



El Alsson
American International
School - NEWGIZA

***El Alsson American Early
Childhood***

Kindergarten and Grade1

Parent and Student Handbook

2018 -2019

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EL ALSSON AMERICAN INTERNATIONAL SCHOOL

OUR VISION

DEVELOPING SUCCESSFUL 21ST CENTURY CITIZEN

OUR MISSION

Our students will think, create, contribute and take pride in themselves and society

WE AIM TO:

- *Encourage students to be involved in their community.*
- *Challenge our students to think critically.*
- *Provide opportunities to connect learning to real life.*
- *Emphasize effective communication skills.*
- *Support personal and social development.*
- *Encourage students to work collaboratively.*
- *Appreciate all students as unique individuals.*
- *Inspire students to rise to challenges*

Welcome

Dear Parents and Students,

We look forward to an exciting and successful year. Our aim is to maintain a safe and positive learning environment, where students can grow both academically and socially, while enjoying school.

This handbook is full of important information to get the new academic year off to a great start. The handbook will help you become aware of the school /class procedures and daily routines. Please take the time to read through the book with your child. Your support and understanding of our school regulations are of vital importance.

In an effort to be “green” you are looking at this online; however, your child’s class teacher will be sending home a form for you to sign which agrees that you have read this handbook with your child.

To provide all students the opportunity to reach their potential in all areas, a strong home-school connection will be maintained throughout the year. An important channel for this connection is our website www.alsson.com; where you will find all sorts of useful information. Please feel free to contact the school at any time if you have any questions.

We look forward to an active and happy year.

Kind regards,

Mona Mourad

Head of Early Childhood

Expectations

In the American International School, we are working towards high academic achievement through the development of skills to enable independent learning.

Students need to maintain a balance between the demands of work and the other activities outside school in which he / she may be involved.

Students are expected to follow guidance given by their teachers and to follow their advice.

We encourage and look for:

-Attendance -100% is the target.

-Punctuality - getting to school by 7:50 am every day.

-Respect for yourself, other students, your teachers, and all other adults in school.

-Respect for property of others and the school.

-Use of polite and appropriate language in class and around the school; English with all staff who teach in English and Arabic with those who teach in Arabic.

-Full participation in all learning activities.

-Completing your homework and assignments on time, through your efforts alone.

-Being prepared by bringing all necessary books (check timetable) and equipment (see list) every day.

School Website

Please check the El Alsson Main School website: www.alsson.com for updates and school dates and events.

CONTACTING THE SCHOOL – Who to talk to?

Please contact the school with any inquiries or to pass on information regarding your child:

BUSES amattar@alsson.com **Ext 161**
Questions about transportation or change of address

MEDICAL CLINIC nurse@alsson.com **Ext 124/125**
To speak to the nursing staff about student illness or injury

REGISTRAR'S OFFICE registrar@alsson.com **Ext 115**
Questions about the admission process
Change of any personal information

Head of Early Childhood mmourad@alsson.com
Secretary (Ms Ola) oomar@alsson.com **Ext 154**

PRINCIPAL afleet@alsson.com
Personal Assistant (Ms Doaa) dhegazy@alsson.com **Ext 152**

RECEPTION mfouad@alsson.com **Ext 138**
General enquiries

Curriculum

Our American Early Childhood Curriculum is standards – based using the Common Core Standards in Language Arts and Math and the Next Generation Science Standards. It is designed to focus on concept and skill development providing a broad and balanced curriculum with continuity and progression between grade levels. Further details can be found on the School Website:

www.alsson.com

Textbooks

Students have authentic academic textbooks. The textbooks are on loan to the students and should be returned to the school at the end of the academic year. If books are lost, misused or damaged, parents will be charged and the cost is considerable.

Therefore, it is important that you take care of your books and keep them in good condition. Please note that textbooks and many other resources are used as resource materials to cover the curriculum with, they are not the curriculum itself.

Programs used in Kindergarten and Grade 1

Language Arts: *Journeys Common Core*

Journeys Common Core is a comprehensive language arts text, which includes reading, spelling, grammar, writing, and vocabulary. The Journeys Common Core is to be used in conjunction with the standards to be taught. There is a pacing guide in the Teacher Edition but this must be modified, as the school year at El Alsson is shorter than a typical school year in the United States.

In addition to the student texts, there are leveled readers which should be used with each unit in the differentiated guided reading groups.

Journeys Common Core is developed to be followed consecutively, however, teachers are able to skip around in order to deliver the curriculum in a meaningful manner. If it is Environmental week and there is a story about recycling for example it is appropriate to leave the story for that time of year. Journeys Common Core also comes with digital access for teachers and students.

Math: *Go Math by Houghton Mifflin Harcourt.ath*

The math program allows for the differentiation of skills. While all students in a class will work on the same skill, students may be doing different work, which is suited best for their needs.

The math program has a focus on problem solving and integrates the opportunity for students to work on problem solving skills throughout the year. Additionally, algebraic concepts are introduced at the earliest grades. Students use algebraic thinking and skills throughout the year.

Students work in consumable math books. Most homework assigned to the students is given on worksheets, which makes carrying the heavy texts an infrequent occurrence. There is also a digital link which may be used.

New Generation Science Standards

Instruction is focused on the physical, life, and earth sciences. Students are given opportunities to discover scientific concepts through experiments in and out of the classroom. Students also use graphic organizers in the science program to help them process the information they are learning. Skills are the focus on tests and homework, with no emphasis on memorization of information from the book. Concepts and skills taught in the book are often tested, in a different way which encourages the students to use higherlevel thinking skills rather than to depend upon memorization of knowledge.

Teachers use *the above mentioned materials as resources and may supplement with additional resources.*

History and Geography (Social Studies)

The main focus of the Social Studies classes is not on American history, although there are some occasions and topics where information about American history is studied. Skills are emphasized in Social Studies classes rather than memorization of facts.

Some of the skills that are introduced and reinforced in history lessons:

- Timelines
- Compare and contrast
- Inference
- Cause and effect
- Main idea and details
- Sequencing
- Drawing conclusions
- Predicting
- Reading data, graphs, and tables that contain historical information
- Creating graphs and tables from historical information
- Distinguishing between primary source and secondary source
- Distinguishing between fact and opinion
- Research
- Reading data, graphs, and tables that contain historical information
- Creating graphs and tables from historical information
- Distinguishing between primary source and secondary source
- Distinguishing between fact and opinion
- Research

Graphic organizers are one of the many tools that teachers use when teaching these skills to help students organize their thoughts.

Teachers are to use different programs as resources to help implement and teach the curriculum. The teachers at El Alsson School do not follow the texts from cover to cover, but rather use them as a resource along with supplemental resources help students access and understand the curriculum/standards.

Assessment

Student achievement will be assessed in terms of their concept understanding and skill development against grade level curriculum standards. Assessments include, but are not limited to: class work, classroom participation, quizzes, tests, projects, homework, and teacher observation. These occur throughout the year as part of the formative and summative assessment process.

Longer assessments, such as unit tests will be announced ahead of time to allow sufficient time for students to review and prepare.

Preparing for a long assessment includes review of the material learned, but not memorization of that material. We are encouraging students to concentrate on using **skills** rather than simply memorizing information. Skills for the test will have been used in class previously, and applied with material that is familiar to the students. It is also important to remember that the degree of difficulty of each question will be different. For example, a question which simply requires a student to fill in the blank with a vocabulary word will be worth less credit than a question which asks a student to synthesize information and to write a short response. Assessments will include many sorts of questions, of which students will be aware.

Short assessments, such as a quiz do not have to be announced ahead of time. Only one test may be given a day.

It is important that students and parents understand that assessments are to monitor comprehension of material studied and development of skills. Students are advised to apply higher level of thinking skills and problem solving methods where appropriate and should largely avoid memorization of facts and reading material.

Rubrics may be used as scoring guides to evaluate a student's performance based on a set of predetermined criteria rather than on one single "grade". Rubrics are given to students when a project is assigned, so that the student knows what specifically is being looked for in the particular assignment so they have a guide to inform their progress. Rubrics are used in Writing consistently across the school and with specific authentic projects.

In an effort to continually inform our teaching and to monitor student progress across the school we administer benchmark assessments throughout the year currently in Reading, Writing and Math. We also administer the MAP (Measures of Academic Progress) as a means of benchmarking progress against students in the USA. We use data from all of these assessments to continually adjust and monitor teaching and learning.

Reporting

The school will issue two end of semester reports during the academic year, each followed by a Parent - Teacher Day, which allows for further discussion or clarification. A Parent Progress Meeting will also be held mid – term in the first semester in order for parents and teachers to discuss student performance early on. The reports will show your child’s achievement and progress for all subjects including personal and behavioral skills.

Results from the MAP will be sent to parents after each testing period.

Record Book and Homework

Every student will receive a Record Book at the beginning of the year, which includes a class / homework timetable. Students will write down their homework for each subject on a daily basis. Reading and spelling are daily.

Parents need to check and sign the Record Book every night; they may also use the space for comments if they need to write a note to the teacher.

Students, who do not hand in their homework, will get a note in the Record Book, which needs to be signed by the parents.

Students, who constantly forget to hand in /complete their homework on time, will be reported to the Division Head and their parents will be contacted to resolve the problem.

The Library

Students go to the library once a week with their class teacher to read and to borrow books, which will be returned the following week. Students are responsible for the books they sign out. In case of loss or damage, the student will be asked to pay for the book. Students are also allowed to use the library during recess, provided they have a library pass.

Learning Support Services Department

The Learning Support Services Department at El Alsson American International School caters to the needs of students in Grades K-8 who have mild learning difficulties and / or who have trouble accessing the curriculum due to English language deficiencies or need specific teaching styles. They also cater to the needs of students who need to be academically challenged.

The department's goal is to equip and develop these students so they can cope with demands of the American Curriculum independently by the end of Grade 8.

The Learning Support Services Team works closely with classroom teachers and employs strategies within available resources to support students to access the curriculum and reach their full potential.

Learning Support Services are provided through a variety of methods, including:

- Identifying students in need, which may include classroom observations and cognitive, academic and achievement testing.
- Supporting teachers with developing and using inclusive teaching strategies that will best suit and support a child.
- Planning and monitoring Individualized Educational Plans.
- Providing accommodations for students (i.e. extra test time, laptop use).
- 1-1 and small group instruction to target specific needs, skills or academic areas.
- Small group English language targeted support.

For any students needing support, parents will be included in decisions but expected to follow school advice.

Life Skills

Here are some life skills that we hope that our students will acquire during their learning process at El Alsson.

Friendship	To make and keep a friend
Caring	To feel concern for others
Cooperation	To work together toward a common goal
Flexibility	To have the ability to alter plans when necessary
Initiative	To do something because it needs to be done
Perseverance	To stay with something until it is complete To have the strength of mind to meet difficulties with firmness
Responsibility	To be accountable for your actions
Common Sense	To use good judgment
Problem Solving	To seek solutions in difficult situations
Integrity	To be honest and sincere and do the right thing
Effort	To try your hardest
Patience	To wait calmly for someone or something
Organization	To plan, arrange, and keep things together
Sense of Humor	To laugh and be playful without hurting others
Curiosity	To have the desire to learn and know about things

Children can be responsible:

Encourage them to refer to the timetable when packing up every night.

Have them freshen-up their bags on a regular basis.

Ask them to check if their pencil-cases are complete.

Ensure that they refer to their record books before doing their homework.

Involve them in packing up their lunchbox.

Make sure they are aware of any notes you have written in their Record Books.

Make sure your child fills in the Reading Log as required.

Ask them to remind you to sign the Record Book and Reading Log.

School Trips

A school trip includes **any organized activity where students leave the school site**. Each trip location will have been investigated and assessed for any risks before any trip is allowed to proceed.

AIMS

- To broaden the curriculum beyond the boundaries of the school
- To give ALL students the opportunity to experience cultural, religious, environmental, historical and sporting events both nationally and internationally
- To foster an enquiring mind and a spirit of wonder about the outside world
- To encourage students to explore their own local community and beyond
- To make trips enjoyable for both staff and students.

Topic / science visits – These will usually involve a visit to venues like the Wadi Environmental Science Centre (WESC) to study / investigate different aspects of their science curriculum for that year, or science / history museums / buildings or areas of historical or geographical interest.

Inter School Activities - These visits will usually be sport based, e.g. sports matches, which requires one school to go to the site of another.

Cultural Visits - These will usually involve a visit to venues like Theatres, Art Galleries and Museums.

Parents - Communication with parents/guardians includes a letter with an indication of the trip's aims and how it intends to benefit pupils. It will indicate clearly what the charging policy will be for the trip. It will also have a return slip attached for parental approval / permission, especially where funding will be required from parents.

Parents **must** give permission for children to attend trips / activities. A child may not go out of school without prior permission from a parent or guardian. Parents will be notified as to what they will need to provide, e.g. pocket money, packed lunch etc.

Extra Curricular Activities

The Head of Early Childhood organizes Extra Curricular Activities for the Kindergarten and Grade 1 students.

The Sports Department train teams after school and the Drama Coordinator runs practices for the next drama production, also held after school.

If activities do not occur due to bad weather or public holidays, they are postponed not cancelled.

Uniform

The school uniform is available at the uniform shop located on the school premises. There are photographs on display in the shop showing the correct early childhood uniform. Below is a list of summer and winter items:

Summer

- yellow / blue El Alsson T-shirt
- yellow / blue El Alsson polo shirt
- El Alsson blue shorts

Winter

- yellow / blue El Alsson polo shirt
- grey trousers
- yellow / blue El Alsson training suits
- El Alsson navy blue jacket

The PE Uniform (G1)

Summer

- white El Alsson T-shirt
- blue El Alsson shorts
- training shoes

Winter

- blue / yellow El Alsson training suit
- training shoes

Note: Students should wear training shoes (trainers) all year.

Parental Involvement

At El Alsson School we truly value our home - school link and parent partnerships, (our sense of belonging to a school 'family' as so many of our alumni have said). In the coming years we would like to develop this positive relationship further.

Our school vision and mission aims to 'develop successful citizens for the 21st century.' – In order to best achieve this, the combining of all our positive attributes and skills is desirable.

We are here to help and guide your children through this formative stage of their lives as well as to help you, as families, should you ever desire our help or advice. If we work together with your child's best interests at heart, at all times, they will achieve so much more.

We believe that you are a very important, and most likely the most important people in your children's lives and that you have enormous potential to help us succeed in our mission.

This abbreviated version of our Parent Involvement Policy sets out our expectations for parents and also ways in which parents can volunteer to become even more involved in our school community should they wish / be able to do so (full version available electronically on our website):

Parental Expectations:

In order for parents to *keep up to date / stay informed* with what is required of them to maximize the home to school partnership parents need to:

- Check out the 'newcomers' section of the website (if joining the school for the first time).
- Regularly check our school websites for information, curriculum updates, newsletters and events information.
- Read the Student – Parent Handbooks, which are full of useful information.
- Ensure awareness and involvement in your child's welfare by knowing what our expectations are (Behavior Policy / Code of Conduct / School Regulations).
- Attend school orientations, progress and parent – teacher meetings.
- Inform the school of any change of circumstances that we need to know about regarding your child's welfare / family circumstances.
- Attend school events (in which your child is involved).
- Inform the school of any concerns regarding your child or the school.
- Give us feedback (positive or negative) and suggestions of how to improve our partnership / school.

Parent Volunteers' Service:

We understand that many parents wish to be more involved in school community events and we encourage this. Here is a sample list of ways you can be more actively involved in your child's school life. This list is neither exhaustive nor definitive:

- Reading helpers
- Day trip helpers
- Residential trip helpers (not with your child's grade level as part of it is the ethos of being away from home / being responsible / encouraging independence – unless for a specific medical reason).
- School morning, afternoon and break duty helpers.
- Helping with / setting up community service projects.
- A resource for information or contacts about relevant subjects / areas of interest.
- Helping with sports team training or sponsorship.
- Attending away matches (local or international) as supporters.
- Helping with / conducting after school activities.
- Giving educational talks / projects connected with your field of expertise.
- Offering work experience / voluntary placements for students to gain knowledge of the workplace / field in which you work ahead of their subject / 'life' choices.
- Helping / being involved in with school events such as the Carnival / performing arts productions.
- Being 'judges' for curriculum initiatives / projects such as economic ('Dragon's Den) or science fairs, etc

When you take part in school activities, you will be briefed of the instructions / expectations in advance by senior management or the teacher in charge.

Please contact the Division Head if you are interested, have the time available and are committed to helping us in any of the ways above or have any other suggestions. We are always open to ideas.

We may also contact you if we know you have a relevant field of expertise or have helped before in a certain area. Please do not feel obliged to say yes if you have other commitments. We do understand and are grateful, for any help / time you can spare.

Many parents and alumni are and have been, involved in many ways to date, and we thank you very much. Your contribution to your children's education and welfare is most appreciated by staff, students and other parents alike.

The Medical Clinic

The school employs three qualified nurses and a part time doctor in the medical clinic on site. If a student is unwell they will be sent from class or may go from the playground to the clinic. All visits to the clinic are recorded in the medical log. The medical staff will assess the student and inform staff and parents via a medical slip of any action taken if more serious than a graze to the knee for example. If any medication is to be administered parents will be contacted by telephone.

In all cases where an accident involves a serious injury, e.g. broken bone, the parents will be contacted immediately and either asked to collect the child and take them to hospital or if we are unable to contact parents and we need to obtain immediate medical attention by calling an ambulance we will do so whilst continuing to try to contact the parents / emergency contact person.

Please keep your contact details up to date so that we are able to contact you should we need to do so.

Children on medication

If for any reason your child is taking medication and it needs to be administered during the school day, it needs to be sent in with a note from the doctor or parent as to the dosage.

This will be passed to the clinic as class teachers are not permitted to administer medicines (unless they are the designated trip leader / first aid provider during a trip).

Children with infectious diseases

During childhood children may contract various infectious diseases. If this is the case, please keep your child at home and follow your doctor's advice but also contact us to let us know so that we can notify other parents where appropriate.

Tests

A reminder that if your child is unwell on the day of a test please do not expect to send them into school to do the test then collect them afterwards. If students are unwell they will not perform well, will be distressed and may infect others. If they are not well enough to stay for the school day, then they are not well enough to come in. Any ill students sent to school will be sent to the medical clinic and returned home before the test. Tests can always be rescheduled.

WHAT SHOULD I DO WHEN....??????

- **I ARRIVE LATE.....**

Go to reception and get a late slip, then go to class.

- **I AM ABSENT FROM SCHOOL....**

Get a note from your parents if absent for a day or two. If you are absent for more than 2 days a medical certificate is required. Special permission is needed from the Vice Principal if you will be absent from school for a non- medical reason.

- **I AM FEELING ILL IN CLASS.....**

Tell your teacher who will give you permission to go to the clinic.

- **I AM FEELING ILL AT BREAK....**

Go to the clinic immediately and if possible tell someone in your class to tell your teacher.

- **I LOSE SOMETHING ...**

Look for it first, then go to the lost and found.

- **I NEED TO LEAVE SCHOOL EARLY**

Bring a note from your parents explaining when you need to leave and why. The note must be brought to reception first thing in the morning.

- **I NEED TO CHANGE FROM BUS TO CAR...**

Children are not allowed to change from bus to car unless they have written permission from their parents, which must be forwarded to reception first thing in the morning. Changing buses is not allowed except in case of an emergency- permission must be obtained from the Operations Manager.

- **I LOSE OR DAMAGE ANY OF MY BOOKS**

I will have to pay for them.

Appendix 1: School Regulations

<p>ABSENCES</p>	<p>A letter from the parents is required for one or two days' absence due to illness. For three days or more a doctor's note must be given to the teacher.</p> <p>Absences for sports tournaments must be sought in advance.</p> <p>Absences for any other reason are not encouraged and permission must be sought from the Division Head in advance.</p>	<p>The school will request the appropriate note for the length of absence.</p> <p>Student will have unauthorized absences recorded in their file and excessive absence could affect their promotion.</p>
<p>ARRANGEMENTS FOR THE END OF THE DAY</p>	<p>The class teacher and bus line helper take students to their buses. The class will walk in a quiet, orderly line.</p>	<p>Students will receive a verbal warning or be given a note depending on the incident.</p>
<p>ASSEMBLY</p>	<p>Students must be lined up on time and should be silent during assembly.</p>	<p>If students are not silent during assembly they will be sent to the Division Head.</p>
<p>BUS</p>	<p>Students may drink water but not eat on the bus. Students will sit sensibly, wear seatbelt, follow all bus rules and be polite and courteous to the driver and matron at all times.</p> <p>Students will sit where the bus matron tells them to and should move seats if asked to either by a member of staff or by the bus matron. Once a student is on the bus, they must not get off until it arrives at their stop.</p> <p>Children are not allowed to change from bus to car unless they have written permission from their parents, which must be forwarded to the school secretary by the student or class teacher depending on age. Students are not allowed to change buses.</p>	<p>Students will be warned on the first occasion. If they persistently disobey either a member of staff or the bus matron, they will be reported to the relevant Division Head, who may place the student on bus report for one week. Students who misbehave whilst on bus report will have the bus service withdrawn.</p>

COURTESY	Students must be courteous and polite to adults and each other at all times.	Student will be sent to the relevant Division Head who will apply the relevant consequence and make a note in the student's record book.
DRINKING	Students should not bring glass bottles to school. Students should only bring water or juice cartons. No fizzy drinks please.	Where possible a suitable container will be exchanged for the bottle.
EATING	Students are expected to eat properly at their table in the class room. They should bring healthy food to eat and clear up after themselves.	The supervising teacher will remind students. A note will be sent to the parents if a child brings unhealthy food.
ENGLISH	Students should use English throughout the school day except when speaking to staff members who teach their subject in Arabic.	Students will be encouraged to use English if they are able to but if they choose to ignore the teacher they will proceed through the normal sanction system.
EXAMS	Students who are unwell should not come to school and then be collected after the exam. Exams can be rescheduled.	Students will be returned home before the exam starts.
HAIR	Girls - hair must be tied back neatly for safety and hygiene reasons. Boys- no long or 'big' hair is permitted. Students are not permitted to attend school with dyed hair.	A note will be written in the student's record book informing the parents of the breach of school rule. Long or 'big' hair for boys must be cut or trimmed within two days of a reminder being given.
INAPPROPRIATE ITEMS	Children must not bring items to school that would be unsafe or deemed inappropriate. If they are unsure, they should ask the teacher beforehand.	Children who bring any items (toy guns, knives, pets etc.) into school which are deemed inappropriate by the class teacher will have them confiscated and returned to them at the end of the day. Should they bring the item again; the item/s will be sent to the Division Head, who will see the child at the earliest opportunity. The item will be returned to the parent.
JEWELRY	Jewelry may not be worn except small, stud earrings. Hooks and dangling earrings are forbidden, as they are extremely dangerous.	Students will be told to remove the item of jewelry themselves and will be responsible for it until the end of the school day.

LATE LEAVERS/ CAR CHILDREN	Late leavers or car children waiting for older brothers and sisters must wait at the designated School car point (at gate 4) where they will be supervised by a member of staff.	Students will be reminded to wait at the correct car point and sent to their Division Head if necessary. Parents will be informed through a note in the student's record book.
LEAVING EARLY	A letter from parents is required, which may or may not be approved by the Division Head.	The school will contact the parents if permission is not granted.
MONEY	Students may only bring money to school to pay for special events/school visits or books during the Book Fair. Please place money in a named, labeled and sealed envelope.	Any other money will be confiscated and returned to the parent by the Division Head.
MOVEMENT	Students must walk sensibly around the school building. Students must keep to the right at all times.	Students will be reminded and sent to their Division Head if necessary.
PERSONAL BELONGINGS	Students are responsible for their own bags, flasks, books and clothing. All personal belongings must be clearly labeled with the child's full name and class.	They should inform their class teacher about any items that are missing and will check in the Lost and Found room near the reception area.
PERSONAL ITEMS	Students bringing any expensive personal items to school (iPod / iPad) should be aware that such items are their responsibility and that they may be lost or damaged.	We do not encourage children to bring these items and take no responsibility for their loss or damage.
RECESS	All students will go outside unless they have permission to go to the library or are being kept in by a teacher.	Students will be asked to return to the playground either by staff or prefects who will record their names and pass them on to the relevant Division Head.
RECORD BOOKS	Must be signed regularly by parents and teachers.	The teacher will write in the record book asking the parent to sign on a weekly basis. If the record book remains unsigned the relevant Division Head will write to/ contact the parents.

SWEETS/CANDY	No sweets or chocolates including chewing gum and bubble gum are permitted in school.	The student will be asked to put uneaten sweets etc. in their bags. If the student does not do as they are told the sweets will be thrown away. All forms of gum will be thrown away.
TELEPHONES	Students may not use the school phone unless it is an emergency. If they have forgotten to inform their parents about after school events they must see their Division Head who will contact their parents if possible or send them home as normal if the parents cannot be contacted. No mobile phones are allowed in the Junior school. Early Childhood - aged students should never be in a situation where they are unsupervised by a responsible adult (who is contactable by phone).	Mobile phones will be confiscated and returned to the parent or a Senior School sibling by the Division Head.
UNIFORM	All students are required to wear school uniform at all times. The uniforms are casual and flexible but are not open to interpretations or additions. All items of clothing should be clearly labeled with their name and class.	Where possible the students will be asked to remove the item of clothing. If the student does not have suitable alternative clothing, then a note will be written in the student's record book informing the parents.
PE UNIFORM	PE uniform (G1) is also standardized and students should wear the full correct uniform in P.E lessons.	A note will be written in the student's record book informing the parents.

Parents - Please note that if it is your child's birthday and you wish to invite some friends from school to a party please do not send invitations through the school unless you are inviting the whole class as this leads to upset. If you wish to send cupcakes (not a large cake) in for the occasion, please feel free to do so.

Appendix 2: Behavior Policy

Aims:

To create a caring, family atmosphere in which thinking and learning can take place in a safe and happy environment. To work co-operatively with parents to enable our students to develop:

A sense of self-discipline and responsibility for their own actions

A sense of identity, achievement and self-worth

Empathy for other children's feelings

An awareness of and a desire to care for their environment

Adopting the **Positive Discipline** method, we aim to create an environment where children can develop:

The Significant Seven Perceptions and Skills:

Perceptions:

- Personal capability - "I am capable"
- Significance - "I contribute in meaningful ways and I am genuinely needed"
- Personal power - "I can influence what happens to me"

Skills:

- Intrapersonal skills - The ability to understand personal emotions and to use that understanding to develop self-discipline and self-control
- Interpersonal skills - The ability to work with others and develop friendships through communicating, cooperating, negotiating, sharing, empathizing, and listening
- Systemic skills - The ability to respond to the limits and consequences of everyday life with responsibility, adaptability, flexibility, and integrity
- Judgmental skills - The ability to use wisdom and to evaluate situations according to appropriate values which are aligned with the school's "Golden Rules".

We work to abide by the **Four Criteria for Effective Discipline:**

1. Discipline is respectful and encouraging
2. Discipline fosters connection and helps the child feel a sense of belonging and significance
3. Discipline has long-term results
4. Children learn valuable social and life skills such as respect, concern for others, problem solving, accountability, contribution, and cooperation

Adapted from Dr. Jane Nelsen, Positive Discipline

School Regulations:

We will achieve these aims by teaching and encouraging children to observe "The Golden Rules" at all times. Children are also required to abide by the school regulations in order to create and maintain a safe and structured learning environment.

THE GOLDEN RULES

We are gentle.
We are kind and helpful.
We play well.
We are honest.
We work hard.
We listen to people.
We look after property.

Class Regulations:

At the start of the school year, students will work with their class teachers to develop agreements and guidelines they will need to follow as a class to ensure all students' safety and well-being. Teachers regularly check in with students about the guidelines to prompt them to reflect on their behavior. The guidelines can be revisited and altered when situations arise which were not previously accounted for.

The staff responsibilities are:

- To look for, encourage and reward good behavior
- To treat all children fairly and with respect
- To raise children's self-esteem and develop their full potential by recognizing that each child has individual needs
- To provide an environment that is conducive to learning
- To be good role models
- To form a positive home – school link with parents so that the children can see that the key adults in their lives share a common aim
- To implement and practice the school guidelines and involve children in the creation of classroom expectations
- To use rewards and consequences clearly and consistently within a supportive atmosphere

The parents' responsibilities are:

- To be aware of the school guidelines and expectations
- To support the school in the implementation of this policy
- To contact the class teacher via email with any questions or concerns
- To show an interest in all that the child does in school by valuing personal and social achievements alongside academic achievements
- To stay informed on school announcements and communications

The students' responsibilities are:

- To be proud of their school and represent it positively
- To maintain the highest standards of behavior possible both in and out of school
- To learn to make independent choices, not blaming others and learning from mistakes
- To follow "The Golden Rules" to achieve the most out of opportunities to learn and develop

Social Emotional Learning and Resolving Conflict:

Part of our curriculum addresses the Social and Emotional Aspects of Learning and strives to help children learn how to interact with others in a positive way including useful skills such as conflict resolution. It is our aim to reinforce positive behavior in order to create a positive learning environment. Sometimes breaches of discipline happen when a child is having a conflict or a problem in class. In this case we will encourage the children to:

- Talk with their class teachers if they have any problems that they want to discuss. Or talk generally about their feelings if they are experiencing any problems.
- If they feel that they cannot talk to their teachers they can go to the Early Childhood Head and talk with her.

Students need to know that we are there for them and that we can help them overcome their problems!

Acknowledging appropriate behavior:

- **Class Awards & Chart:** Children will be rewarded throughout the year with class points / merits / stickers as appropriate. Each teacher will have a chart system for rewarding effort/ progress/ good attitude to work and behavior. There will be one chart for good behavior and another for good work. When ten of these 'points' have been earned on the relevant chart, the child will receive a silver award, which will be recorded in their record book.
- **Silver Awards:** Children will be awarded a silver award for the following reasons: Ten 'points' on the class chart for good behavior/work. These stickers will be attached to the silver award chart. The collection of three silver awards results in a Golden Award for behavior. Specialist teachers may also refer a student to a Senior Manager for a silver award for behavior during their lessons (also after collecting ten 'points').
- **Golden Time:** (for following The Golden Rules in Pre-School, Pre-Kindergarten and Kindergarten): Will occur in Early Childhood daily as an incentive and reward for good behavior both individually and as a class. Golden Time includes a range of fun activities often chosen by the students.
- **Golden Awards:** When a child has been awarded three Silver Awards for behavior/work, the Principal will be notified and a Golden Award Certificate will be presented in the Early Childhood assembly to mark the occasion.
- **The Reading Cookie:** awarded twice a month to a student in each class who has demonstrated good listening skills during story time, loves and cares for books.
- **The Math and Science Award:** awarded during Early Childhood assembly to a student who has shown excellence or progress in Math/Science.

- **The Good Friend Award:** awarded during Early Childhood assembly to a student who has demonstrated good friendship skills.
- **Environmental certificates:** are awarded for any students / classes who have contributed to improving the environment and helping to keep their classroom clean and tidy.
- **Sports Medals and Trophies:** gained from events and tournaments in and outside school are presented in Early Childhood assembly.

We will continue to update our reward system on a yearly basis. We welcome any feedback you may have.

Correcting inappropriate behavior:

Staff: As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a safe, secure and happy learning environment. When dealing with all forms of inappropriate behavior, teachers will follow these three over-riding regulations:

- **Be calm:** Students should be dealt with calmly and firmly referring to what the action is and why the action is being taken.
- **Logical consequences:** A logical consequence is an action that should "fit" the misbehavior. It generally has two steps. The first step is to stop the misbehavior. The second step is to provide an action that recalls children to the rules, reinstates the limits and teaches alternative behaviors.
- **Fresh Start:** Although persistent or serious misbehavior needs recording, every child must feel that every day is a fresh start.

It is imperative that any consequence is applied fairly and at the earliest opportunity and is fully explained.

Students:

Students are encouraged and expected to follow both The Golden Rules and the school regulations. These regulations are explained and discussed at the beginning of and throughout the year along with classroom expectations.

Despite positive responses as a means to encouraging good behavior in El Alsson School, it may be necessary to employ a number of consequences to reinforce these expectations / regulations, and to ensure a safe and positive learning environment.

Each case is treated individually depending on the circumstances involved. Children are made aware that they are responsible for their own actions and that breaking regulations will lead to the following consequences:

Behavior Forms: When an incident arises, students will be asked to fill out a behavior form (see appendix 4) with the help of a teacher. The purpose of this form is to provide students with an opportunity to reflect on the impact of their behavior on themselves and others. Teachers will guide students through identifying the incident, clarifying the intention behind the behavior, and what happened as a result. They will encourage them to identify their feelings and the feelings of others if someone else is involved, what they learned from the situation and how they can use what they learned in the future. Finally, they will be asked to find a solution to resolve the problem.

Following the incident, students will be expected to practice the pro-social behavior they identified as their learning outcome (e.g. Keep my hands to myself/Use my words/Ask for permission/Show kindness to others). Teachers will observe them closely and encourage positive behavior choices.

Steps To Be Taken When Behavior Incidents Occur

<p>1 –Verbal reminder: The teacher or TA will talk to the child about the incident and establish that he/she understands why the behavior was unacceptable and how he/she could choose to do things differently next time. (This will happen at each stage.)</p>
<p>2 – Verbal reminder: Another reminder is issued, same action as above.</p>
<p>3 –Calm Down Time: The child is removed from the activity to sit and consider his/her behavior choices.</p>
<p>4 – Behavior form: The teacher records the incident in the Class Behavior Log and a behavior form (see appendix 4) is sent home in the red record book. A copy is kept in the in the child’s academic file. The child may miss part of next break with an adult (to sit & consider how they could have done things differently).</p>
<p>5 - Persistent incidents: will be referred, by the class teacher and Head, to the Elementary School Counselor for a Behavior Modification Plan. A parent-meeting will be arranged to discuss the strategies being used in school and to involve the parents in the process.</p>
<p>6 - Major breaches of discipline: such as physical assault, extreme bad language, rudeness to staff or deliberate damage to property will result in the child being taken to the Head, who will immediately contact the parents for a meeting. Next steps will be discussed in a meeting with the parents.</p>
<p>7- Suspension: Immediate suspension may occur if, in the opinion of the School Principal or Directors, an incident merits this consequence. All details will be logged in the child’s academic file.</p>

Playground Regulations:

The policy in the playground will follow three basic principles:

- Clearly defined regulations
- Encouragement and rewards for appropriate behavior.
- Consequences for inappropriate behavior

Regulations:

- Students are not allowed to eat on the playground or to buy any food or drink at school. If a child has forgotten their lunch/water the teacher will sort this out and will put a note in the record book to remind the parent to check on this in future.
- Hard balls are not permitted, as they are dangerous. Soft balls are allowed.
- No football on the plaza before assembly.
- Early Childhood students are not allowed to go to the senior school without being accompanied by a member of staff.

Good Behavior:

- Students, who demonstrate good behavior and are courteous and polite around the school, will be recognized and encouraged by teachers and other members of staff who witness their behavior. They may be awarded good behavior points.

Consequences:

- Breaking any of the rules will result in the child being asked to sit out along the playground sidelines for five minutes. When five minutes have passed they must wait for the teacher who placed them there to give them permission to leave.
- A second misbehavior will result in the child being sent to duty leader who may inform their class teacher or the relevant Head depending on the incident.

Inappropriate Behavior includes:

Rough games / play fighting	Name calling
Hitting, kicking and punching	Swearing
Spoiling somebody else's game	Rudeness to staff
Bullying	Verbal abuse

Parental Advice:

When disciplining children, it is important to stress that it is the behavior we do not approve of, not the child. Positive reinforcement when a child is displaying good behavior will always work better and faster than negative reinforcement. If parents could also reinforce this practice at home it would be greatly appreciated.

Always try to ensure that there is a 'united front' between home and school and between all caregivers (parents / guardians) at home so the child is not confused by different approaches. Be firm, fair and consistent.

Should a note be placed in your child's record book regarding an incident of poor behavior - rather than 'just telling them off' - please discuss the incident with your child to see if they now recognize the mistake they have made and how they could do better in future / avoid getting into the same situation. This will help us to see if they have processed and understood what the member of staff has discussed with them, which may need reinforcement at home.

Please note that the home- school link works both ways. Please do inform us if you are aware of an incident that you do think has not been reported to us by the child. Also, whilst we very much appreciate your support with behavior at school we are also here to help should you need any advice on strategies regarding behavior out of school.

Thank you for your support ☺

Appendix 3: Behavior form

Name _____

Date _____

What happened _____



Taking others things



Not telling the truth



Fighting



Being unkind to others



Bullying

My Behavior Form

Name _____

Date _____

What happened _____



Taking others things



Not telling the truth



Fighting



Being unkind to others



Bullying

Parents:

It is very important to work together in order to help our children fulfill their potential. We must maintain a home- school connection to help us have a united front. Therefore, we need your support in ensuring that your child understands the expected code of conduct in our school and help him / her in following the school's golden rules and regulations.

Thank you for your support,
Early Childhood Team

----- *(Please print out this page, cut here and return the section below to the class teacher)* -----

I / We have read the parent student handbook 2018 – 2019 and discussed it with my/our child(ren), and promise to support the school's efforts to provide a safe and well-disciplined learning environment *for all*.

Parent's signature:

Child's Name:

Date:

Class: