

Lower School Handbook

American School of Paris

2018-2019

1. Mission & Core Values

MISSION AND BELIEFS

OUR MISSION: The American School of Paris is a vibrant, international, family-oriented community. Our mission is to inspire and prepare every student to achieve personal and academic excellence as an engaged global citizen by providing a challenging, innovative program within a compassionate environment.

We Believe That:

- Every person has equal worth.
- Honesty and integrity are central to all we do.
- Individuals are responsible for their choices and actions.
- We best meet the needs of learners when we understand them as individuals.
- Through hard work and determination individuals can achieve their potential.
- Every member of a community has the responsibility to contribute to the greater good.
- Seeking to understand diverse cultures, ideas and practices enriches a community.
- A culture of high expectations and striving for excellence leads to higher achievement.
- Learning is a continuous lifelong endeavor.
- Great schools nurture passion, curiosity, creativity, self-expression and joy.
- Going beyond the familiar and taking risks stimulate growth, innovation and self-discovery.

- In a rapidly changing world, achieving excellence demands commitment to continuous improvement.
- Everyone shares responsibility for our global community and environment.

Lower School Core Values -

- Empathy
- Integrity
- Kindness
- Leadership
- Inclusion
- Resilience

2. Attendance

Students are expected to be in attendance each school day. The school is aware that students on a few occasions will be unable to be in attendance due to illness, family matters or emergencies. **It is strongly recommended that travel and vacation plans be scheduled to avoid missing any school days.**

○ Arrival and Dismissal

The school day begins at 08:45 and finishes at 15:30 on Monday through Friday. Upon arrival, students should go directly outside to play, or head to the library to check out books and read. At 08:45 the playground bell will ring for students to enter the building. Students are not permitted to go to classrooms before 08:45 unless specifically asked by a teacher to do so.

If students arrive after 09:00, they will be marked as late and they must report to the Lower School office to sign in. Students are expected to remain on campus during the school day. Students who need to leave school early before normal dismissal time, must have a note from a parent.

Parents who come to collect their child early must come to the Lower School office to sign them out. If someone other than the parent/guardian is collecting the student, the school must be informed before the student will be allowed to leave the school.

○ Absences

Excused Absences

These are defined as absences due to unforeseen situations/emergencies (such as illness, death of a family member, accident, or other family emergency). Please follow the guidelines below on how to communicate with us about these absences and to support your child's learning during these events.

In case of an absence due to an emergency:

Expectation for Parents:

- The parent will notify the Lower School via the student's teacher as soon as possible.
- The parent will contact the class teacher for assignments.
- If the student is able to complete his/her school work, it is the parents' responsibility to gather all necessary make-up work either at school or online and to ensure that this work is completed during the student's absence.
- Students are expected to complete as much of the work as possible before returning to school.

Expectation for Teacher:

- Teachers will gather make-up assignments and grant additional time for the student to complete those assignments at their discretion.
- Teachers will work with the student upon returning to school to help the student get caught up with class work/missed learning where possible.

Expectation for Student:

- Student will complete the work provided by the teacher and turn it in as soon as possible.

Excused absences due to out-of-school events – These are absences due to either school sponsored events (i.e. athletic competitions/academic events, field trips) or community events (i.e. non-school related athletic or artistic competitions, community service...) For community events, a note requesting permission must be provided in advance.

Unexcused Absences

These are defined as absences that are planned in advance such as leisure travel and extended holidays and involve an interruption to the students' learning.

We urge parents to respect your children's time at school. It is unfair to expect your child to do a lot of makeup work that other children have done during your child's absence. In the same light, it is unreasonable to expect your child's teacher(s) to spend additional time to prepare additional work for students who have had unexcused absences.

Expectations for Parents:

- Parents will respect childrens' and teachers' time at school and make every effort to minimize any days of school missed due to travel or holidays.
- Parents will notify Lower School office at least 5 school days in advance of the absence.
- Parents will collect assignments from teachers at their discretion.
- Parents will ensure assignments are completed according to an agreed-upon time table.
- Parents will, upon the student's return, check with teachers for additional assignments and ensure these assignments are completed.
 - Parents will understand that some projects and assignments are not able to be made up due to time constraints.

Expectations for Teachers:

- Teachers will, with proper notification, have assignments ready for the students to complete during their absence.

Expectation for Student:

- Student will complete work provided by his/her teachers during the absence.
- Students will understand that some projects and assignments are not able to be made up due to time constraints.

3. Citizenship and Conduct

Students at ASP are expected to conduct themselves, both on and off campus, in a manner which reflects well on themselves, the school, their families, and their countries. They should maintain standards of conduct that model the school's mission statement and core beliefs. The Head of School and/or the Director reserves the right to take appropriate disciplinary action in the case of a violation of these standards.

ASP Disciplinary Philosophy

We believe that realizing ASP's mission and core values is a continuous, developmental process and mistakes and lapses in judgment are learning opportunities. Our community works to instill ASP's shared values through open dialogue, teaching, and counseling. The ultimate goal for all ASP students is to develop appropriate, autonomous, and self-correcting behavior. All ASP disciplinary procedures are derived from these beliefs.

Community Expectations

Mutual respect and consideration are the keys to making our school a great place to be. Below are some more specific details that will no doubt create a positive experience for everyone.

Respect Yourself and Others at all times

- Respect the dignity and integrity of peers, teachers and members of staff. Treating

everyone with kindness and compassion will make our community stronger.

- Resolve conflicts through words and appropriate actions. If you cannot resolve a conflict by yourself seek an adult who may help: teachers, the counselor or director.

Be Responsible and Prepared

- Arrive on time to classes with your materials and minds ready for learning.
- Use class time wisely by following instructions and collaborating effectively with your peers.
- Use technology appropriately as instructed by your teachers avoiding distractions and following our digital citizenship guidelines.

Maintain a safe, calm and clean school environment

- Facilities are shared during breaks, lunch; please be mindful of other classes and groups.
- Please help the cafeteria function smoothly by keeping food on your plate and chatting calmly with your friends.
- Clean your table and push in your chair and recycle or dispose of trash in appropriate containers.
- Place litter in trash cans and place aluminum cans, plastic, and paper in recycling bins—out of respect for your colleagues and the environment, it is every student's obligation to help keep our campus clean and attractive inside and outside the classroom
- Do not run or play with balls in the hallways or interior spaces. Save your energy for the fields and the gym.

Any incident that happens outside of school, but negatively affects the health or well-being of any student will be handled as a disciplinary incident.

Behavior Expectations

○ Bullying and 'Bottom-Line' Behaviors

Bullying is repeated, unwanted, abusive behavior targeted at a specific victim or victims that involves a real or perceived power imbalance. Harassment is abusive discriminatory behavior targeted at a specific victim or victims. Verbal, non-verbal or physical harassment on the basis of race, national origin, religion, gender, sexual orientation, age, and disability in any form will not be tolerated. Examples of bullying include, but are not limited to, remarks, gestures, physical contact, repeated teasing or taunting, display or circulation of derogatory written or electronic materials or pictures.

Other bottom-line behaviors include: physical violence resulting in the harm or intended harm of another person; the destruction of others' belongings or school property; stealing; physical or verbal harassment or anything that affects the safety, learning or well-being of any member of the ASP community.

The American School of Paris believes that its Mission, Vision and Core Values represent the central charge from the Board of Trustees and the community it represents to deliver the kind of School they want for their children. Those documents clearly state that the School is to maintain a safe, secure, caring environment and that, when that is accomplished, students at ASP will be young people of high integrity from diverse backgrounds, working together in a friendly, respectful, positive environment.

In light of these foundational statements/expectations, ASP will not tolerate fighting, bullying or harassment behaviors in our school community, including those which may occur outside of school but which impact the victim's ability to function normally while at school or at school-sponsored activities. In meeting this expectation, the school will work to build an environment in which members not only avoid engaging in such negative behaviors, but in which members of the community who see such behaviors will actively engage in leadership behaviors to ensure that every member of the community receives the respect reflected in our Core Values.

Once a report of bullying or harassment is received, immediate action is taken. There is an investigation and simultaneously actions are taken to protect the possible victim. Once the offence is confirmed, appropriate consequences are determined for both the aggressor and, when appropriate, for the bystanders as well. In all cases, parents are informed and it is in partnership with the family that the behaviors are addressed.

At ASP we have identified specific steps which include standard due process with the student, parent conference to review the school rules and inform of consequences, the establishment of a behavior improvement plan, and referral to the division counselor.

Consequences for bullying or harassment will vary depending on the severity of the behavior and the individual student's previous disciplinary record. Such consequences might include lunch and/or after-school detention, behavioral essays, temporary suspension, conditional enrollment and, in egregious cases, possible recommendation for expulsion from school or non-renewal of ASP enrollment. All consequences are designed with the intention of protecting the victim and changing the aggressor's undesired behavior.

Behaviour expectations and student responsibilities

While disciplinary infraction rates in the Lower School are very low, there are times when students make mistakes. We believe that these are opportunities to help students learn and grow as young people. The objective in any consequence a child might receive is to change the behavior and to gain an internal understanding of why the behavior was wrong. The consequences are designed to support our high expectations for students and to **reinforce our core values of kindness, empathy, integrity, leadership, inclusion, and resilience.**

Classroom teachers usually handle behavioral violations, but if serious or repeated, the child is asked to meet with the Lower School Counselor or Director.*

1. The first visit: The Director or Counselor will discuss the behavioral violations with the student to decide what would have been a better choice. Consequences might include but are not limited to writing a letter, making restitution, missing a recess to reflect, student calling parents, detention or any other consequences at the Director's discretion.
2. The second visit: The Director will include the teacher and the student and parent contact will be made. Consequences will be determined depending on the situation.
3. A third visit: The Director will request a conference with the teacher, parents, and the student.

*In cases of a serious behavioral violation, a student may be removed from his/her peers, the parents will be notified and a decision will be made on whether a suspension/expulsion from class/school is necessary.

4. Birthday Parties

The school will distribute invitations at the end of the day to birthday parties, only if the following guideline is met:

- Invitations are sent to all students in the classroom.

Invitations to students in other classrooms are to be distributed outside of school. Please do not insist that we distribute invitations to students outside of their homeroom.

If you are hosting a party, which is occurring on a school day, the school will assume that you will make transport arrangements for students to attend the party.

5. Cafeteria

Students in Early Childhood – Grade 5 have been assigned a specific lunch period. Student lunches are served in classrooms for EC3 and K1, and the Lower School cafeteria for grades K2-5. Lunch payment and tickets can be made and purchased at the Upper School cafeteria on a yearly or trimester basis, or individual tickets can be purchased in the Upper School cafeteria for one-off daily lunch opportunities for students. These individual tickets need to be handed to the Lower School cafeteria staff before lunch will be served.

6. Class Placement

Towards the end of the school year it is our policy to make initial tentative placements of students in classes for the coming year, according to a set of clear and fairly managed criteria, which include:

Academic range and balance

Balance between new and returning students

Behavior needs

EAL needs within the class

Friendships / optimal peer relationships

Gender (in order to maintain a balance in the class)

Nationality (in order to maintain a spread and a balance in the class)

Size of the class

Special needs requirements within the class

Teacher's professional judgement / experience / detailed knowledge of child, considering academic and personal abilities and needs

These recommendations are given very careful consideration by the teachers and will remain tentative until after the arrival and assessment of new students is completed at the commencement of the next year. Furthermore, until numbers are known close to the start of the new school year, it is even possible that extra classes may have to be established in some cases. Class lists are initially developed independent of who specific teachers may be. At an international school there is always a certain amount of movement amongst the faculty as new teachers arrive and depart, and even those teachers who remain may request a change to teach at a different grade level. There are times, however, when the school will decide on a placement for a specific student with a specific teacher and this is usually done in conjunction with our Learning Support teachers in special cases. Thank you for your understanding in this matter, and please be assured that we have your child's best interests at heart in all such decisions.

7. Communication

Our goal is for parents to have the necessary information to support their child's learning. The teacher (homeroom or specialist) should always be your first point of reference and should be contacted first. Should any questions arise or should you need to share a concern, please make an appointment directly with your child's teacher.

As professional educators, we feel strongly that to maximise learning for our students, we need good communication with parents. We maintain close communication with parents in the following ways:

Lower School Newsletter

Weekly divisional newsletters are sent out once a week through school email. These newsletters are meant to share pertinent information regarding upcoming events, and all other relevant communications that families need to stay well informed.

Class and Grade Level News

Class and grade-level newsletters and updates are published on a regular basis, once every two weeks, via Seesaw, or via other home-school learning platforms. The

information shared is specific to a particular class and grade level and will inform parents of class and grade level curriculum and activities.

Parent Coffees

Throughout the year there are many opportunities to connect with other parents and discuss what is going on in the Lower School. These Lower School Coffees provide an opportunity for everyone to get to know each other and to discuss matters relevant to the Lower School as a whole and a particular grade level group. Each grade level liaison hosts a grade-specific welcome coffee in September. The PFA hosts monthly parent coffee forums as well. Parent Coffees are also hosted by the Lower School Director 5-7 times per year.

Parent Open House

An Open House event is scheduled in September to enable parents to meet the teachers and learn about the programmes and expectations. Attendance is very important. Details related to these sessions will be sent home early in the school year.

Conferences

As part of our regular reporting procedures, conferences will be scheduled twice a year. These conferences are held in the fall and the spring, with specific dates found on the school calendar.

ASP teachers are available to speak to parents on request. If parents wish to make an appointment to meet with a particular teacher they should make an appointment via email directly with the teacher concerned.

Student Agenda

Parents should check and sign the student agenda daily as it will contain important notices and messages. Students will also record their homework or project assignments inside the agenda. Student agendas should be brought back and forth to school every day so that teachers and parents can communicate regularly. The agenda, as well as email, is used to communicate dismissal changes - such as playdates or bus changes - to the homeroom teacher.

8. Contact Information

Nurse - 01 41 12 82 73

Lower School Office - 01 41 12 82 78

Transportation - 01 41 12 86 59

Counselor - 01 41 12 82 75

Cafeteria - 01 41 12 86 54

9. Community Directory

ASP publishes a family directory once a year and one copy is distributed per family in the fall. The directory is given to the youngest ASP student in the family.

10. Cultural Expectations

The French government has granted the American School of Paris the privilege to exist as an international school. As such, we have agreed to abide by French laws and regulations. Both on and off campus, students, parents and teachers are asked to be positive American School of Paris representatives.

11. Curriculum Overview

At ASP, we use the [Common Core Standards](#) and [Understanding by Design](#) unit framework (Wiggins and McTighe) to develop and refine our curriculum. Each course contains units of study designed with the desired results in mind.

Instruction in the Lower School is standard-based, developmentally appropriate and uses a multitude of best practice strategies for each domain of learning. A combination of large group, small group individual instruction supports our goal to personalize learning. Students often work in small, flexible and dynamic groups. The groups may be based on interest, readiness or ability, for example, and change often. The grouping depends on the goal of the lesson and the type of learning outcome expected, and allows teachers to differentiate instruction within the larger group.

Another goal of our curriculum is to have cross-curricular units of study that align with the core curriculum. This integration allows children's learning to deepen because the intended learning is taught in more than one learning domain.

Students are assessed throughout the school year. In the first weeks of the school year, teachers administer benchmark assessments to understand the level of understanding in literacy and mathematics for their class. Many children will have just arrived to ASP and benchmarking therefore helps teachers to know how to adjust the curriculum and pacing to their class. Internal assessments such as on-demand writing samples, conferring and rubrics area all used to record progress and to adjust teaching. External assessment data is also used in conjunction with internal assessments to target instruction and to develop strategy groups for differentiate teaching and learning.

12. Daily Schedule

School hours are from 8:45 a.m. to 3:30 p.m. We only have playground supervision from 8:30 a.m. Students should not arrive on campus before this time. There is no supervision on the

playground after school, so students may not play without being supervised by a parent or guardian. Lower School students are welcome to use the library after school if they are supervised by a parent or guardian. For safety reasons, students cannot use the library after school without such supervision.

ASP runs on an 8-day rotating schedule. During the 8 days, students have P.E. (3 times), Music (3 times), Studio Art (1 time), Library (1-2 times), Science (2 times), etc.

13. Dress Code -

We operate on the premise that students can and should be able to choose their own clothing.

ASP has no uniform policy, however, students are expected to dress appropriately for school.

The expectations for appropriate dress are that students and parents:

- Wear neat and clean clothes
 - Do not wear clothing that displays offensive or inappropriate words or pictures
 - While in class do not wear hats, including baseball caps, visors, bandanas - unless otherwise stated by the instructor
 - Ensure that undergarments are not visible and that shirts, skirts and shorts are of the appropriate length.
 - Ensure clothes do not offend any of our diverse cultural sensitivities.
- Weather-appropriate outerwear
 - Students go outside for recess everyday. Please ensure your child is dressed appropriately for outside play even in inclement weather.
 - Students in EC3 through grade 1 are required to keep rain gear (coat with hat or hood and boots) at school for outdoor learning. Rain pants are encouraged as well.
 - PE (Physical Education) Kit
 - Students in Grades 1-5 must change their clothes for P.E. class. Students have physical education three times during each 8-day cycle. On these days, students need to bring appropriate athletic shoes and the P.E. uniform in order to participate in P.E. class (navy blue shorts and white t-shirt). Students will be given time to change into and out of their P.E. uniforms before and after P.E. class. More [information](#) about P.E. clothes is available online. You can order the P.E. kits [online](#).

14. Emergency Procedures

- ASP has developed a set of procedures to be followed in the case of an emergency.
- Emergency Drills
 - We have emergency drills multiple times each year. Some of the drills are announced while others are not.

- Since emergencies often occur without warning, students, parents, and teachers are asked to become familiar with these procedures.
- Emergency information regarding campus opening or closing is posted on the school website and also sent out via SMS.
- Alternate contacts
 - Please ensure your child's teacher has an alternate contact listed for you in case we can not reach you.

15. Extracurricular Activities

The ASP campus buzzes with activity long after the final bell rings, and our rich extracurricular program offers students a world of choices in the arts, athletics, and other fun activities. From Musical Theater to Soccer and Volleyball, from LEGOs and Yoga to Science and Digital Media clubs, there is something for everyone! After school activities are available every day for students in 2-5. Activities are available two days per week for students in grade 1 and one day per week for students in EC3-K2. Costs vary for after school activities. For more information, please look [online](#) or email the Lower School Office at lsoffice@asparis.fr or John Kim, the Activities/Athletic Director, at jkim@asparis.fr

16. Field Trips

School Trips:

The costs of trips during the school day are covered by tuition. Parents are asked to sign a permission form for all field trips individually.

- Parents will be notified in writing a week or more in advance of field trips.
- Students not attending field trips are expected to remain at home for the duration of the field trip.
- Students on field trips are representatives of the ASP community at all times and are expected to act accordingly. Teachers who organize the trip, along with the Director, may establish additional criteria and guidelines for student expectations as appropriate to the trip. The school undertakes a major responsibility by taking students on field trips and we must be assured that the students will behave properly.
- All school rules apply during field trips. Students violating behavioral policies on the field trip may be sent home if feasible, and they will receive disciplinary consequences for their behavior. Students who must be sent home from a field trip will be done so at the parents' expense.
- In order to ensure readiness for the field trip, students are expected to attend school the day before a field trip. Students are also required to be present following the field trip.

Overnight and Extended School Trips

The same basic criteria apply to school trips as for field trips and excursions. In the Lower School, all students in grades 2-5 participate in overnight extended trips.

- Parents are required to attend the overnight field trip meeting prior to the field trip in order to be fully informed about the special circumstances of the trip.
- Extended field trips in each of the grades 2-5 are vastly different. If you have questions about a child's field trip, his or her teacher is the first point of contact.
- Updates about an extended field trip are posted on SeeSaw. Specific details will be given at the parent meeting prior to the trip.

3. Food and Healthy Snacks

- All classes have a 15-20 minutes scheduled recess/snack break during the morning. Please send one small, **healthy snack** with your child every day, as we want to promote good eating habits. (fruit, vegetables, granola bars, cheese, crackers...)
- Students may also bring a small (spill-proof) water bottle with a lid. Please label the water bottle with your child's name.
- Junk food such as candy, soda, chocolate is not allowed at snack time.

17. Home Learning

At ASP, children are actively engaged in rich, purposeful, structured learning experiences during the school day to support their success in school. After 3:30 pm, we believe that extra-curricular activities and family time are paramount, and children should have some choice in their learning beyond their school day. We also believe that play is vital for a child's well being, so we try our best to let our kids be kids after the rigorous school day.

We do not assign regular traditional written homework for Lower School students to complete at home, but daily reading is a division-wide expectation and requirement. Teachers may also personalize possible short term homework assignments for students who may need some extra practice and support to improve conceptual understanding, to reach our grade-level benchmarks, or to work toward student goals. In all cases, we will ensure that our students' learning needs are being met.

Home Learning

- empowers students to make choices in their learning
- includes inquiry, exploration and joy in learning
- promotes the desire to keep learning
- acknowledges the importance of developing a variety of talents and interests outside the school
- fosters intrinsic motivation and self-directed learning

What may Home Learning look like?

- Children engage in active and/or creative, unstructured play
- Students read for pleasure for at least 30 minutes each evening
- We invite parents to “read to” their child every day as well
- Children follow their passions and have choice in what they want to learn after 3:30 pm

What research supports Home Learning?

- Reading has the single greatest impact on student achievement. It expands vocabulary and broadens knowledge across all curricular disciplines.
- Unstructured, imaginative, child-centered play and physical activity enhance student performance and lead to better behavioral choices.
- Brain development is also dependent upon active play and exercise.
- Students should prioritize authentic reading at home.
- There is no conclusive evidence that generalized, traditional homework increases standardized test scores or improves academic achievement. In fact, there is recent evidence to suggest that it actually negatively affects a child’s relationship with school.

How does home learning connect to school?

Learning initiated in the classroom will have natural extensions to home learning. For example, your child may be invited to bring items from home or discuss topics at home to contribute to school projects and facilitate the transfer of learning. In our classroom learning communities, we will celebrate school-home learning connections and invite students to share their passions and learning with others through Inspiration Projects.

Inspiration Projects -

[Click here](#) for our parent note regarding Inspiration Projects. See as well the link to the current research about homework in the lower school grades.

18. ID Cards and Security

Every student, parent, faculty and staff member must have a valid ASP ID badge. ASP ID badges for all adults must remain visible at all times.

Visitors are required to register with security in advance of their arrival. Upon arrival, every visitor will report to security before entering ASP. They will then proceed to reception to present a valid ID. Once verified, visitors will obtain a temporary ASP ID badge for their time on campus. Visitors’ ASP ID badges must be returned to the reception upon leaving.

Any vehicle entering ASP must be registered with the security department, and the badge supplied must be visible in the windshield when entering campus. The driver and any passengers in the vehicle must present their ID badges at the campus entrance. Visitors with vehicles must notify security in advance of their visit with the vehicle details, model and plate number.

19. Language Use

While embracing students' mother tongues, the language of instruction is English and all students are expected to become competent in the use of the language as quickly as possible.

Students who speak English are asked to help their classmates improve their English skills by using English while at school. In addition to helping their friends improve, using the common language of English contributes to a feeling of one united school community. Students may use their home languages at lunch and recess, but should be careful to not exclude other classmates from conversations.

While all core subjects in the Lower School are taught in English, students also have instruction in French every day in all grades.

20. Library

The library is situated on the ground floor of our Lower School facility. It currently houses the Lower School library collection and offers classroom research facilities.

Opening Hours

Classes visit the library one to two times over the 8-day schedule. The EC3 children check out one book at each visit; the kindergarten may check out three books; and the first through fifth grade students are allowed up to five books.

The library is open between 8:30 and 17:00, Monday to Thursday and on Friday it is open between 8:30 and 16:00. It is not open on the weekends, school holidays or public holidays. Please note that after school hours students **must be supervised by a parent when they are using the Library**.

The Collection

The library has a collection of approximately 19,000 titles. The English book collection is divided into the following sections: Fiction (Junior Fiction, Easy Readers and Picture

Story Books), and Non-Fiction (Secondary Non-Fiction, Junior Non-Fiction, Secondary and Junior Reference). There is also a large French Fiction and Non-Fiction collection. A small collection of picture books and fiction books in Dutch, Italian, Spanish and Japanese also exist to support mother tongue programmes. Any donations to these collections would be appreciated. The library subscribes to a number of magazines and periodicals.

Library Charges

The library does not issue overdue fines, but reserves the right to charge the replacement and processing fee for any **long overdue items**. An item is deemed long overdue if it has not been returned within three months of issue. At the end of the school year students need to have returned all library materials or made a payment for lost materials in order to receive their progress report.

Library and Forest Area Behavior Policy

The library area is shared by students, staff and other members of the ASP community, thus all users are requested to behave responsibly and respectfully. Food or drink is not allowed; neither are unruly behaviour nor any actions which result in damage or injury. In order to maintain a pleasant and enjoyable learning environment we also ask that users clean up after themselves. The computers/tablets in and around the library are for educational use and student research only. These rules apply to before, after and during school hours, including before and after the library itself is open.

Parents

Parents may borrow items from the library but must return any item immediately if needed for school learning purposes. Parents borrow under their own name at school and have the same loan period duration as students.

Finally, we encourage returning parents to check out books for the summer in order to keep the children reading over the long break.

Online Assistance

The library collection is accessible through our website, which also offers several online databases and research sites including Kids Discover, Learn 360 and Ebsco.

We encourage use of each of these databases in order to assist developmentally appropriate student research in accordance with school usage.

21. Lost and Found

There is a large bin opposite the Lower School library for Lost and Found items. Parents are welcome at any time to check this for lost items. The P.E. Department also keeps a lost and found box in the gym for misplaced items left in the field house. Often items are put out on display at school-based events. Unclaimed items are eventually donated to a charitable organization after a reasonable amount of time. **In order to reduce the number of lost items stored, we would appreciate if student's belongings are clearly labelled.**

22. Nurses' Office

Accidents & Illness

In the event of an accident, parents will be notified, and if need be, the relevant emergency service will be solicited. The following information is provided to inform parents of the school health activities and policies as well as the type of medical assistance available. Familiarity with this information is absolutely necessary in order to provide students with the best possible health care.

We have three nurses working at ASP. The Nurses' Office is located on the ground floor of building 3 in room 3010. The office is open from: **Monday to Thursday between 8:30am and 5:30pm and Friday between 08:30am and 4:00pm.**

Students may visit the Nurses' Office at any time of the day but they **must inform their class teacher before visiting**, unless it is an emergency situation.

Please feel free to contact the Nurses' Office if there are any questions or you require any assistance regarding your child's health and safety at school.

Contact Information:

- **Direct line 0141128273**
- **Or school number Ext 510**
- **Emergency line: 0682828820**
- **Email address: nurse@asparis.fr**

Emergency Medication

With parents' advance written permission, students may be given non-prescription medication during the school day to treat mild conditions such as headache, a sore throat or minor injuries sustained at recess. A medical evaluation will be requested if a student requires non-prescription medication more than three times per month for the same symptom.

Daily Medication

Students with diagnosed medical conditions may need emergency medication during the school day. These medications are kept locked in the health department, together with the student's name, class, condition and dosage. **A parental permission slip and a doctor's permission slip are required along with these medications authorizing their use.** If a short-term illness requires the use of antibiotics or other prescription drugs, the parents should, if possible, arrange for such medication to be taken before or after school.

If medication must be given during school hours the medication must be kept in the nurses' office. It must be labelled with the student's name, a current medication form stating the dose, the time it is to be given and parent's signature.

The nurses will assist in giving the student the medication. **Please be aware that students are not permitted to carry their own medication in school or during school trips. In special circumstances, please contact the school nurse.**

No student is permitted to leave the school on account of sickness without permission from the school nurse. Students should not contact their parents due to sickness during school hours, they should be assessed by the nurse and the parents will be contacted if necessary.

In Case of Student Illness

Sick students should be kept home for a number of reasons. Attending school when sick can lead to the illness worsening, an increase in recovery time and spreading the illness to others. Regardless of the illness type, a sick student will always need rest.

The following are the school health guidelines for excluding a student from school:

- Temperature of 37.5°C or above in the past 24 hours
- Nausea, vomiting or severe abdominal pain
- Head lice or nits
- Diarrhea
- Acute cold, sore throat, persistent cough
- Red, inflamed, or discharging eyes
- Acute skin rashes or eruptions
- Suspected scabies or impetigo
- Swollen glands around jaws, ears, or neck
- Earache
- Any weeping skin lesions unless protected and diagnosed as non-infectious
- Other symptoms of severe illness

Excluding a student from Activities (Physical Education)

If for some reason, (illness or physical disability) a student cannot participate in physical education activities, he or she must bring a doctor's or parent's note to school stating the condition and length of time the student is excused from this activity.

Students Returning after Illness

Please report any infectious conditions such as chicken pox, infectious diarrhoea, scarlet fever, tuberculosis, impetigo, meningitis, mononucleosis/glandular fever or hepatitis before the student returns to school. Students with these conditions should return with a doctor's note stating they are no longer contagious, or stating which special precautions must be taken. Students with head lice should not attend school until they are effectively treated and nurses will evaluate when students are able to return to the classroom. This procedure is necessary to protect the health of the others in school.

23. Parent Faculty Association (PFA)

The PFA is a vibrant organization that provides support for the advancement of the school, its parents and students. We promote a sense of connectedness by offering various all-school community activities, events and volunteer opportunities.

We have an amazing group of parent volunteers who serve as the governing body and grade-level liaisons for all PFA groups. Here you will find key information about our activities and events, information about our monthly meetings and various opportunities to get involved and connect with other parents.

The Lower School's PFA welcomes parents of new and returning students to join in their support of school initiatives. For more information, please see the [Community Portal on ASP's website](#).

Parent Volunteering Opportunities

Parents are occasionally invited to volunteer in the Lower School, whether in a classroom or in other areas such as the library. This can be done on a regular basis or intermittently for special events such as field trips or class parties. Parents who are interested in volunteering should inform the classroom teacher, grade-level liaison or Lower School Director.

24. Personal Property

Students and parents are kindly asked to **label ALL** personal belongings that come to school. If items are misplaced, this enables us to return them to the correct owner.

Students are discouraged from bringing expensive personal items to school (such as mobile phones, game consoles or money). Parents are kindly requested to discuss this issue thoroughly with their children and to encourage them to be responsible with their personal belongings. ASP takes no responsibility for the damage to - or loss of - personal belongings. In terms of technology, there is nothing your child will need to bring to school that is not already available at ASP for teaching and learning. For more information on lost items please see section 21, Lost and Found.

25. Photos and Privacy

The school arranges for individual and class photographs for students with a professional photographer during the first semester. These photographs will be used in the school yearbook. Parents also have the option to purchase these photographs.

When on school grounds, it is requested that all persons respect the privacy of all students, parents, faculty and staff and refrain from taking photographs of anyone who has not given explicit permission. If you do NOT wish for your child's photograph to be taken for school use, please notify the Advancement Department.

26. Playground Safety Rules

Students should follow basic rules for safe play while on the playground including:

- Play in supervised areas
- Ask the teacher for permission to retrieve any ball
- Ask the teacher before going to the nurse
- Ask the teacher before going to the bathroom
- Refrain from climbing on any of the fences
- Remain on the playground during recess unless permission to leave is given from a teacher
- Follow all school behavior expectations

At the end of recess when the bell rings, students should immediately stop play and form appropriate lines for entry into the building. At the direction of a teacher, students should WALK into the building quietly. Students should not stay on the playground after school without appropriate parental supervision.

27. School Bus Conduct and Safety

In order to ensure a safe ride to and from school, student conduct on the school bus is expected to be the same as the responsible conduct that is expected at school. Respect for oneself and others and respect for own and others' property are the essential elements of responsible student conduct on the bus.

Student Bus Expectations:

- Students will sit forward-facing and wear their seat belt at all times.
- Youngest students sit in the front of the bus.
- Students will say hello and goodbye to the bus driver upon entering and exiting the bus.
- Students will not consume food and drinks on the bus.
-

The requests of the bus monitor, whether it is an upper school student or an adult, must be respected and followed immediately at all times. Inappropriate behavior on the school bus will be reported by the bus monitor to the bus coordinator and the Lower School Director.

Consequences for inappropriate behavior may include: a warning, conference with principal, an assigned seat, or parent notification and suspension of bus privileges for a specified amount of time.

28. School Supplies

All Lower School students need to have a backpack or school bag for use during the school year. For students in Grade K2-Grade 5 who do not participate in the school lunch program, they also need a lunch box or bag in which they can transport their food to the cafeteria daily.

Other school supplies may be requested by students' teachers on a grade by grade basis.

29. Special Events

Students may be involved in several special events throughout the school year including:

- Music and instrumental concerts
- Grade-level and Lower School assemblies
- Seasonal parties or celebrations

Parents may be invited to school for some events to participate, watch, and/or volunteer.

29. Student Progress

a. Standardized Assessments

In grades 3-5, we administer the MAP (Measure of Academic Progress) test from NWEA at the beginning and end of the school year to measure a student's growth in order to inform instruction and set goals for the year. For more information on MAP testing, please refer to their website: www.nwea.org

b. Progress Reports

Students' progress is reported to parents at scheduled conferences twice a year. Extra conferences may be arranged by parental or teacher request. A description and appraisal of each child's academic progress. These progress reports are sent home twice per year for grades EC3-grade 5, at the conclusion of the two semesters.

For grades 1-5, the following applies:

The following descriptors are used to look at each child's work habits and behavior:

Beginning to Develop (BD): The student is just developing the skill – may be due to age, maturity, change of school, etc. This is an area that the student needs lots of reminders and adult support. This may be an area to put forth more effort for the next semester.

Sometimes Observed (SO): The student has the skill, but it has not yet been observed consistently. The student sometimes does this, but at other times needs reminders from adults.

Consistently Observed (CO): The student has the skill and the teacher has observed that he/she consistently uses it. The student is able to do this skill independently without reminders.

The following descriptors are used to look at each child's academic progress.

Not Yet Apparent (NYA): The student is not yet demonstrating grade-level expectations in this area. The student does not show understanding and requires additional support. This is an area of concern, as the student needs heavy adult support with this subject.

Approaching Grade Level (A): The student is working toward meeting the grade-level standards and expectations. The student demonstrates partial or inconsistent understanding of grade-level skills. The student is slightly below grade level in this area.

Developing as Expected (DE) (ON GRADE LEVEL): The student consistently and independently produces work that demonstrates the grade-level standard. The student demonstrates solid understanding of grade-level skills.

Exhibiting Strength (ES): The student has independently shown mastery of grade level material. The student is working independently at a level that is *at least 6 months to one year ahead of grade level expectations*. The student takes initiative and is independently motivated to do more than expected in this subject area.

Kindergarten and EC3 report cards are narratives that include a write-up for all the daily subjects as well as specials subjects, such as Music, French, Art and PE.

c. Conferences

There will be two conferences during the school year. In the first semester, parents will be invited to participate in a traditional parent-teacher conference in which the parents and the teachers have an opportunity to discuss the students' progress and areas for growth. Additional parent conferences can be requested throughout the year by the parents or the teachers.

In the second semester, parents will be invited to participate with their child in a Student-Led Conference. We believe that students in the Lower School need to be actively involved in their learning and this includes reflections and reviews of their progress. Students in all grades will be involved in a direct way. They work with their teachers to review their progress and set new and report on past goals for each subject and report on them to their parents during the conference. These conferences occur in the spring.

4. Student Support

○ English as an Additional Language (EAL):

EAL support is provided in grades 1-5. The goal of the EAL teachers is to work alongside the homeroom teacher to support and prepare students to be successful in their grade-level classroom. Support for students may be in the homeroom or in the EAL classroom. Classroom content is followed as much as possible. Throughout the program, the emphasis is on the key language arts areas of listening, speaking, reading and writing. Students develop English language skills for the classroom, as well as for interaction with peers teachers and beyond. EAL is usually taught in groups with certain portions of instruction being individualized.

Learning an additional language generally follows the pattern of learning a first language. Conversational English is most often learned quite rapidly and enables students to communicate with their peers and become active participants in the social environment of school. Research indicates, however, that it may take up to five to seven years for non-native speakers to develop the academic aspects of the language to the same standard as native speakers. Parents who have questions about payment should contact the Admissions department.

○ Learning Support (LS)

Learning Support is provided to students in grades EC3 to Grade 5. The goal of LS teachers is to support students so they are successful in their grade-level classroom. Support for students may be in the homeroom or in the LS classroom. Classroom content is followed with certain scaffolds or modifications. Support can be offered to students in any subject.

Learning support needs are determined by the child's parents, homeroom teachers, specialists and/or evaluations. When academic or developmental questions arise, the school will alert parents of these problems and work with the parents to develop an action plan for their child. Parents who have questions about payment should contact the Admissions department.

- Counseling

In conjunction with the homeroom teachers, the Lower School counselor supports the physical, emotional, social and academic well-being of all students. The Lower School counselor offers classroom and parent support, and individual and small group counseling. In addition to assisting with personal issues, the counselor is available to help students and parents with social and academic questions or concerns.

- Tutoring

If you feel your child needs additional academic support outside of the classroom, please contact your child's teacher or the Lower School Counselor.

30. Technology

We believe that every child must learn to be a safe and responsible digital citizen and an effective, independent digital learner. We aim to use technology to support, enrich and extend learning where most appropriate, and to provide an environment where students gain the technological skills and knowledge needed to be successful in their learning - both now and in the future.

There are many benefits of technological integration for student learning. Technology expands the range of resources available in the classroom and provides tools for teachers to better meet individual learners' needs. It enables students to take more responsibility for their learning, solve problems themselves, explore their own creativity and pursue their own passions.

At ASP we provide ready access to technology for learning to all students, taking an age-appropriate approach to devices. iPads, computers and other technology are used to support learning.

- Responsible Use Policy

Personal electronic devices of different types are common features in the lives of all members of the ASP community. These electronic devices, when used appropriately and conscientiously, can be a benefit to education. However, personal electronic devices can also serve to distract and detract student learning when used inappropriately and without regard to others in the community. Student personal electronic devices-- referred to in this document as cell phones, portable communication devices, laptops, wireless, devices, personal listening devices, PDAs and smart phones--must be used in ways that enhance a student's educational opportunity at ASP, and must not be used in any ways that detract from the educational opportunity of any student. All use of electronic devices - including mobile/cell phones - by lower school students must occur outside of school hours. It is recommended that students leave their devices at

home as ASP carries no responsibility for lost, stolen or damaged personal electronic devices. In all cases, students are required to leave their personal electronic devices in their backpacks and they should not be used in the classrooms at any time.

31. Visitor Requests

All visitor requests must go through the Lower School Director. The Director will then inform the classroom teacher as needed.

32. Withdrawal from ASP

Please contact the Admissions Office, inform your child's homeroom teacher and fill out the Student Withdrawal form, indicating the child's last day of attendance and the new address. When the form has been submitted, other offices will be notified to make the necessary arrangements. It is best to give at least two weeks' notice so that report cards and other records can be properly prepared and provided to families before their departure. Please make sure that library books and other materials are returned by the student's last day of school, and that you settle all financial accounts before departure.

For potential future school placements, parents may request that recommendation forms be filled out by their child's teachers. Upon completion, the Lower School office will send the recommendation form directly to the potential school to protect confidentiality. It is best to allow one to two weeks for recommendation forms be completed in order to have sufficient time to respect deadlines.