



# **El Alsson American Elementary School**

## **Parent and Student Handbook**

**(Grades 2-5)**

**2018 -2019**



**EL ALSSON AMERICAN INTERNATIONAL SCHOOL**

**OUR VISION**

**DEVELOPING SUCCESSFUL 21ST CENTURY CITIZENS**

**OUR MISSION**

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

**WE AIM TO:**

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



## EXPECTATIONS:

### We aim to...

#### 1. Encourage students to be involved in their community

Students will:

- help create a safe, clean and positive school environment
- show respect and effort in all school activities
- show respect for the property of others and the school
- give their time and take part in charity and volunteer opportunities

#### 2. Challenge our students to think critically

Students will:

- aim high and work on developing necessary thinking skills
- be independent learners
- participate in all learning activities
- work on and complete all required school work to their highest possible level

#### 3. Provide opportunities to connect learning to real life

Students will:

- take part in opportunities for charity work
- use learning objectives and problem based learning to make connections to real life applications
- use clear learning objectives and feedback to promote their achievement
- assess their own learning against given requirements

#### 4. Emphasize effective communication skills

Students will:

- learn how to ask for help and resolve conflicts
- make positive choices within boundaries of school expectations
- practice positive interactions, through tone, language and gestures
- be polite and use appropriate language

#### 5. Support personal and social development

Students will:

- problem solve, make good choices, practice perseverance, self-discipline and being responsible
- pursue their interests through clubs and social activities
- learn time-management skills and balance between home and school
- be responsible for their learning, including attendance, punctuality and being prepared to learn



- practice leadership and be role models
- not accept bullying in any form
- feel pride in their appearance and wear the correct uniform at all times

#### **6. Encourage students to work collaboratively**

Students will:

- work with and show respect to peers and teachers
- create a productive work atmosphere
- show willingness to learn and to allow others to learn.

#### **7. Appreciate all students as unique individuals**

Students will:

- produce work that reflects their abilities
- use support lessons or other sessions as needed to promote achievement
- learn their particular talents and skills and work to develop skills they lack

#### **8. Inspire students to rise to challenges**

Students will:

- aim to achieve to the highest level
- successfully transition from grade level to grade level and from Elementary to Middle School
- set and work towards attaining personal goals

# Welcome

Dear Parents and Students,

Welcome to the Elementary School! We are looking forward to a busy 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 and class procedures and daily routines. Please take the time to read through the book with your child. Your support and understanding of our school rules and 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 and agree to our Code of Conduct.

To provide all students the opportunity to reach their potential in all areas, a strong home-school connection will be maintained throughout the year. We are looking forward to an active, full and exciting second year on our great new campus!

Best regards,

The American Leadership Team

## IMPORTANT CONTACTS

**BUSES** [amattar@alsson.com](mailto:amattar@alsson.com)

Questions about transportation or change of address

**MEDICAL CLINIC** [nurse@alsson.com](mailto:nurse@alsson.com)

To speak to the nursing staff about student illness or injury

**REGISTRAR'S OFFICE** [registrar@alsson.com](mailto:registrar@alsson.com)

Questions about the admission process and changes of personal information

**HEAD OF ELEMENTARY** (Miss Elizabeth Moynihan) [emoynihan@alsson.com](mailto:emoynihan@alsson.com)

**HEAD OF TEACHING & LEARNING** (Mrs Rania Wassef) [rwassef@alsson.com](mailto:rwassef@alsson.com)

**HEAD OF LEARNING SUPPORT ELEMENTARY:** (Ms Tameka Wilkes)

[twilkes@alsson.com](mailto:twilkes@alsson.com)

**HEAD OF STUDENT & GUIDANCE SERVICES** (Mrs Angie Shalaby) [ashalaby@alsson.com](mailto:ashalaby@alsson.com)

**ELEMENTARY SECRETARY** (Mrs Ola Omar) [oomar@alsson.com](mailto:oomar@alsson.com)

**PRINCIPAL** (Ms Allison Fleet) [afleet@alsson.com](mailto:afleet@alsson.com)

**PRINCIPAL'S PERSONAL ASSISTANT** (Ms Doaa Hegazy) [dhegazy@alsson.com](mailto:dhegazy@alsson.com)

## Daily Routines

Children should walk onto the plaza, where they are allowed to sit or walk around quietly and talk to their friends. They should not run or play football. The whistle blows for all students to line up in their grades at 7.50.

<b>7.50 – 8.00</b>	Morning assembly
<b>8.00 - 8.15</b>	Register and Snack
<b>8.15 - 10.15</b>	Periods 1 – 3
<b>10.15 - 10.45</b>	Morning break
<b>10.45 - 12.50</b>	Periods 4 - 6
<b>12.50 - 1.30</b>	Afternoon break: 20 minutes play outside/20 minutes snack in class
<b>1.30 - 2.55</b>	Periods 7 – 8
<b>2.55 - 3.00</b>	Pack up and go to buses

### Student Registration

- Class teachers take the register at the beginning of each day in their classroom.
- If students arrive late, they should go to The Elementary School Secretary (Mrs Ola Omar), where attendance will be updated and they will receive a late note to give to the class teacher
- Please note that 'late' applies to any student that is not in class by 8.00am.

### Leaving school early

If the student needs to leave school early, please provide them with a note to explain when they need to leave and the reason for it. The note must be brought to the ES Secretary first thing in the morning.

### Absence

Every absence requires a note explaining the reason. On the first day of their return, the student gives this note to the secretary, who will inform the teacher and the class register can then be

updated. A doctor's note must accompany any absence of three or more days due to illness. Absence for any other reason needs special permission from the Heads of Elementary.

## **Food and drink**

Students will have the opportunity to eat three times a day. Their 'sitting and eating' time takes place during registration (some children have a very long bus ride) and during second break. During first break, the students will take a small snack out onto the playground with them. We encourage healthy eating at El Alsson, and ask you to provide items such as sandwiches, salad, pasta, cereal bars, yoghurt, cheese, fruit, etc. for their meals throughout the day. Chocolate, crisps and fizzy drinks (Coke, 7 – Up etc.) are not allowed! To drink, the students can have milk, fruit juice and water. Please provide them with plenty of water to keep them hydrated throughout the day. We recommend refillable water bottles. Glass bottles are not allowed.

## **Breaks**

The children have two breaks during the day.

The playground is divided into different sections. Each member of staff on duty will be responsible for a particular area of the playground, which they monitor and supervise carefully.

Highly desired play areas (such as the Astro turf field) are used on a rota basis to give all children an equal chance of playing there!

When the whistle is blown, the students must line up quickly. The teacher of the next lesson is ready to collect their children before the whistle is blown. All teachers then ensure that children walk quietly into school in a line.

## **Break details**

- During first break (10.15-10.45), students will take their snack out to the playground with them.
- During second break (12.50-1.30), there will be a split:
  - For 20 minutes of the break, students will remain in the classroom to eat their snack. During this time, they must sit at their tables to encourage good table manners and social interaction.
  - For the other 20 minutes of the break, students will go to the playground.

## Medical Procedures

The school medical clinic is located in the administration building. Students who are unwell during the day are sent to the nurse. Nurse slips will be sent to the class teacher if the nurse has medicated/treated the student, or if the student has to go home. The teacher staples these slips into the student's record book. If there is an accident on the playground, other than bruises and scrapes, a staff member will escort the child to the clinic unless s/he cannot be moved. If this is the case, the nurse will go to the scene and will complete the incident report for the parent. The **nurse** will contact you directly if your child is seriously unwell and needs to go home.

## Student Record Books

This is one of the most important ways for parents and teachers to communicate about students.

At the beginning of the academic year, all students insert their timetable, their homework timetable and their daily homework in the Record Book. In addition, parents must fill out an 'important information' slip, which is kept at the back of the Record Book. The Record Book is a means of written communication between teachers and parents and a record of behavior and work. Teachers will always ensure students are writing their homework in this book.

Teachers and parents check and sign the Record Book daily.

## Homework

Students in grades 2 – 5 will receive homework during the school year. Homework is an important aspect of the school experience. It is used to help students learn about the responsibility of taking the work home, completing it, and returning it to the teacher, as well as to reinforce skills practiced in class.

Grade	Minutes spent on homework for core classes (Language Arts, Math, Science, History/ Geography & Arabic 3 times a week)
2	20 - 25
3	30 - 40
4	40 – 50
5	50 - 60

The above times indicate the **average** amount of time a student should spend a night working on homework (Sunday – Thursday). In some cases, students may have homework over the weekend.

This table does not account for time spent on long-term projects, which will often need to be completed during the weekend, and may be done individually, with a partner, or a group. Long-term projects are projects such as reports, science fair experiments, or models, and these are completed in addition to the regular classwork to supplement a unit of study, or to prepare for a special event such as the Science Fair.

*In addition, reading is obviously an integral part of success in any language or curriculum. We are committed to encourage our students to develop and instill in them a love of reading, which will continue throughout their years at El Alsson and beyond.*

*Elementary students take part in the Scholastic Reading Counts program (officially starting in Grade 1). It promotes daily independent reading and all students have their own log-in accounts. Both class teachers and the Head of Teaching and Learning carefully monitor student attainment and progress within this program, and student achievements in reading are shared and celebrated at the monthly assemblies. There is also a Reading Cookie given out twice a month for children making particular progress or achieving particular reading skills. This is very popular!*

## **Buses and End of Day Procedures**

### **Going home by bus**

Students are allocated places on specific routes and may not change buses unless there are special circumstances.

At 3:00 pm, the class teacher escorts their class to the buses and sees them safely on their bus. If any Grade 2 – 5 student needs to go to the bathroom when they are on the bus, they will be escorted by a member of staff.

Buses leave at 3:15pm.

On the buses, the matrons are responsible for the student's well-being. Their instructions need to be followed and they must be treated with respect.

In addition, other staff members riding the bus will ensure that students behave reasonably. If any elementary student does not follow the rules, this will be recorded in their record book, and the incident will be reported to the Operations Manager promptly. This will be passed onto the relevant Head. In serious cases of bad behavior, a student could lose their place on the bus.

### **BUS RULES**

- We do arrive promptly for the bus in the morning and the afternoon. We don't arrive late for the buses (as this is impolite and delays everybody).
- We do sit properly in our seats at all times. We don't kneel up on seats, face backwards, stand up or move around when the bus is in motion (all dangerous as an accident could occur if the bus stops suddenly).
- We don't eat on the bus (choking hazard if the bus stops suddenly or goes over a bump).
- We do keep our hands and feet to ourselves and inside the bus. We don't put our hands,

- heads or feet out of the bus windows (this is dangerous).
- We do keep our voices down. We don't use loud voices (as this is dangerous and can distract the driver and cause an accident).
  - We do read, play electronic games, or listen to music quietly. We don't use pens/ pencils or other sharp objects on the bus (this is dangerous and can result in an accident).
  - We do enjoy our bus ride and ensure everybody else does too. We don't annoy or upset other students verbally or physically (as this is bullying and unacceptable).
  - We do follow instructions and speak respectfully to all members of staff at all times. We don't disobey or speak disrespectfully to adults.
  - We do follow the rules. We don't break the rules.

The full El Alsson transportation policy is available on the school website.

*There is also a student-friendly poster outlining all rules on each bus.*

### **Changing from bus-bus procedure (generally not allowed unless it is an emergency):**

- School receives a written note from the parent requesting a change of bus (usually only in emergencies or temporary change of address).
- A note goes to the ES Secretary and Operations Manager for approval and for bus allocation.
- A note is sent back to class with approval and bus number stated. Teacher should keep the note for his/her reference and for escorting student to the right bus.
- If permission is not granted, the Operations Manager or ES Secretary will notify the teacher, the parent and the student.

### **Changing from bus-car and other procedures:**

- Parent/driver comes to school and signs a note for collecting the student.
- A note is sent to class and is kept by class teacher until the end of the day. It is given to the student so after-school duty staff can check if need be.
- In case the parent has sent a note with the student for going by car, the student should bring it to the Elementary School Secretary and get a car slip during registration. The class teacher then gives the student the car slip at the end of the day, or at the last point that they will teach the student.
- If a student is going by car but has no note, please send him/her to the ES Secretary **during registration** so we can check. At 3pm, it is unlikely that we will be able to reach parents.

- **Changing from car to bus is not permitted unless it is an emergency. Please refer any requests / issues to the Operations Manager.**

## **Going home by car**

Students travelling by car are taken by members of staff to the shaded steps on the front of the Administration Building, which is opposite Gate 4. Allocated members of staff will stay with the students until they are collected. They must respect the rules of the staff members on duty.

## **Other Communication between Parents and Teachers**

### **Emails**

Some parents prefer to email the class teacher rather than use the record book. It may also be that they don't want their child to see what is being written. The class teacher should be the parent's first point of contact. All e-mail correspondence between teachers and parents will also be copied in to a member of the leadership team.

### **Parent-teacher meetings**

There are three scheduled parent-teacher meetings during the academic year. All parents are expected to attend. The first parent meeting is held early in the semester and is to discuss how the student is settling into their new class. The other two progress meetings are held at the end of Semester 1 (January) and halfway through Semester 2 (April)

### **Newsletters**

Each month, the class teacher will send home a newsletter about all of the learning and activities taking place in the coming weeks. These are an excellent way of keeping informed about your child's general school life.

### **What if I have a more pressing concern about my child?**

Additional meetings can be scheduled at any time deemed necessary. Either parents or teachers can request a meeting about a student. A member of management will always be present at these meetings.

### **Class Dojo**

Grades Two to Three use the Class Dojo, an application which allows teachers to communicate regularly and informally (in a positive way) about the student's day-day achievements.

### **Home and Cell Phones**

Teachers are not permitted to give their personal home or cell phone numbers to parents.

*Parents and students are also informed of events and celebrations in the El Alsson Community through the School Website, and other school publications.*

## School Uniform

School uniform can be purchased at the school uniform shop on campus. There are photographs on display in the shop showing the correct elementary uniform.

Below is a list of summer and winter items:

### Summer

- El Alsson T-shirt – yellow/blue
- El Alsson polo shirt – yellow/blue
- El Alsson shorts – blue
- El Alsson skorts – blue (Girls can wear shorts or skorts!)

### Winter

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

## The PE Uniform

### Summer

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

### Winter

- El Alsson training suit – blue/yellow
- Training shoes

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

## Equipment

Students need to bring the following to school:

- pencil
- blue or black pen
- eraser
- ruler (not metal)
- small whiteboard
- whiteboard pens
- colored pencils
- a compass
- a protractor
- folders (transparent with zips are fine) for individual subjects

***They will also need a sturdy backpack to carry all of their books and folders.***

## Curriculum

Our American Core Curriculum is standards – based using the Common Core Standards in Language Arts and Math and the Next Generation Science Standards in Science. The Curriculum for Social Studies uses the California State Standards, but it has been adapted for our students’ culture, background and needs.

The Core Curriculum is designed to focus on concept and skill development providing a broad and balanced curriculum with continuity and progression between grade levels.

### **Which Programs do we use?**

#### **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 used in conjunction with the standards to be taught.

Although Journeys Common Core is developed to be followed consecutively, teachers are encouraged 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***

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.

### **Science: *(New Generation Science Standards – delivered through TCI)***

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 higher-level thinking skills rather than to depend upon memorization of knowledge.

### **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.

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

### **Social and Emotional Learning – Character Education *(Lions Quest Skills for Life)***

The focus of these lessons is the development of the whole child – the aim of the program is to help create a positive school and classroom environment, which in turn promotes positive student behaviors which lead to greater academic success.

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

## **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.

## **Specialist Subjects:**

- P.E
- Music
- Art
- French (Grade 4+)
- Computer Science
- Library

Please note all of the above subjects are taught in English.

## **Lessons in Arabic:**

- Arabic and Arabic as a Second Language (for students exempt from Arabic)
- Religion (Islam or Christianity)
- National Social Studies (Grade 4+)

## **The Library**

We are very proud of our new and exciting Elementary Library. Students go to the library once a week with their class teacher for library lessons with the Head Librarian (Claire Roberts) and to read and 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.

## Assessment

Grade 2 – 5 students are assessed using a variety of assessment tools and techniques. The school year is split into two semesters. MAP testing is used twice a year to track student progress whilst also directly informing future planning and instruction.

Exams are held in January and May/June for Arabic classes. These are organized by The Elementary School's Arabic Studies Examinations Manager.

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.

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 for writing are used consistently across the school.

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.

## Learning Support

The Learning Support Services Department at El Alsson American International School caters to the needs of students who have mild learning difficulties and / or who have trouble accessing the curriculum due to English language deficiencies or need specific teaching styles. The department also caters 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 encouraged and expected to follow school advice.

## Student Counseling

Our mission is to provide a comprehensive counseling service to any student who needs it. Our Elementary Student Guidance Counselor (Miss Nadine) delivers the Character Education program once a week to each class (Grades 2 – 5), but she is also a trained and qualified counselor.

A big part of her role is to support those students who are having significant social and emotional difficulties and who need specific targeted help and coping strategies.

### **Confidentiality**

Trust and confidentiality work together. Counseling records do not become a part of the student’s permanent record. We may indicate that a student was seen by the Guidance Counselor; however, the topics discussed are not included. Based on the obligatory requirements of the Family Education Rights and Privacy Act (FERPA), information will not be released to anyone outside our school without your written permission. The Guidance counselor may talk with teachers about action plans on how he or she can help your child in the classroom. However, specific information will not be shared.

### **Possible outcomes**

Counseling is a way of helping our students through a process of talking, listening and empowerment. Through counseling, the young person is provided with a safe place to express their

feelings and thoughts in several aspects about what they perceive to be an issue in their life. The young person may be taught strategies to help him or her make more effective and healthier decisions, increase the ability to set and reach goals, build better relationships with others, and be more successful in school. We all must realize that changes take time; his or her problem did not develop overnight, nor will it disappear overnight. Counseling will be successful when students, teachers, and family members work as partners.

## School Trips

A school trip includes **any organized activity where pupils leave the normal 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.

**Residential visits** - These are trips where the group leaves home or Cairo on an overnight basis in order to experience the environment / visit places / artifacts elsewhere in the country usually connected with topics they are studying.

**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. For residential trips, parents will supply emergency contact information such as telephone numbers and doctor's details.

Parents will also be asked to notify the school of any particular needs of pupils; such as diet, medication, plus use of non - prescribed medication. The school will supply the trip leader's contact details to parents in case parents need to contact us in an emergency. On all trips, parents have the responsibility of ensuring that their child is following the school dress code, preparing their child for participation and accepting that a child who is a risk to the health and safety of either him/herself or others may be sent home early.

### **Extra-curricular Activities**

We were unable to offer these during the last academic year, due to logistics and practicalities related to the new site, but we are excited to confirm we will be offering ECA this year. More details to follow!

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

## 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 21<sup>st</sup> 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 Handbook, which is 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 let us know 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.

# Appendices

## Appendix 1 - School Regulations

ABSENCES	<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>
ARRANGEMENTS FOR THE END OF THE DAY	<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>
ASSEMBLY	<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. <b>Students are not allowed to change buses.</b></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>
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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 classroom. <b>They should bring healthy food to eat</b> 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 <b>must be clearly labeled with the child's full name and class.</b>	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 weather conditions are severe – e..g sandstorms, extremely high temperatures.	Students found inside without permission will be asked to return to the playground either by staff 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. <b>No mobile phones are allowed in the Elementary School.</b>	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.  <b>All items of clothing should be clearly labeled with their name and class.</b>	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 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.

***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

### **School Regulations:**

Children are required to abide by the school regulations in order to create and maintain a safe and structured learning environment.

### **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. We often refer to this as a 'class charter'. 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 a safe, pleasant and stimulating environment that is conducive to learning and positive behavior choices
- 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 all school (including class and playground) guidelines and follow guidance and advice given by their teachers
- To show respect and kindness to themselves, their peers and all adults in the school
- To respect property of others and the school
- To use polite and appropriate language in class and around the school. This includes English with all staff who teach in English and Arabic with those who teach in Arabic. Children should speak in English, as far as possible, during break times.

### **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 Head of Elementary 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 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.
- **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 the school regulations. These regulations are explained and discussed at the beginning of and throughout the year along with classroom, playground and bus 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 consequences.

## Steps To Be Taken When Behavior Incidents Occur

**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.)

**2 – Verbal reminder:** Another reminder is issued, same action as above.

**3 –Calm Down Time:** The child is removed from the activity to sit and consider his/her behavior choices.

**4 – Behavior cards: Yellow/Red.**

**Children may be issued with a yellow card for repeated incidents of poor behavior or a red card for a serious incident. Teachers and specialist teachers may issue yellow cards but only Heads can issue red cards.**

The child fills out this card themselves, taking personal responsibility for their actions. The card is sent home in the Record Book for the parent to sign and return. If there is no returned card after two days, the class teacher will write a note in the record book.

We accept that you as the parent may not receive the card if the child has lost it or is afraid of the consequences of telling you about the card. That is why we encourage you to listen to what the child tells you, but to support us by taking the school approach in dealing with the incident as an opportunity for reflection and accepting that the consequence will only be one which relates to the incident. E.g if they act irresponsibly, they may lose ‘messenger’ responsibility for the day, or if they damage another child’s property, they will be asked to replace it.

The class teacher and Head of Elementary keep a copy of all cards issued to a child.

**5 - Persistent incidents:** will be referred, by the class teacher and Head, and possible 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.

**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.

**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.

## **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:**

- Children are allowed snacks on the playground during morning break and should have plenty of water with them. 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.

### **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
- Hitting, kicking and punching
- Name calling
- 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 Yellow or Red card (or other written note) be placed in your child's record book regarding an incident of poor behavior, 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 works much better than simply telling them off and punishing them and 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 😊

Finally, please sign the slip provided on your child's initial Welcome Letter to indicate that you have read our Code of Conduct and return it in the child's Record Book. If you have any questions or concerns regarding any of the information provided in this handbook, please do not hesitate to get in touch with us. We are here to listen and help.

Best regards

The Elementary School Leadership Team