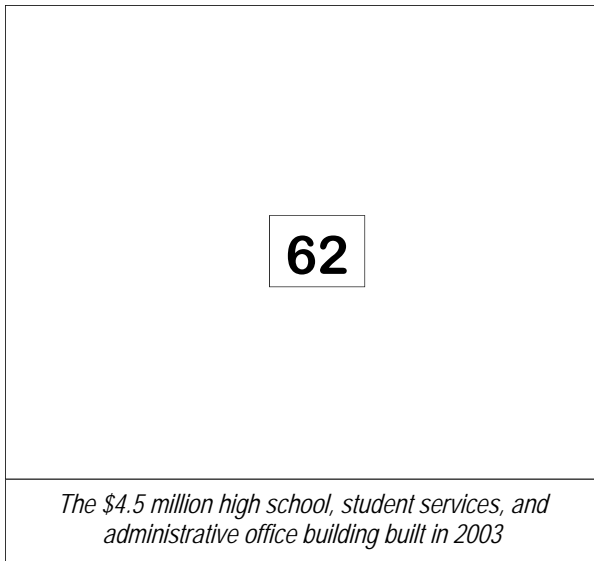
In 1999, the school after considerable effort from its business administrator, Mr. Jae Soon Choi, was able to secure certification or “Inga” from the Daejeon Ministry of Education. This was significant in that it further legitimize the status of TCIS and permitted Korean male students to receive a military deferment and permitted parents an education tax deduction. TCIS was again accredited by WASC in 1997 and 2003. The school presently is accredited through 2009. The TCIS boarding department is now the only accredited boarding program in Korea. The TCIS boarding program is also accredited until 2009 by the Association of Christian Schools International (ACSI).



A record 59 students graduated in 2003 and 73 in 2004, and over 80 in 2006. The graduating class of 2006 was accepted at 500 universities and colleges and received the largest ever amount of scholarships and grants of \$2,383,990. The class also had a record SAT average score of 1226.

Since 1998, TCIS has been involved in a major facility development and upgrade program. In 2001, the TCIS Board of Trustees adopted a ten-year master plan to build and to sub-

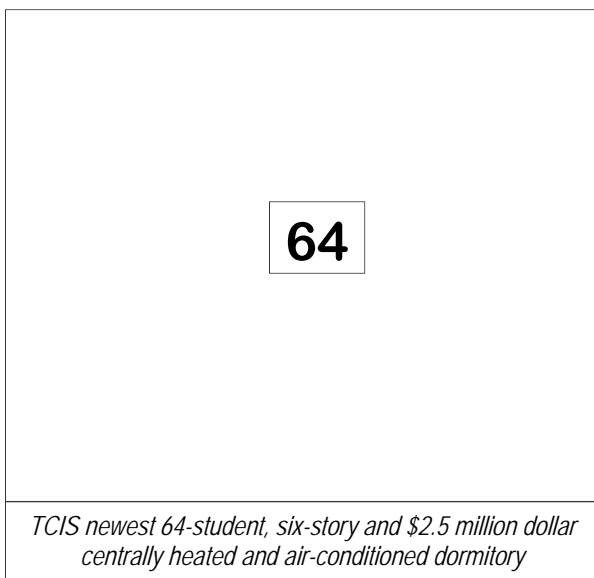
stantially upgrade the TCIS campus. In 1998, the school built a \$500,000 two-story 300-seat auditorium and classroom building. It included an improved light and sound capability. The old elementary auditorium site was converted into administrative offices.



In 2000, the school built a \$2 million four-story dormitory on the site of the on-campus garden. The building contained two dormitories with two dorm parent apartments, two student lounges, and four resident advisor (RA) apartments. Over the next three years, three additional off-campus board houses were converted to dormitories. In what was the most ambitious project in the school’s history, TCIS built the “flagship piece” of the ten-year master plan: the new high school, student services, and administrative building. The \$4.5 million project was financed with contractor and parent assistance. In the fall of 2003, the school moved into the most modern and well-equipped school building in Korea. The building included a five story 24-classroom high school including four state-of-the-art science laboratories, and office space for student support, and finance, personnel, and general affairs.

Academically, the school took a giant step in 2005 and became only the second school in Korea to offer the prestigious International Baccalaureate (IB) Diploma Programme. The Class of 2007 will graduate the first combined TCIS and IB Diploma students.

The summer of 2005 saw the construction of a second multi-storied dormitory on a piece of land purchased from the Baptist mission on what use to be the old White and Wootton missionary homes.



The \$2.5 million six-story dormitory has room for 64 students and has two recreational areas, two libraries, two TV-rooms, two computer rooms and two dorm parent and four RA apartments. The school also constructed a \$500,000 two-story gymnasium annex with modern classrooms, art rooms, activity center, and dining hall.

TCIS has established professional and collegial relationships with Christian and educational organizations such as Hondong International School, Central Christian School (CCS), and Asia Education Resource Consortium (AERC). TCIS has helped by providing resource and training and by providing materials to assist Hondong International School (HIS). HIS and TCIS have also shared athletic

and cultural programs. TCIS has likewise shared cultural programs with CCS.

TCIS has assisted remotely stationed missionaries both Korean and North American through AERC with educational materials and resources.

65

In a related area, TCIS was selected in 2005 to partner with Gyeonggi Province and the city of Suwon to build a high quality Christian international school in Suwon. The \$25 million complex will be a sister school to TCIS with a common mission and philosophy, headmaster, and Board of Trustees. It is exciting to see the ministry of TCIS be extended to another city. Partially, as a result of the Suwon project, the City of Daejeon has become more interested in assisting TCIS financially in developing its campus.

*Gyeonggi Suwon International School,  
TCIS's sister school, that opened in September 2006*

TCIS continues to have a well-rounded program of activities to include Model United Nations,

speech and debate, drama, Fellowship of Christian Athletes (FCA), Key Club, student council, Praise team, dance team, National Honor Society, and overseas mission trips. TCIS "Dragons," a long time member of the Korean-American Interscholastic Activities Conference (KAIAC), now competes in volleyball, tennis, cross-country, basketball, soccer, and swimming. Students also participate in music and forensic festivals. There is even an activities program for the middle school. TCIS has won a number of recent athletic championships including the KAIAC tournaments in girls' tennis (1997), in boys' tennis (1998), and the boys' volleyball tournament (2000). The boys' soccer teams won the Far East Championships in 2003 & 2004. TCIS also won the KAIAC Forensics tournament in 2006.

66

As Taejon Christian International School moves into the twenty-first century, enrollment continues to increase; the educational program continues to improve in quality with programs such as IB; experienced and well qualified teachers are being retained or being hired, and new modern facilities are being built. More importantly, the Christian message is being strongly heard at TCIS through its chapel programs, service programs, Praise Teams, Spiritual Emphasis Weeks, and retreats. TCIS is also excited to have its MK population increase as it reaches out to support the missionary movement throughout the world.

*TCIS Graduating Class of 2006 with over 80 graduates*

### Sources

Sharon Everhart, "Rice Paddy Reflections-A History of Korea Christian Academy / Taejon Christian International School on Its Fortieth Anniversary", 1998.

Korea Christian Academy and Taejon Christian International School Board of Trustees Minutes from 1957-Present.

Interview of Mrs. Virginia Somerville in the Spring 1997 by Mr. David Suhs.

# English-As-A-Second Language Program

## ELEMENTARY ESL

### ADMISSION AND PLACEMENT PROCESS

#### GENERAL

Applicants complete the TCIS application file, including all sections of the Home Language Survey and the Educational Background section. The initial meeting with the parents/guardians is the best time to obtain information. Initially, applicants entering grades three through five complete diagnostic reading, math, and writing assessments.

#### ESL DIAGNOSTIC ASSESSMENT

The ESL coordinator reviews the home language survey, the educational background information, the transcripts, and the initial reading, math, and writing assessment results.

At this point, an ESL examiner conducts an informal interview with the applicant to begin to assess the oral proficiency levels of speaking and listening. Next, a trained ESL specialist will administer an age-appropriate oral assessment. Based on the results of the individualized oral test, the student will be scheduled for additional ESL assessments to evaluate English grammar, reading, and writing skills.

#### TCIS ELEMENTARY SCHOOL ESL PROGRAM PLACEMENT

Six levels of English language proficiency are established in the elementary school. All students who demonstrate language skills at Level A attend regular ESL classes to develop communication skills with commonly used English vocabulary and phrases. However, only students in grades three through five continue to attend ESL classes once they have reached Levels B through D in all three areas (oral, reading, writing). Students in grades Kindergarten through two at Levels B through D receive the continued benefit of extensive language instruction in their regular classrooms. Decisions as to whether or not a student with a combination of levels E and F in the three areas will attend ESL classes will be made on an individual basis. However, s/he will continue to be monitored for progress. If s/he does not make adequate progress, s/he may begin to receive ESL services again. Students who score Level F in all three areas are considered "monitored ESL students." They are monitored for two semesters, after which time they are exited from the program.

#### WHAT DOES THE TCIS ELEMENTARY SCHOOL ESL PROGRAM LOOK LIKE?

The elementary school of TCIS acknowledges six levels of language proficiency from Level A to Level F. All students who demonstrate language skills at Level A attend regular ESL classes to develop communication skills. However, only students in grades three through five continue to attend ESL classes once they have reached Levels B through D in all three areas (oral, reading, writing). Students in grades Kindergarten through two at Levels B through D receive the continued benefit of extensive language instruction in their regular classrooms. Decisions as to whether or not a student with a combination of E and F in the three areas will attend ESL classes will be made on an individual basis. However, s/he will continue to be monitored for progress. If s/he does not make adequate progress, s/he may begin to receive ESL services again. Students who score Level F in all three areas are monitored for two semesters, after which time they are exited from the program. In addition to attending ESL classes, students in grades three through five also receive regular assistance from an ESL specialist in their classrooms.

## ELEMENTARY ESL

### **WHO IS ELIGIBLE FOR THE ESL PROGRAM?**

If a student's native language is not English, his or her skills in listening/speaking, reading, and writing are assessed in a variety of ways, including standardized tests, writing prompts, reading comprehension assessments, prior academic records, and personal interviews. If the student is in grades Kindergarten through two and scores a Level A in any area, s/he may receive ESL services. If the student is in grades three through five and scores a Level A through D in any area, s/he may also attend ESL classes. Those who score a combination of Level E and F may or may not receive services, depending on their individual needs.

### **HOW DOES THE ESL SPECIALIST ASSIST ENGLISH LANGUAGE LEARNERS (ELL)?**

If the student is at Level A, the instructor enables the student to build a foundation of English vocabulary and common expressions that will aid in daily life communication and adjustment to a new school environment. For all other levels, the ESL teacher uses grade-level appropriate content as a basis for developing the ability to comprehend and express ideas with more detail and variety. Activities include, but are not limited to, role-play, specific grammar lessons, responding to literature, creating audio slideshows, letter writing, and vocabulary building. In addition, the instructor regularly assists ELLs with language arts lessons from their mainstream classes.

### **HOW LONG DOES IT TAKE THE AVERAGE STUDENT TO DEVELOP ENGLISH PROFICIENCY?**

Second language acquisition research suggests that language learners develop basic interpersonal communication skills in one to two years depending upon the learner's use of English in social environments. However, reaching "native-like proficiency" in academics requires from five to nine years with appropriate motivation and support. Without appropriate support, an ELL is unlikely ever to achieve competency in the academic English skills necessary to succeed.

### **WHEN CAN AN ESL STUDENT TRANSITION OUT OF THE ESL PROGRAM?**

Students are assessed on their English language proficiency three times throughout the academic year. If a student scores Level F in all three areas (oral, reading, writing), s/he no longer attends ESL classes but is monitored for two complete semesters to ensure continued language development. At that time, s/he is officially exited from the ESL program.

## The Five Levels of English Language Proficiency for Elementary Students

Level B – Starting Up	Level C - Beginning	Level D - Developing	Level E - Expanding	Level F – Bridging Over
<p><b>Receptive Language: Listening and Reading:</b> English language learners comprehend in English . . .</p>				
<p>Pictorial or graphic representation of the language of the content areas</p> <p>Words, phrases, or chunks of language when presented with one-step commands, directions, WH- questions, or statements with visual and graphic support</p>	<p>High frequency language related to the content areas</p> <p>Phrases or short sentences</p>	<p>High frequency and some specific language of the content areas</p> <p>Expanded sentences in oral interaction or written paragraphs</p>	<p>Specific and some technical language of the content areas</p> <p>A variety of sentence lengths of varying linguistic complexity in grade-level oral discourse or multiple, related paragraphs</p>	<p>The technical language of the content areas</p> <p>A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports</p>
<p><b>Productive Language: Speaking and Writing:</b> English language learners produce in English . . .</p>				
<p>Words, phrases, or memorized chunks of language</p>	<p>Oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support</p>	<p>Oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative, or expository descriptions with occasional visual and graphic support</p>	<p>Oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support</p>	<p>Oral or written language approaching comparability to that of English proficient peers when presented with grade level material.</p>

**Level A comprehends and produces less than half of Level B.**

# MIDDLE SCHOOL & HIGH SCHOOL ESL

## ADMISSION AND PLACEMENT PROCESS

### GENERAL

Taejon Christian International School welcomes students representing diverse languages and cultures. The school is committed to appropriately placing students in programs where they will be able to comprehend the academic language and will experience success. All applicants should complete the TCIS application file and schedule a day for admissions testing and residence interview if necessary. It is necessary to complete all sections of the Home Language Survey and the Educational Background section. Initially, all applicants complete diagnostic reading, math, and writing assessments.

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

### ESL DIAGNOSTIC ASSESSMENT

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

### TCIS MIDDLE SCHOOL ESL PROGRAM PLACEMENT

In the ESL program, TCIS identifies five levels of English language proficiency. Students who demonstrate English language skills at Level 1 or Level 2 will be enrolled in content-based ESL courses. Students who demonstrate English language skills at Level 3 or Level 4 will be enrolled in sheltered instruction courses. All students in the middle school ESL program will be enrolled in an Oral Communication course each semester. Students who demonstrate English language skills at Level 5 will be placed in mainstream courses and monitored for two semesters by the ESL department for consistent progress in English language proficiency. After two academically successful semesters in mainstream courses, students will be officially exited from the ESL program. In some cases, highly motivated ELLs at Level 4 may be placed in some mainstream classes with teacher recommendations. At the eighth grade level, TCIS offers ESL services only to Levels 3, 4, and 5; beginning level ESL students are only accepted in grades six and seven.

### TCIS HIGH SCHOOL ESL PROGRAM PLACEMENT

Ninth and tenth grade students who demonstrate English language skills at Level 3 or Level 4 will be enrolled in ESL Reading 9 or 10, ESL Writing 9 or 10, sheltered English 9 or 10 and other sheltered instruction courses in science and social studies. TCIS offers limited ESL services to students in grades 11 or 12; in addition, students in grades 11 or 12 may receive assistance from available ESL teachers. Students who demonstrate English language skills at Level 5 will be placed in mainstream courses and monitored for two semesters by the ESL department for consistent progress in English language proficiency. In some cases, highly motivated ELLs at Level 4 may be placed in some mainstream classes with teacher, ESL coordinator, and administrator recommendations.

# MIDDLE SCHOOL & HIGH SCHOOL ESL

## WHAT DOES THE TCIS MIDDLE SCHOOL AND HIGH SCHOOL ESL PROGRAMS LOOK LIKE?

TCIS recognizes five progressive levels of language proficiency from beginning to transitioning. Students at Level 1 and Level 2 are enrolled in **content-based ESL courses**. In the content-based ESL courses all students are ELLs (English Language Learners), and the teachers are language educators. The main goals are English language skill development and cultural adjustment, but the secondary goal is preparing the students for mainstream classes based on a Western educational cultural setting. Students in grades 8-12 whose English language proficiency is either Level 1 or Level 2 are not admitted to TCIS.

Students at Level 3 and Level 4 are enrolled in **sheltered instruction (SI) courses**. The students in the sheltered instruction classes are primarily ELLs. The teachers in the SI classes are certified content teachers with language acquisition training. The goal of the SI program is to extend the time students have for receiving direct English language skill development while they learn the grade-level content standards and essential concepts.

Students at Level 5 who are reading and comprehending academic English within two years of their grade level are transitioned into **mainstream courses**. After transitioning from sheltered instruction courses into mainstream courses, the students' English language proficiency progress is monitored by the ESL department, and they are officially exited from the ESL program after two academically successful semesters. If a transitioned student does not make continued English language skill progress, s/he may be reenrolled in sheltered classes.

## WHO IS ELIGIBLE FOR THE ESL PROGRAM?

Students are enrolled in the TCIS ESL program if English is not their native language and if their English language skills in listening, speaking, reading, or writing are two or more years below that of their grade level. English proficiency is based on several measures including: standardized assessments in oral/aural skills, reading and writing; prior academic records; and personal interviews.

## HOW LONG DOES IT TAKE THE AVERAGE STUDENT TO DEVELOP ENGLISH PROFICIENCY?

Second language acquisition research suggests that language learners develop basic interpersonal communication skills in one to two years depending upon the learner's use of English in social environments. However, reaching "native-like proficiency" in academics requires from five to nine years with appropriate motivation and support. Without appropriate support, an ELL is unlikely ever to achieve competency in the academic English skills necessary to succeed.

## WHEN CAN AN ESL STUDENT TRANSITION FROM SHELTERED INSTRUCTION TO MAIN STREAM CONTENT COURSES?

An ESL student can be enrolled in mainstream classes when s/he demonstrates English language skills in listening, speaking, reading, and writing within at least two years of the standards of the targeted grade-level content class. Age-appropriate knowledge and understanding of the English language is a prerequisite in the achievement of mainstream course content standards.

## **MIDDLE SCHOOL & HIGH SCHOOL ESL**

### **WHEN IS A STUDENT EXITED FROM THE TCIS ESL PROGRAM?**

After transitioning from sheltered instruction courses into mainstream courses, the student's English language proficiency progress is monitored by the ESL department for two semesters; s/he is officially exited from the ESL program after two academically successful semesters. If a transitioned student does not make continued English language skill progress, s/he may be reenrolled in sheltered classes and placed on academic probation.

# The Five Levels of English Language Proficiency for Secondary Students

Level 1 – Starting Up	Level 2 - Beginning	Level 3 - Developing	Level 4 - Expanding	Level 5 – Bridging Over
TCIS Content-based ESL Classes	TCIS Content-based ESL Classes	TCIS Sheltered Instruction Classes	TCIS Sheltered Instruction Classes	TCIS Sheltered Instruction or Mainstream Classes if the student's academic reading comprehension level is within two grade levels of the mainstream class
<b>Receptive Language: Listening and Reading:</b> English language learners comprehend in English . . .				
Pictorial or graphic representation of the language of the content areas	High frequency language related to the content areas	High frequency and some specific language of the content areas	Specific and some technical language of the content areas	The technical language of the content areas
Words, phrases, or chunks of language when presented with one-step commands, directions, WH- questions, or statements with visual and graphic support	Phrases or short sentences	Expanded sentences in oral interaction or written paragraphs	A variety of sentence lengths of varying linguistic complexity in grade-level oral discourse or multiple, related paragraphs	A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports
<b>Productive Language: Speaking and Writing:</b> English language learners produce in English . . .				
Words, phrases, or memorized chunks of language	Oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support	Oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative, or expository descriptions with occasional visual and graphic support	Oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support	Oral or written language approaching comparability to that of English proficient peers when presented with grade level material.

# Understanding an International Education

## INTRODUCTION

The purpose of this section is to help you understand something about an international-style of education as you enroll your child at TCIS. Although this section is not exhaustive, it does provide you with an explanation of some of the most important concepts of an international educational system. Please share this information with your child. It will give him or her a better understanding of the adventure ahead! The following are eight important concepts of an international-type education and some practical suggestions for parents to help their child be successful.

### **AN INTERNATIONAL-TYPE EDUCATION....**

- 1) **Focuses on the student as a whole person.**
- 2) **Emphasizes higher order thinking skills.**
- 3) **Involves the parents as team members in the educational process.**
- 4) **Administers discipline in a fair and consistent manner to modify inappropriate behavior.**
- 5) **Places a realistic emphasis on grades.**
- 6) **Utilizes a variety of assessment tools.**
- 7) **Emphasizes a realistic college selection process.**
- 8) **Utilizes English as its language of instruction and requires the acquisition of a high level of and proficiency in English to be successful.**

## IMPORTANT CONCEPTS

**1) FOCUSES ON THE STUDENT AS A WHOLE PERSON** — Because TCIS is a college preparatory school, academics are very important; however, the school remains dedicated to educating the whole person, academically, spiritually, socially, emotionally, and physically. An international-style school tries to strike a balance where no one aspect of the student's education is over-emphasized over another. We challenge our students to strive for the highest potential that God has gifted them, to develop strong character and leadership qualities, to learn to live in a global community, and to accept responsibility.

### **Suggestions for Parents:**

- a) Encourage your child to get involved in co-curricular activities such as: athletics; drama; forensics; student government; and clubs.
- b) Support your child's involvement in co-curricular activities by attending his or her performances and competitions.
- c) The high school recently added a graduation requirement for all students of 150 hours of Creativity, Action, and Service which is closely linked to the co-curricular involvement. The middle school and elementary schools, as part of their IB programs, will soon have similar requirements.

## 2) EMPHASIZES HIGHER ORDER THINKING

**SKILLS** — Although some memorization and rote memory of content will always be required in a course of study, the integration, synthesizing, and application of materials will be more emphasized in an international educational system. It is important that a student has the ability to recall certain facts and knowledge; however, his or her ability to think is much more important. The emphasis is on manipulating these facts, to problem solve, and to apply information to real life situations. In an international education, emphasis is not on how much you know, but on knowing where to find information and applying it to solve a problem.

### **Suggestions for Parents:**

- a) Start when your child is young to encourage him/her to think out problems he/she encounters at home or with school work. Don't always give your child the answers or simple solutions, but permit him/her to ponder, puzzle, and struggle with problems. Help him/her to reach solutions by giving hints, but don't permit him/her to get too frustrated.
- b) Encourage your family to work together or individually to solve simple puzzles or mind games.

## 3) INVOLVES THE PARENTS AS TEAM MEMBERS IN THE EDUCATIONAL PROCESS

— In an international school like TCIS, teachers and parents are seen as a team working together to educate their children. Teachers need the support of the student's parents in order to be successful. Parents should communicate often with their children's teachers and not be concerned that this would be seen as interfering or fear that such communications might negatively impact their children's grades. Parents and teachers can also keep in contact with one another through Edline, parent-teacher conferences, involvement in the Parent - Teacher Association (P.T.A.), and attendance at the fine arts and athletic events. To foster this close relationship between parents, teachers, and students, it is important that parents understand that students need the constant support of a parent, relative, or significant adult who will be responsible on a daily basis for their health and general welfare. In order to achieve this, TCIS requires that students live with one or more parents, a "close blood relative," or in the supervised TCIS dormitory facilities. TCIS parents are communicated with often via letter, newsletter, calendar, telephone, and the Edline. Parents should take the responsibility to encourage and assist their children at home in their studies and activities. We all know that it is inevitable that

### **3) INVOLVES THE PARENTS AS TEAM MEMBERS IN THE EDUCATIONAL PROCESS — *Continued***

some parents may have questions, misunderstandings, and/or feelings of disappointment about the performance of certain school employees (i.e. teachers, national staff, or administration). In a school managed by international management principles, it is important to follow appropriate procedures and institutional hierarchy when addressing concerns. If there are problems, please first talk directly with the school employee concerned. Both parties should attempt to listen to one another to determine clearly what the facts are regarding the area(s) of concern. If after meeting together the issue(s) cannot be resolved, then the school counselor, school principal, or school business administrator should be contacted to become involved in mediating the problem. If this does not bring resolution, then the headmaster should be contacted as your final step.

#### ***Suggestions for Parents:***

- a) Frequently ask your child about school life and his/her academic progress. Homework should be checked frequently and praised when appropriate.
- b) Plan to attend the two annual parent and teacher conferences. Please communicate with the teacher and administration whenever you have a question.
- c) Join the Parent -Teacher Association (P.T.A.) and attend headmaster coffees and area parent meetings.
- d) Support school activities through your attendance of the open house, international festival, athletic events, concerts, dramas, field days, and P.T.A. meetings.
- e) Read to your younger children in English and encourage your older children to read English fiction and non-fiction works for enjoyment. Your child should be encouraged to get involved in the Accelerated Reader Program. You should expose your children to good literature in English. This can be done by purchasing books from the Scholastic Book Club offered through the school.
- f) If possible, speak some English in the home to reinforce your child's language acquisition. You should also reinforce your child's first language so there is strong base to acquire English.
- g) If your family can afford the extra expense, you should consider the purchase of a computer with English software.

### **4) ADMINISTERS DISCIPLINE IN A FAIR AND CONSISTENT MANNER TO MODIFY INAPPROPRIATE BEHAVIOR —**

In an international education system corporal punishment is seldom used. Discipline is meant to be instructional and never used to degrade or demean a student. An international school such as TCIS sees the teacher and administration working as a team with parents to instruct their children in appropriate behavior. Consistency and fairness in the administering of discipline are most important.

#### ***Suggestions for Parents:***

- a) Support teachers and administrators when it is necessary to administer discipline.
- b) Frequently talk to your child to keep the lines of communications open. You should talk to your child about school life and his/her friends.
- c) Parents and students should read and become thoroughly familiar with the Student Code of Conduct and school policies outlined in the *TCIS High School, Middle School and Elementary Student and Parent Handbooks*.
- d) Parents should also become familiar with the TCIS initiatives concerning violence and bullying; academic integrity, and English language usage in *School Against Violence Everywhere (S.A.V.E.)*, *Academic Integrity (A.I.)*, and *Language Usage Policies*.

### **5) PLACES A REALISTIC EMPHASIS ON GRADES —**

In a college preparatory school such as TCIS where over 95% of graduates go on to U.S. colleges, grades, of course, are very important; however, an over emphasis on a numerical or letter score may sacrifice true learning and create an unhealthy situation by overly stressing a student. Life skills such as collaboration, leadership, honesty, and self-esteem are far more important than grades. International education tries to de-emphasize grades and emphasize learning for understanding and doing one's individual best. TCIS is an International Baccalaureate World School and, as such, emphasis is placed on learning for understanding and application. Creativity and imagination don't always translate to a high grade point average (G.P.A.) but are life skills that are encouraged at TCIS. Learning for understanding is a rewarding activity and not solely a means to achieve "good grades."

#### ***Suggestions for Parents:***

- a) Offer some incentives or rewards to your child for good grades but avoid putting too much pressure on them.
- b) Avoid stern punishment when you and the teacher can determine that your child has done his or her best. Some children bloom or become motivated later in their school career.

**5) PLACES A REALISTIC EMPHASIS ON GRADES —  
Continued**

**Suggestions for Parents:**

c) Parents are reminded that some children excel and are gifted by God in different areas of school life outside of academics and should be complimented for their efforts.

**6) UTILIZES A VARIETY OF ASSESSMENT**

**TOOLS** — In an international school such as TCIS, assessment is done with a number of different tools. Assessment is done frequently and is not dependent upon just one test to measure success or achievement. This is applicable not only to a course of study but also to placement and college entrance. International education uses not only paper-and-pencil tests but also verbal, anecdotal, portfolio, project, and presentation forms of assessment. One test is seldom the sole measure of success. It should also be noted that advancement to the next grade level or higher level of education is based upon mastery or understanding of the curriculum. In the case of high school students, an important measure of learning is units of credit as opposed to a single assessment or test score. This also applies to college application process to North American colleges where grades and test scores are not the sole factor for acceptance. Letters of recommendation and involvement in co-curriculars and student life are also very important in the acceptance to quality colleges.

**Suggestions for Parents:**

- a) Encourage your child to place value and importance on every assignment they receive and not to put all of their efforts on one or more test scores.
- b) Monitor your child's progress closely and help them not to become too discouraged by one test score.
- c) If your child is struggling academically, be sure to communicate promptly with the teacher.
- d) Attendance at some after-school institute or "hagwon" is not encouraged for the purpose of achieving a high test score. Concentrating on assignments and remaining focused on TCIS courses is a much better use of the student's time and efforts.

**7) EMPHASIZES A REALISTIC COLLEGE**

**SELECTION PROCESS** — In the international educational system, the goal is to prepare students to be successful in college rather than merely to be selected by a "big name" or prestigious school. TCIS tries to work with students and parents to set realistic goals and to emphasize education and learning rather than prestige. Particularly at the

undergraduate level, factors such as classroom size, total enrollment, graduation percentages, and overall quality of instruction for the financial investment should be most important. Although TCIS does a commendable job of preparing its students to attend the college of their choice, international educational systems recognize that not all students are ready or have the aptitude for a four-year college degree. Some students are more successful attending a two-year college or community college.

**Suggestions for Parents:**

- a) Encourage your child to speak with the school's guidance counselor, check the college catalogues and handbooks, and college web sites.
- b) Start looking at colleges early and perhaps even visit some if you are in the United States or other countries.
- c) Attend the college night workshop held by the school's guidance counselors.
- d) As a family, you and your child should sit down and consider your options and set some realistic goals including the financing of college.
- e) Support your children by encouraging them to attend career planning activities provided by the guidance counselors.
- f) Encourage your child to seek summer internships or enrichment opportunities that support career and future educational goals.

**8) UTILIZES ENGLISH AS THE LANGUAGE OF INSTRUCTION AND REQUIRES THE ACQUISITION OF A HIGH LEVEL OF AND PROFICIENCY IN ENGLISH TO BE SUCCESSFUL**

— TCIS welcomes students representing diverse languages and cultures; however, in almost all Asian international schools, the language of instruction is English and all students are required to acquire proficiency in that language. TCIS students will be completely immersed in the English language during the school day. This is required in order to assist them in the full acquisition of the language including listening, speaking, reading, and writing and to ensure social and academic success. An English-as-a-second-language (ESL) program at the school will assist in this acquisition; however, students must demonstrate both an aptitude and work ethic to transition to mainstream classes.

*The rationale for an English only environment is:*

- A) To prepare students adequately for college and university in English speaking universities.**
- B) To reinforce classroom instructional language.**
- C) To be consistent with the school mission and values, particularly in the area of providing an environment where students have the best opportunity to develop to maturity.**
- D) To ensure clear communication and understanding with and by students in the classroom.**

**8) UTILIZES ENGLISH AS THE LANGUAGE OF INSTRUCTION AND REQUIRES THE ACQUISITION OF A HIGH LEVEL OF AND PROFICIENCY IN ENGLISH TO BE SUCCESSFUL — *Continued***

- E) To encourage inclusiveness of all students via a common social language.***
- F) To discourage/avoid exclusivity and isolation of minority language groups within the community.***
- G) To provide an environment where appropriate language and behavior is reflected and a safe and healthy community is maintained.***
- H) To maintain consistency between expectations and practices as an institution.***

***Suggestions for Parents:***

- a) Read to your younger children in English and encourage your older children to read English fiction and non-fiction works for enjoyment. Your child should be encouraged to get involved in the Accelerated Reader Program. You should expose your children to good literature in English. This can be done by purchasing books through the Scholastic Book Club offered through the school.
- b) If possible, speak some English in the home to reinforce your child's language acquisition. You should also reinforce your child's first language so there is strong bases to acquire English.
- c) If your family can afford the extra expense, you should consider the purchase of a computer with English software.
- d) If your child will be a beginning ESL student in the fall, it is recommended that you have him or her attend the TCIS English enrichment summer school program.

**CONTRIBUTORS:**

A special thank you to the following individuals who contributed to the production of this document:

Mrs. Charmaine Gunther  
Ms. Hye Soon Hong  
Mrs. Eun Joo Jung  
Mrs. Kyung Hae Lee  
Mrs. Shirley Penland  
Dr. Thomas Penland  
Rev. Barbara Smith Jang  
Mrs. Patricia Suhs  
Mr. George Zickefoose

Editor: Mr. David Suhs