

THE AMERICAN BILINGUAL SCHOOL

ELEMENTARY
DEPARTMENT
Parent/Student Handbook

2011-2012



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ABS MISSION STATEMENT

The American bilingual school is a non-profit K-12 school offering a challenging bilingual curriculum enabling students to achieve their fullest social, intellectual, emotional and physical potential. Our intellectual community teaches Islamic values and good manners, is dedicated to academic excellence, demands responsibility and promotes the power of collaboration, creativity and critical thinking.

OVERVIEW OF ELEMENTARY PROGRAMS AND SCHEDULE

The American Bilingual School (ABS) offers programs within the elementary school that are based on sound educational principles and practices. Many of the programs, materials, and techniques used at ABS have been adopted from successful U.S. and international based curricula. The school strives to provide the best educational opportunities and experiences for the students, and every effort is made to meet individual needs and interests and to ensure that high self-esteem is maintained in each student.

By providing a caring and supportive classroom environment, the students are encouraged to develop independence, a respect for others and a sense of responsibility for themselves. By working both independently and in cooperative groups, our boys and girls develop life-long learning skills.

The curriculum emphasizes traditional disciplines, including English language arts (e.g. English usage, writing, etc.), Arabic, Islamic studies, math, social studies, science, art, music, computers, French, and physical fitness and health. Character education is integrated into the general curriculum. Children, through a variety of teaching strategies, learn to explore their world and develop a love of learning that lasts a lifetime. Students are encouraged to utilize critical thinking and problem-solving skills. It is our goal to maximize each child's potential and to prepare them for their role in an ever-changing global community.

As the students progress from the lower elementary grades to the intermediate (grades 3-6), they continue to meet the challenges of a stimulating and expansive curriculum. They are provided with an understanding of the world in which they live and with the tools for future success. The concepts introduced in the primary grades are further developed and new concepts and skills are introduced. New ideas are explored and creative solutions to problems are encouraged. Children learn appropriate work habits and become independent and responsible students.

Curriculum guides are available for each grade level in all subjects and will be distributed to parents at *Open House* in September. These guides are revised each year to reflect current trends and changes in the United States, as well as international general curricula standards. All guides are based on a standard for that grade level.

Though the primary language of instruction is English, Arabic is taught as part of the regular curriculum and is the language of instruction for Religion and Social Studies. The periods per week vary with each grade level.

In order to assist those students whose English skills are below grade-level standards, the school offers an **English language resource program** which is organized and taught by specialists. This program starts in grade one. However, it should be noted that this program provides limited instruction and is not meant to replace a professional after-school remedial program, such as Oxford Learning Center. Only a sustained after-school program can assist a child to reach grade level proficiency within the academic year. Students may be enrolled in this program for a **maximum of two academic years**, after which an alternative school must be found if the child does not reach grade level proficiency in English.

OFFICE HOURS

Official school hours for all students in grades one through five are: 7:30 A.M. until 2:30 P.M. (lunch is approximately 30 minutes). The School's main office is open from 7:00 a.m. to 4:00 p.m., Sunday to Thursday, and from 9 a.m. to 12 p.m. on Saturdays. Professional development days for teachers are held one Sunday a month. (see calendar on school website) Students do not attend school on these days.

Each student in grades one through five also have a recess period during the day as well as a minimum 30 minute lunch/recess period. Students may bring a snack to eat during their recess. We ask you NOT to send candy or soft drinks with your child but, instead, provide healthy snacks for them to eat such as fruit, granola bars, vegetables such as carrot sticks, along with juice to drink.

STUDENTS WITH SPECIAL NEEDS

Students with special needs may apply for enrollment but parents of these students should be aware that ABS does not have a special needs program and/or department.

- a. Admission for special needs students will be limited to mild needs only.
- b. All special needs applicants will be required to furnish formal medical evaluations and all previous records to be reviewed by the admissions committee.
- c. All special needs students will be placed on a conditional enrollment for one semester (two quarters). At the end of the first semester, the admissions committee will reassess the enrollment for the second semester.

AGES OF ATTENDANCE

- Grade 1 – must be 6 years old before December 31st
- Grade 2 – must be 7 years old before December 31st
- Grade 3 – must be 8 years old before December 31st
- Grade 4 – must be 9 years old before December 31st
- Grade 5 – must be 10 years old before December 31st

ASSESSMENT POLICY

Frequent internal assessments and regular external assessments of the curricular objectives and criteria will provide evidence of student learning and form the basis of assessing student achievement. American Bilingual School uses a variety of learning activities and assessments tools to ascertain the students' level of understanding in regard to the essential questions and objectives of each subject studied. Assessment will also provide a reliable measure of students' knowledge, conceptual understandings, skills, and attitudes toward learning. The aim of all assessment, in addition to contributing to the effectiveness of the academic program, is to provide a positive mechanism to assist students in improving their learning, to instill in students the ability to think clearly and critically, and to encourage students to strive to work to their full potential. Teaching, learning, and assessment are mutually dependent on one another.

ABS Assessment is guided by the following principles:

- ❖ Assessment and learning outcomes are the starting point for the lesson design process.
- ❖ Assessment is a continuous part of the learning process.
- ❖ Assessment criteria correspond to course objectives.

- ❖ Assessment is referenced to measure attainment against specific criteria rather than against other individuals.
- ❖ Assessment gathers information from a variety of sources (evidence) using a range of methods, according to the needs of the subject.
- ❖ Assessment feedback is timely, specific, and frequent.
- ❖ Assessments produce meaningful evidence of student learning that can be reported and understood by students, parents, teachers, administrators, and community.
- ❖ Assessments are developed to consider the multiple intelligences, learning styles and differences, and cultures of students.
- ❖ Assessment in each unit of study will measure students' abilities to construct Knowledge through authentic, real-world tasks—both independently and collaboratively.
- ❖ Assessments will include tasks that focus on producing quality performances and outcomes.
- ❖ Assessments include tasks that require application, interpretation, analysis, synthesis, and evaluation of conceptual understandings.
- ❖ Assessments include tasks that require students to explore multiple points of view and understand the responsibility that comes from knowledge.
- ❖ Student self-assessment and peer evaluation are essential parts of the learning process.
- ❖ Assessment measures student understanding of how form, function, causation, change, and connection relates to the topic studied.
- ❖ Assessments are continuously reviewed and improved.
- ❖ Assessment involves communication between students, parents, teacher, and administrators.
- ❖ Assessment allows for risk-taking.

ABS ASSESMENT EXPECTATIONS

Assessment Expectations of Students at ABS

- ❖ Students have a clear understanding of the significance and the weighting of each assessment in the calculation of their final grade.
- ❖ Students use assessment results to reflect on their strengths and weaknesses.
- ❖ Students understand that meeting deadlines, organization, neatness of presentation, participation, and work ethic will factor into their grades.
- ❖ Students understand the objectives of each topic studied and the assessment measures used.
- ❖ Students recognize their responsibility in the learning process.
- ❖ Students understand that some people may learn differently and require different forms of assessment.
- ❖ Students understand that the application and use of newly learned concepts and knowledge weighs most in the final assessment.

- ❖ Students understand that taking risks is an important component of the learning process.
- ❖ Students understand that purposeful effort and learning, combined with a joyful attitude, is the best basis for learning.

Assessment Expectations of Parents at ABS

- ❖ Parents support teachers in their endeavor to use a variety of assessment tools.
- ❖ Parents understand that students acquire knowledge at different rates and assessment may occasionally vary for individual students
- ❖ Parents help create an environment that encourages and motivates their children to achieve their potential through a willingness to take risks.
- ❖ Parents support ABS policies and procedures that relate to learning, assessment, and the school' academic philosophy.
- ❖ Parents are aware of the assessment criteria in each of their student's subjects.

Assessment Expectations of Faculty at ABS

- ❖ Faculty balance major assessments by working collaboratively within both grade and subject levels.
- ❖ Faculty differentiate assessments and activities to account for the different learning styles of individual students.
- ❖ Faculty communicate clearly in written reports, observing the standard conventions of writing.
- ❖ Faculty employ the common American Bilingual School grading scale and assessment policies and practices in their assessment of student learning.
- ❖ Faculty provide frequent, appropriate, and varied assessments using established criteria.
- ❖ Faculty use assessment as a means to formulate and revise curricula and curriculum presentation.
- ❖ Faculty provide students with information concerning assessment criteria.
- ❖ Faculty continuously review and improve assessment tools.
- ❖ Faculty encourage students to increase their understanding by stretching themselves academically and taking risks.

Assessment Expectation of School Administrators at ABS

- ❖ School administrators provide faculty with appropriate technology to report assessment information to parents, students, teachers, and other professionals.
- ❖ School administrators support and encourage a variety of external measures to Assess students.
- ❖ School administrators set a supportive tone for refinement of assessment and curriculum by providing necessary training and time.
- ❖ School administrators maintain official records of achievement, including transcripts.
- ❖ School administrators create an organizational structure for effective facilitation

- of assessment and assessment criteria.
- ❖ School administrators communicate assessment results or changes both internally and externally.
- ❖ School administrators analyze assessment data and results to facilitate improvements in the ABS curriculum.

Evidence of Student Understanding

When planning to collect evidence of student understanding, teachers should determine acceptable evidence to see if the students have achieved the desired results as well as consider a range of assessment methods. When planning to collect such evidence, we consider:

- ❖ **Informal Assessments:** anecdotal assessments collected throughout the learning process using questions, class discussion, direct observations, notes, and checklists.
- ❖ **Formative Assessments:** formal assessments, using established criteria, which take place during the learning process to assist students in achieving learning goals and preparing for summative assessments.
- ❖ **Summative Assessments:** formal assessments, both internal and external, which use established criteria, that take place at the end of the teaching and learning process and are used to develop a complete description of student learning and achievement.

TYPES OF ASSESSMENT EVIDENCE

The types of evidence gathered, as well as the weight given, may vary depending on the subject, students' age or level, subject, etc. The following list of methods should be identified as being essential tools when determining student understanding:

1. Performance Tasks / Investigations / Projects

This type of assessment provides evidence that students are able to apply their knowledge within a more authentic context. Types of evidence could include presentations, dramatizations, demonstrations, role-plays, learning journals, oral commentaries, oral presentations, debates, essays, portfolios, laboratory reports, research projects, problem solving tasks, collaborative projects, laboratory or practical work, and fieldwork. A variety of tasks should be included in the final assessment for each unit of study. The emphasis should be on application of knowledge learned. Performance tasks are usually open-ended, having multiple answers and approaches. Rubrics are the most appropriate assessment tool for these tasks. Clear criteria, stating how the student's performance is to be measured, should be provided prior to the activity.

2. Quizzes/Tests

Quizzes and tests are internal exams that are prepared by the teacher and are given regularly to monitor student learning and the effectiveness of lessons and assignments. Quizzes typically evaluate student understanding of a small portion of a unit of study. This type of assessment is used to demonstrate a student's

understanding of basic concepts and skills. These include tasks in which providing a memorized answer is required with no higher level or critical thinking skills required. Such tasks include spelling tests, vocabulary quizzes, labeling of maps, multiple choice questions, true/false, fill in the blanks, simple mathematical computation (not word problems), etc. Final Unit Tests are frequently given as measures of student understanding at the end of a unit of study. These pieces should measure student performance on work that has been the major focus of class activities and study. All Final Unit Tests will include both short and extended analytical written responses. Teachers aim to include test items on all unit tests that require students to demonstrate understanding of the standards through application, analysis, synthesis, and evaluation of the material.

3. Homework/Class Participation

These are pieces of work or activities that occur during class or take place at home. These activities should reinforce material taught in class and refine particular concepts or skills. Concept maps, visual frameworks, diagrams, in-class journals, study guides, worksheets, outlines, and other organizational aids which help students process and understand the connections between various facts are integral to this category of evidence. Oral language activities and discussion are essential components of class work, as they help students to manipulate and refine the concepts being learned. These activities often are used to determine students' understanding of a recent lesson as they prepare for the summative assessment during the unit of study.

4. Portfolios/Notebooks/Journals

Portfolio, notebooks, and journals provide an essential context for viewing a student's learning and work holistically. These pieces of evidence allow students to demonstrate growth over time and demonstrate the development of complex skills and processes. Effort and self-assessment are critical areas for assessment in this context. Students will utilize rubrics to reflect on the quality of their work and that of others. Students will utilize reflective journals and self evaluation of their portfolios to learn to assess their strengths, weaknesses, and learning styles. Student metacognitive development is greatly enhanced by the self-reflection inherent in portfolio and notebook assessment.

INTERNAL ASSESSMENTS

Internal Exams

In some classes comprehensive exams are given at the end of each semester in February and June. All semester examinations will include both short and extended analytical written responses. These exams frequently require both on-demand essays, in addition to extended prepared written research assignments.

Written Assessment

American Bilingual School administers a series of assessments to measure student writing proficiency in grades 1-5. These tests require students to write responses to assigned topics in a single testing period. Once again, teachers and students will use diagnostic feedback to guide teaching and learning. Additionally, written assessment will be an integral part of Internal Examinations.

Diagnostic Benchmark Tests

These are given to collect base-line information in order to assess academic levels for instructional placement decisions. These tests are also administered after instruction has taken place to evaluate a student's academic level. Diagnostic Benchmark Tests are integral in the students preparations for the Middle and high School examinations. ABS employs the a series of compute based adaptive exams in language arts, mathematics, and science known as the Measure of Academic Progress examinations to determine student achievement toward the academic standards of the New York state curriculum.

EXTERNAL ASSESSMENTS

Several exams, prepared and graded by independent educational testing boards, are used at ABS. These exams allow ABS to monitor student achievement and the effectiveness of instruction against specific standards and criteria. Many of these exams also allow ABS to determine how well students are achieving relative to other students nationally and internationally. They are summarized below.

Measures of Academic Progress Examinations (MAP)

The Measures of Academic Progress examinations are designed to measure how well students acquire the skills and knowledge described in the New York State Curriculum Standards. The information from these tests is used to diagnose individual student strengths and weaknesses as related to the instruction of the New York State Curriculum Standards, and to gauge the quality of education throughout the school. Students in grades 1-5 take MAP examinations in reading, language arts, mathematics, and science. These computer-based adaptive tests are given at the end of quarters one, two, and three.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

DIBELS are a set of procedures and measures for assessing the acquisition of early literacy skills. They are designed to be short fluency measures used to regularly monitor the development of early literacy and early reading skills. It is important to monitor fluency as it is directly related to a student's ability to comprehend texts. Dibels are administered three

times per year to students in grades one through five. Results are used to monitor student progress and guide instruction within the classroom.

Write to Learn Examinations (WTL)

The Write to Learn assessment is a computerized writing assessment in which students type a five paragraph essay about a specific topic using the Six Traits of Writing. Teachers instruct the students on the five paragraph form and six traits. The purpose of this test is to assess the student's creative writing and to see how well they followed the 5 paragraph essay format using the 6 Traits of Writing. Grade 4 and 5 students take Write to Learn once a quarter. Parents and teachers receive results. ELA teachers, then, use these results to guide instruction.

ATTENDANCE AND TARDY POLICY

Students are expected to attend school at all times when classes are in session. If a child should be absent for more than 5 days during one semester or 10 school days during the entire school year, he/she has missed too much material causing gaps in the child's education. The staff and administrators will seriously review whether the child should be promoted to the next grade.

Daily attendance is expected of all students. The only exceptions are if a child is ill or needs medical treatment that cannot be scheduled at another time, death in the family, when observing a religious day or holiday, and the other reasons enumerated below.

All other absences are considered **UNEXCUSED**. When a student is absent, his or her parent or guardian should inform the appropriate department administrative assistant with a written note. **A letter written by a parent/guardian and/or licensed physician explaining the reasons for absences must be presented to school authorities by all students on the date of return to school.** Failure to submit a note within three schools days after a student's return from an absence will result in the absence being marked as **UNEXCUSED**. Students may not have more than 5 total absences in a semester without a certified medical excuse. When a child is absent, due to medical reasons (dental, illness) please have the doctor's office provide a written excuse. The parent must also notify the school office if the child is going to be absent for 2 or more days.

If a student is not present at least 4 hours during a school day, they will be counted as absent. We encourage parents to schedule appointments after school hours in order to minimize disruption to the classroom. If your appointment must be scheduled during school hours, please ensure that your child is present at least 4 hours during that school day. Seat time is essential to increasing students' knowledge and proficiency, students who are repeatedly picked up early may experience a decline in student achievement.

Teachers will make a good faith effort to provide assignments in advance of and during absences when timely notice is given. Parents are urged to plan their vacations in such a way that students do not miss any school as extended absences have a detrimental effect

on learning. Absences due to vacations, holidays, trips, or other non-academic activities are Unexcused Absences.

Excused Absences are constituted of

1. Personal illness of the student and when attendance in school would endanger the health of the student or the health of others.
2. Serious illness or death in the immediate family of the student that would reasonably necessitate absence from school.
3. Quarantine either by the county health department or by the family's physician.
4. Special or recognized religious holidays observed by the faith of the student.
5. Medical/dental appointments with verifications; however, such non-emergency appointments are encouraged during non-school hours when possible.
6. Absences caused by order of the government.
7. Weather or other environmental conditions preventing a student from getting to school or rendering school attendance hazardous to the health or safety of the student. Typically school will be closed for all students in such instances.
9. Instances which attendance could be hazardous as determined by ABS

Anything other than these is considered an UNEXCUSED absence. Absences, for which the parent does not call the school or send a written note, will be considered unexcused.

Unexcused Absences - Corrective Action

1st & 2nd unexcused absences: Teacher will call or send a notice to the parent.

3rd unexcused absence: Teacher will contact parent(s) again. Referral made to counselor, administration & SAC.

4th unexcused absence: The counselor will schedule a time to conference with student(s) and/or parent(s) for the purposes of discussing the reasons for absences and signing an attendance contract.

5th unexcused absence: Counselor will again make contact with parents.

6th unexcused absence: Counselor will send an official attendance letter from the principal's office informing parents, in writing, the legal consequences for continued absences.

7th or more unexcused absence(s): Counselor will notify parents and provide counseling on the importance of school attendance.

10th or more unexcused absence: Student denied credit for the course and promotion to the next grade level.

School days missed as a result of an out of school suspension shall not count as unexcused days. These absences are considered administrative in nature.

Additional Potential Corrective Action

Additional corrective actions, including such as the following, may be used appropriately in concert with or in addition to actions stipulated above:

- ❖ Detention
- ❖ Saturday School
- ❖ Parent Conference (to sign an attendance contract)

- ❖ Student Support Team referral (SST)
- ❖ Individual Counseling

Makeup Work

Students have three days after returning from an excused absence to make-up work, tests, and other missing activities. If the student has been out of school for three or more days, teachers may provide additional time to make-up missing assignments at their own discretion. Work not made up in accordance with the timelines in this policy will receive zero credit.

TARDY POLICY

We encourage parents to allow their children to begin each day on a positive note. Coming to school late is both embarrassing for your child and inconvenient for everyone involved. Students who are tardy for classes in the morning on a regular basis are usually late as a result of parents not understanding the consequences. What parents may not realize is that late students interrupt the class, frustrate the teachers, bother other students and cause an inconvenience to the office staff because they must account for all tardies.

Students who arrive after 7:25 a.m., must enter through the main entrance (all other gates will be closed) and obtain a tardy slip in the elementary office in order to gain entrance to class.

Hopefully these policies will create a positive climate in which students are able to grow and learn in a manner which best suits their individual personalities and also enables them to learn the importance of responsible habits and attitudes.

Important information is shared at the beginning of each day; therefore, promptness is very important. Elementary students must be assembled and in line for morning meeting in the central courtyard by 7:25 am. Being on campus or in the building does not count as arriving on-time for class. Students must be in line, by grade level by 7:25 am in the central courtyard. Students then must be seated and ready to work at 7:40 am in their first class.

Parent(s) or a designated adult MUST enter the main office and sign in students who arrive after 7:25 am.

Students who are tardy will receive a tardy slip after signing the late sheet in the office. The student, not the parent, should present the tardy slip to the teacher.

Please Note: We understand that situations occur that can delay our parents in transporting their children to school on time. However, as concerned educators, it is our hope that every provision is made in advance to avoid such delays.

Excused Tardy

Includes events that are physically out of your control such as: an accident, road closed due to an accident, power outage, etc.

Unexcused Tardy

Includes over-sleeping, heavy traffic, rainy weather, sand storm, errand for parents, etc.

Tardy Policy - Corrective Action

1st and 2nd tardies: Student receives a warning. Teacher contacts the parent.

3rd-6th tardies: Student receives one day detention or comparable consequence (silent lunch detention, afterschool detention, loss of privilege for each offense. Counselor/SAC notifies parent(s).

7th-10th tardies: Discipline referral is made and student receives one day of Out-of-School Suspension (OSS) or comparable consequence for each offense. Counselor/SAC will schedule a time to conference with student(s) and/or parent(s) for the purposes of discussing chronic tardiness and to sign an attendance contract.

11th + tardies: Student receives a discipline referral and two days of OSS or comparable consequence pending a local SAC hearing. Parents are contacted and a referral is made to the DFACS. Actions may include 10 days of ISS, detention, suggestions for parent to relocate student to zoned home school and/or a comparable consequence.

ADDITIONAL ATTENDANCE GUIDELINES

1. To be considered "in attendance" for a school day, a student must be present for at least one-half of the school day, excluding the lunch period (4 hours minimum).
2. Students who are **absent or tardy are required to provide a written note from the parent/legal guardian** explaining the absence(s) and/or tardiness upon the student's return to school. Failure to submit such notes after returning to school will result in an unexcused absence being recorded.
3. Whenever a student is **released from school prior to the end of the regular school day, the student shall bring a written note from his/her parent/legal guardian stating the reason for the early dismissal.** The student shall only be released to his/her parent/legal guardian or to a person designated by the parent/legal guardian, as documented by school records, and upon presentation of proper identification or confirmation by telephone or fax. Please note: NO EARLY DISMISSAL WILL BE ALLOWED FROM 2:00 - 2:30 FOR ANY STUDENT OR FOR ANY REASON.
4. **Students absent due to illness for more than three consecutive days must provide a doctor's note.**
5. **Students who miss more than ten days (excused or unexcused) in a semester will fail and not receive credit for the class.** This action may be appealed to the School Attendance Committee (SAC) comprised of the Principal, Associate Principal, Curriculum Director, PYP & MYP Coordinator(s), Guidance Counselor, and teachers on the Character Development Task Force Committee. Extenuating circumstances such as extended illness or hospitalization will be considered valid reasons for overturning this rule. Official documentation and medical files must be presented in such cases.
6. Students are TARDY to school or class when they are not in one's assigned class or other location within the school at the beginning of the official school day for all students and/or at the official beginning of the class period for middle school students (5th-8th grades).
7. All students arriving at school after 8:00 AM must come into the main school office and **be signed in by their parent.**

8. Parents will need to provide a written note to explain the circumstance of his/her child's tardiness. Tardies will be recorded as excused for the same acceptable reasons delineated for absences as outlined in ABS's Attendance Policy. Any student accumulating **THREE unexcused tardies will earn one unexcused absence in the teacher's grade book** and will additionally receive the commensurate penalties to his/her grade.

9. Work for excused absences can be made up within three days after the student returns to school.

10. Work for unexcused absences or tardies may not be made up for credit. Students will receive "0's" for all assignments missed due to an unexcused tardy or absence. Students may complete missed work in order to expand their knowledge, but it shall not be computed in their final grade.

BIRTHDAY PARTY POLICY

The school asks that invitations for birthday parties be distributed at school only if one of the three following guidelines are followed:

- 1) Invitations are given to all students in the class.
- 2) Invitations are given to all the boys in the class (for a boy's party) or all of the girls in the class (for a girl's party).

We will not be able to distribute birthday party invitations at school if these guidelines are not followed.

Birthdays and Celebrations during School Hours

Birthday celebrations are held during recess or lunch time only; parents may acknowledge their child's birthday by sending a treat to share with whole class. In all cases, every child in the class or grade, as appropriate, must be invited to participate. Classes may only hold two classroom celebrations during the school year. These must be less than one hour in length and occur at the conclusion of the school day in order to protect instructional time.

BUS RULES

Though ABS may use contracted buses for student transport. Parents are reminded to be sure that their child obeys the directions of the driver.

The prime concern of the school is safe transport to and from school. Each student is entitled to have a safe, comfortable and pleasant ride between home and school. To achieve this goal, there must be cooperation on the part of parents, teachers, drivers and the students.

Riding the buses is a privilege and not a right. If a child does not obey the rules of the bus, uses inappropriate language or is habitually late in the morning or afternoon, the bus riding privilege may be revoked.

Any questions or concerns regarding the bus transportation policy or rules should be addressed to the bus company representative.

In the event of a bus breakdown or delay along the route, the driver will, as quickly as possible, notify the school office via mobile phone so appropriate steps may be taken to ensure the prompt, safe arrival of the students.

Please remind your child not to leave books or personal belongings on the bus.

CAFETERIA

The cafeteria operates five days a week to provide a nutritious meal for students. The lunch program is optional for all students. Meal items may be purchased by prepayments loaded onto the student's ID card (Café Terminal). Parents may load money onto their child's ID card by making prepayments at the cashier's office located in the school lobby. Here is how to enroll your child for the prepayment program, and the terms of service:

- Advance Payments for Café Terminal are to be made at the school cashier
- The pre-paid amount will then be credited to your child's account at the Cafeteria; and all meal items purchased by your child at the Cafeteria will automatically be deducted from his/her account.
- Method of Payment is cash only (No Refunds)
- Minimum Amount 20 KD; Maximum Amount 100 KD
- The student should carry his/her ABS ID card for unique identification at the Café Terminal.

Parents will be notified when the prepayment amount goes down to 1 KD.

The lunch menu and prices may be viewed on the school website.

ABS provides weekly lunch specials every Monday, such as treats and meals from popular restaurants. In order to participate, students are required to pre-pay for these special meal items on the Thursday and Sunday prior to the special day. All prices and special meal items are announced in the Cafeteria portion of the ABS website.

The rules for the cafeteria are very simple and are governed by common sense. Students are informed of the following rules as posted in the cafeteria:

1. Food may never be taken out of the cafeteria.
2. Purchase your own food only: do not buy for others.
3. No cutting in line or giving others cuts.
4. Walk at all times: no running is allowed.
5. Treat all supervisors with respect, and follow all adult directions.
6. Speak in a normal tone of voice: no yelling or shouting is permitted.
7. Reasonable table manners are expected.
8. Each student is responsible for cleaning up his or her eating space.

Consequences for misbehavior in the cafeteria may include isolation from friends, clean-up of the cafeteria after lunch, grounding of a table of students, loss of cafeteria privileges, and parent contact.

CODE OF CONDUCT AND DISCIPLINE

At the beginning of the school year, each child is given a copy of the School Rules and ABS Discipline Policy. Teachers and students discuss these at length, and the student and parent sign and agree to abide by the policies.

These rules and strategies, coupled with problem-solving situations, afford a positive way for students to develop their interpersonal skills.

Students are expected to obey all directions; be diligent in study; be respectful to teachers and others in authority; and refrain from the use of profane language. Teachers are expected to hold all pupils accountable for their conduct on the way to and from school, on the playgrounds and during recess.

Each of the teachers has a classroom discipline plan for their class. This plan includes a list of expected behaviors. Positive behavior is recognized and encouraged through a system of classroom and school rewards; there is also an established system of consequences for misbehavior.

ABS POSITIVE DISCIPLINE PHILOSOPHY

The school believes that positive discipline requires an all-inclusive approach that must incorporate positive incentives, awards, advisory programs, classroom lessons, assemblies, positive adult role modeling, mentors, guidance activities, team building, and speakers, in addition to, the traditional consequences and punishments given to students for failure to comply with community expectations and rules. Positive discipline is encompassing students in an environment that encourages and recognizes excellent attitudes, behavior, words, and actions. Positive discipline is setting students up to be successful with clear expectations and guidance. Positive discipline is having faculty and staff anticipate challenges for students and proactively removing potential obstacles from the students' paths. Positive discipline is holding high expectations for the academic, social, and personal behavior of every student and holding firmly but lovingly to these high standards of personal conduct without compromise.

ABS CHARACTER DEVELOPMENT PROGRAM

American Bilingual School integrates character development and character education activities throughout the academic program. By providing integrated projects, research assignments, presentations, and academic debates teachers provide students with opportunities to analyzing ethical and global issues. The very aim of the ABS curriculum is to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Our lessons will aim to accomplish this goal by having students systematically reflect on the knowledge and skills that they have just acquired during a Unit of Study and giving them the tools and time to fashion and implement their own student actions to improve their community and the

world. Student who embrace and live this philosophy of responsibility to others, their community, and the world will truly develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

UTILITY OF A POSITIVE ATTITUDE

If you memorize this phrase, you will be on your way to having a good attitude:

“I have a choice in everything I do, and I have responsibility for the choices I make.”

This means if you come to school looking for something to get excited about, you will probably find it in your classroom. Come to school expecting to find friends who will be kind to you. Follow the “Golden Rule.” What is the “Golden Rule”? Simply stated, it is that you behave toward others and speak to others only as you would want others to treat or speak to you. So, if you want kindness, courtesy and respect, you must treat others kindly, courteously and respectfully.

GENERAL CLASSROOM BEHAVIOR AND EXPECTATIONS

Classrooms are the center of educational and instructional activities in a school. In order to insure that all students receive the academic experiences and instruction that they deserve, all students must demonstrate respect for the sanctity of maintaining a focused, cooperative, and caring classroom environment. To this end, all students and faculty must abide by the following classroom expectations:

- ❖ Students will make learning, curiosity, thinking, the exploration of knowledge, and the acquisition of academic skills their number one priority.
- ❖ Students will demonstrate enthusiasm for all of their academic activities and school work.
- ❖ Students will focus their efforts in the classroom on doing that which is best for the good of the whole class.
- ❖ Students will learn to take good risks by trying new activities and subjects enthusiastically.
- ❖ Students will always give their very best in all they do. They will never give up.
- ❖ Students will assist, tutor, and help one another in their learning.
- ❖ Students will work cooperatively in groups by sharing materials, responsibilities, and work in equitable proportions.
- ❖ Students will give thoughtful consideration to their own learning and experiences.
- ❖ Students will respect and honor the bodies, property, opinions, and rights of all other students.
- ❖ Students will only speak positively of other persons. Students will not engage in gossip, taunting, bullying, cursing, or any behavior that insults or harms another individual.
- ❖ Students will refrain from all forms of physical or verbal abuse of others. Bullying of any sort, including verbal harassment, physical harassment, taunting, name calling, ostracizing, and excluding others will be dealt with promptly and every time by teachers, staff, and administration.

- ❖ Student will not hit, punch, or injure another student in any fashion.
- ❖ Students will include all school mates in their activities in class, on the playground, and in all school functions.
- ❖ Students will show empathy, compassion, caring, and respect towards the needs and feelings of others.
- ❖ Students will be open-minded and accepting of differences among people in regard to their ethnicity, language, cultural practices, beliefs, dress, socio-economic distinctions, and physical appearance.
- ❖ Student always speak truthfully and act with integrity.
- ❖ Students will display a strong sense of justice, fairness, equity, and respect for all other individuals.
- ❖ Students will raise their hands and wait to be recognized by the teacher. Students will not interrupt one another or the teacher. Students will wait patiently for their turn to speak.
- ❖ Students will treat all classroom materials, textbooks, technology, manipulatives, and supplies with care.
- ❖ Students will return all classroom materials back to their proper storage place at the end of every activity.
- ❖ Students will wipe tables, sweep the floor, and maintain a high level of cleanliness in their classroom.
- ❖ Students will clean and maintain the hallway in front of their classroom. Students will also maintain the bulletin boards in front of their classrooms.
- ❖ Students will carry out daily duties, chores, and responsibilities in their classrooms, in the hallways, in the cafeteria, outside on the school grounds, and other public locations throughout the school.
- ❖ Students will greet all guest to their classrooms.
- ❖ Students will reduce, reuse, recycle, and conserve all of the school's and planet's resources.
- ❖ All students must remain in their seats until the teacher gives students instructions to move to another location in the room for hands-on instructional activities.
- ❖ Students must await dismissal by the instructor at their desks at the end of the period or school day.
- ❖ Students will not adjust shades, lights, the thermostat, or other classroom fixtures without the teacher's permission.
- ❖ All textbooks must be covered. Any objectionable and permanent markings in books will be reported. Students must pay for lost or damaged textbooks before report cards and new books are issued.
- ❖ A student tardy to class must have a pass from the teacher who detained him or her, or the student will be given a misdemeanor mark for the tardiness.
- ❖ Students may expect a quiz and test in each subject weekly.
- ❖ Students will receive academically focused and relevant homework every night.
- ❖ Students will read for pleasure and their academic studies every night.
- ❖ A student who misses more than half a class period is considered to have been absent from that class.
- ❖ Students will arrive to school and class on time.

- ❖ Students will be seated or in place and ready for class by the end of the late bell.
- ❖ Students will wear the proper uniform at all times.
- ❖ Students will Come prepared for all classes, with all required books and materials.
- ❖ Students will refrain from eating except at lunch break or times designated by the teacher.
- ❖ Students will refrain from chewing gum at any time.
- ❖ Students will refrain from bringing to school large sums of money, mobile phones, camera phones, pagers, iPods, and all other electronic devices, etc.
- ❖ Students will walk in an orderly manner, without running.
- ❖ Students will remain in the school throughout the official school day except when the office and parents have approved early departure for medical or other emergencies.
- ❖ Students will follow rules established by classroom teachers and the administration.
- ❖ Students will avoid any area considered off limits to students without any accompanying teacher or written authorization.
- ❖ Students will follow all the rules of any special area such as the prayer room, media center, gym, sciences labs, and nurse's office.

CAFETERIA BEHAVIOR AND EXPECTATIONS

Good dining room manners at ABS foster a pleasant eating atmosphere for all. Students are expected to clean-up after themselves and to act in polite and respectful manner at all times in the cafeteria.

These expectations include:

- ❖ Students must follow the regular lunch bell schedule, which should be posted on the homeroom bulletin board.
- ❖ Classes will queue at the serving counter according to the regular lunch schedule.
- ❖ Students will not run for position or place in line at the lunch line.
- ❖ Students will not push, shove, or cut line on others.
- ❖ Students will line up properly outside the Cafeteria before being invited in.
- ❖ Students will line up again after table inspection before dismissal from the Cafeteria.
- ❖ All students must remain in the dining hall until their table is dismissed by a teacher.
- ❖ Students will speak and act respectfully toward all cafeteria staff.
- ❖ Students will sit at their assigned table, face forward with feet down and remain in their seat until dismissed by the instructor.
- ❖ Students will use conversational "inside voices" at all times.
- ❖ Students will use well-mannered eating behavior, as discussed in your classroom with your teacher.
- ❖ Students will carry trays with two hands to avoid spills and waste.
- ❖ All students must eat their lunches in the cafeteria. Eating outside of the cafeteria is not permitted, and appropriate disciplinary action will be taken. Food or drink will be confiscated.

- ❖ Students will eat all of their lunch and not waste food.
- ❖ Students will wipe their class's table down with cleaning spray and towels.
- ❖ Students will pick up all trash on the floor and the under the table.
- ❖ Students will place trash and recyclables into the proper containers.
- ❖ Students will clean up and discard ALL trash before being dismissed by the teacher.

BUS AND FIELD TRIP BEHAVIOR AND EXPECTATIONS

Safety is the most important focus of our rules for riding the bus. Students who do not follow the Bus Expectations and Rules may lose future bus privileges and face additional disciplinary consequences with the administration. For these reason, please remember:

- ❖ Board the bus quietly and go to the seat assigned by the driver.
- ❖ Remain seated at all times while the bus is in motion and until the driver gives permission to exit the bus.
- ❖ Sit facing forward with your back and bottom against the seat.
- ❖ Always use quiet, inside voices.
- ❖ Leave the windows alone.
- ❖ Never extend ANYTHING out of the window or make any motions of any kind at drivers on the road.
- ❖ Never throw anything while inside the bus.
- ❖ Leave no trash on the seats or floor of the bus.
- ❖ Do not eat or drink on the bus.
- ❖ Never damage the seats or the bus itself.
- ❖ Respect the property of others.
- ❖ Keep the aisle clear of all bags and other items that would slow emergency evacuation.
- ❖ PROMPTLY follow all the directions of the driver, teachers, and chaperones.

HALLWAY BEHAVIOR AND EXPECTATIONS

The maintenance of quiet and orderly hallways is a must for an academically-focused school like American Bilingual School. To insure that all students' rights to study and learn are respected, the following Hall Way Expectations will be thoroughly enforced by all faculty, staff, parents, and students:

- ❖ Absolutely no running is permitted in hallways or on stairs.
- ❖ Absolutely no eating, drinking, or gum chewing is allowed inside the building, in the hallways, or in the classrooms.
- ❖ Students shall show respect for the school by not defacing, vandalizing, or damaging school property.
- ❖ Students should walk only on the right side of the hallway to allow for effective two way traffic.
- ❖ Students must not congregate or block hallways during passing time or locker visits.
- ❖ Students must not engage in horseplay or games in the hallway.
- ❖ Doorways and stairwells will be kept open and clear for emergency exit.
- ❖ Students walk quietly through the hallways. Hands must be kept at each student's side.

- ❖ Talking is kept to a whisper.
- ❖ Students walking as a class, walk silently in a straight line.
- ❖ Hands and book bags are not to be dragged along the walls so as to avoid damage to the paint and bulletin boards.
- ❖ Hallways are to be kept clear of debris, trash, and clutter.
- ❖ Book bags, coats, and other school items must be kept in student lockers or on coat hooks only.
- ❖ Always pick-up trash and small pieces of litter from the hallways and grounds.
- ❖ Janitorial, secretarial, and grounds staff are to be treated with great respect. It is the school community's job to assist them in keeping our school clean.

BATHROOM BEHAVIOR AND EXPECTATIONS

Bathrooms are places that require extraordinarily respectful behavior to protect everyone's health, safety, and privacy. The bathroom should be the quietest, cleanest, and most respectful location on campus.

Please closely observe the following Bathroom Expectations:

- ❖ All students must have a bathroom pass or be accompanied by their class to use the bathroom.
- ❖ Students must always have permission and a pass to use the bathroom.
- ❖ Students may not leave recess, lunch, or PSHE to use the bathroom. Students may not enter the building without a teacher during recess, lunch, or PSHE.
- ❖ All students must have a buddy to use the bathroom.
- ❖ Students silently enter and conduct their business in the bathroom.
- ❖ No student may enter the bathroom of the opposite gender.
- ❖ Bathrooms are not social locations. No talking, horse play, or playing allowed.
- ❖ Students will not peak under or over the bathroom stall walls--to do so violates the other person's privacy.
- ❖ Only one person per stall at a time.
- ❖ No hanging on the toilet stall walls or doors.
- ❖ No standing on the toilet, toilet tissue dispenser, or the sink.
- ❖ Only use the toilet when you go to the bathroom. No urinating or defecating on the toilet, toilet seat, or floor.
- ❖ No splashing water at the sink or onto the bathroom floors.
- ❖ No throwing of hand soap, paper towels, or toilet tissue on the sink, mirrors, ceilings, or floors.
- ❖ No placing objects in the urinals or toilets.
- ❖ No clogging the toilets and urinals with large clumps of toilet tissue or paper towels.
- ❖ All trash is thrown away neatly in the trash can.
- ❖ Always wash your hands with soap and hot water.

PLAYGROUND BEHAVIOR AND EXPECTATIONS

The playground is a wonderfully exciting place to play, but only if all students follows simple playground rules to keep everyone safe. Individuals can be seriously hurt on the playground if the safety rules are not followed.

- ❖ Share all balls and equipment.
- ❖ Do not take a ball or piece of equipment from another student.
- ❖ No pushing, shoving, or tripping on the playground.
- ❖ No tag games may be played on the playground.
- ❖ No soccer balls are allowed in the basketball area.
- ❖ No standing or swinging on the poles.
- ❖ Include everyone in the game.
- ❖ Follow all classroom rules on the playground.
- ❖ Ask permission to use the restroom.
- ❖ Do not leave your grade levels designated play area.
- ❖ No eating, drinking, or chewing gum on the playground or in the hallways.
- ❖ Pick up all litter and trash whether it is yours or someone else's.
- ❖ Return all balls and equipment to the proper location. Leave no equipment outside.
- ❖ The teacher whose class is using the playground must carefully and vigilantly monitor the students at play. Teachers must be within ten feet of the playground and have a full view of all students at all times.

LIBRARY BEHAVIOR AND EXPECTATIONS

The ABS Library may be used for specific Library and research-related purposes throughout the school day. Whether in the library individually or with a class, all students must follow this procedure:

- ❖ Library are quiet places of reading and research.
- ❖ No talking while working in the library. Whisper when only necessary.
- ❖ No food, drink, candy, or gum is allowed in the library.
- ❖ Re-shelf books exactly where they came from when you are finished.
- ❖ Clean up your space, table, and/or chair when you leave. Take all of your materials with you as you leave.
- ❖ Push your chair under the table.
- ❖ Leave no pencil shavings or other debris on the carpet.
- ❖ Respect the property, furniture, books, references, and technology in the library—no vandalizing.
- ❖ Follow the school Technology Usage Policy at all times, whether in the library, in class, or at home.
- ❖ No web surfing, emailing, gaming, and/or social networking is allowed that does not directly relate to academic research work.
- ❖ Share limited resources with other library patrons including the atlas, encyclopedias, computers, audio centers, and other
- ❖ No sleeping or wasting of instructional time is permitted. The library is only a place of work, not recreation.
- ❖ Check all books and materials out at the circulation desk.

- ❖ Return all books and materials by the due date. Students will not receive report cards if late books or library fines are owed.
- ❖ Follow all posted library rules, policies, and expectations.
- ❖ Gladly accept advice and assistance from the librarian and staff.
- ❖ Always gladly and promptly follow the instructions of the librarian and library staff.

HALL PASSES

Students who are not in their assigned rooms must have in their possession passes signed by the teachers whom they are going to see. Students who are going to the lavatory must have passes signed by the teacher who allows them to go. A pass must have the name of the student, the date, the time, the destination, and the teacher's signature. No passes should be issued during the first ten minutes of any period. Students in the hallway should be kept to an absolute minimum.

ASSEMBLIES AND MORNING MEETINGS

Students will remain standing by their seats until directed to be seated by the Principal, or the faculty member-in-charge. Seats on the ends of each row are to be left vacant. Seating areas are assigned by homeroom and grade level for all morning meetings and assemblies. Students must sit with their homeroom teacher at all meetings and assemblies. Absolute silence is to be maintained in the assembly hall whenever a speaker or performance has begun. Students must sit quietly and provide their undivided attention to all assembly speakers and activities. Respect and decorum are to be maintained at all times.

IGNORANCE OF THE RULES

Ignorance of the rules, expectations, and procedures in the ABS Parent and Student Handbook is not an excuse for inappropriate behavior. The discipline guidelines in the ABS Parent and Student Handbook supplement and clarify those instituted by each classroom teacher.

OFF CAMPUS CONDUCT

The ABS Parent and Student Handbook shall apply to all off campus activities that may adversely impact the educational environment, cause disruption of the educational process, or threaten the safety and security of other students or school personnel. Such conduct may result in discipline, up to and including, long term suspension or expulsion.

DETENTION

Detention is held daily during lunch and after school for infractions of the rules. Teachers, staff, and administrators may assign detention for misbehavior or infractions. Assignment to disciplinary detention will result in the lowering of a student's overall conduct grade by one letter grade for each day of detention assigned. Detentions may be assigned immediately by a teacher for severe or flagrant misdemeanors. Detention takes precedence over extracurricular activities including sports, tutorials, clubs, activities, and work. Detentions will be comprised of homework completion, chores, work, and contributions of labor which benefit the school community. Student detention work may include, cleaning bathrooms and toilets, cleaning floors, scrubbing desks, picking up litter and trash inside and outside, lawn care, grounds care, weeding, painting, maintenance, moving items, scrapping

up gum, paperwork, filing, photocopying, office work, and other jobs deemed appropriate by the administration.

OUT OF SCHOOL SUSPENSION

Out-of-School Suspension (OSS) is the exclusion of a student from all classes, from school, and from school activities for a specified time. As part of the process a parent/guardian conference must occur. A student who is suspended is automatically prevented from participating in the next regularly scheduled activity or competition in which he/she is involved and is barred from all extracurricular activities for up to two weeks. OSS is typically assigned for major infractions by the administration. Out-of-School suspension will result in "F" in overall conduct for the marking period. Flagrant or repeated violations may result in the loss of any or all privileges at the discretion of the Head of School.

EXPULSION

Students who repeatedly and flagrantly violate school rules, policies, and expectations will receive ongoing discipline measures and counseling from the Elementary Principal and School Counselor. Students who experience ongoing behavioral problems will be placed on a binding behavior contract. Failure by the student and the family to fulfill the assigned behavior contract may result in expulsion from the school at the discretion of the Principal, Director of Operations, and the School Director. Students who commit egregious acts of violence or display other truly dangerous, disruptive, or unacceptable behaviors may be immediately expelled at the discretion of the Principal, Director of Operations, and the School Director. Expulsion results in the permanent removal of a student from American Bilingual School and the student will not be reconsidered for admission at a later date.

MINOR INFRACTIONS

The following infractions among others will result in classroom consequences and/or detention at the discretion of the teachers, staff, or administrator:

- ❖ Being out of seat
- ❖ Minor disruption of class with noise or actions.
- ❖ Repeated failure to bring books and/or required materials
- ❖ Failure to cover books
- ❖ Speaking out of turn
- ❖ Running through corridors
- ❖ Failure to return required school notes, progress reports, or report cards
- ❖ Eating or drinking outside the Cafeteria—food and beverage will be confiscated
- ❖ Tardy to class
- ❖ Gum chewing
- ❖ Littering
- ❖ Loitering
- ❖ Using mildly offensive language
- ❖ Unauthorized use of the elevator

- ❖ Minor Violations of the School Internet Policy
- ❖ Inappropriate contact with another student (push, shove, slap, pinch, etc.)
- ❖ Use of a beeper, portable telephone, other communication device, entertainment devices (such as radios, MP3 or CD players), or any other electronic device on school property before dismissal. Such devices will be confiscated and returned to the student at the end of the week. Devices confiscated a second time will be returned only to a parent at the end of the school year.
- ❖ Use of playing cards, toys, chess, or other games during school hours—materials will be confiscated.
- ❖ Wearing of hats or other head coverings not worn for religious purposes anywhere on campus or in the school building—such head coverings will be confiscated.
- ❖ Minor Violations of the uniform policy
- ❖ Minor Violations of the Classroom, Cafeteria, Bus, Hallway, Bathroom, Playground, and Library Behaviors and Expectations
- ❖ Failure to carry school ID card

MAJOR INFRACTIONS

The following infractions among others will be considered major and subject to detention, loss of privileges, suspension or expulsion. Immediate administrative referral will occur for all of these offenses.

- ❖ Truancy
- ❖ Habitual Tardiness
- ❖ Skipping class
- ❖ Accumulation of excessive misdemeanor marks
- ❖ Deliberate lying
- ❖ Harassment and/or bullying of fellow student
- ❖ Sexual Harassment
- ❖ Unauthorized electronic taping
- ❖ Cyber-bullying and Major Violations of the School Internet Policy
- ❖ Possession of obscene materials
- ❖ Trespassing
- ❖ Theft
- ❖ Extortion or Attempted Extortion
- ❖ Defiance and/or Insolence to teacher
- ❖ Failure to report to detention
- ❖ Serious and repeated violation of school rules
- ❖ Gambling or possession of gambling devices
- ❖ Breaking Honor Code
- ❖ Defacing/destroying school property
- ❖ Malicious damage to property of others
- ❖ Major Disruption of School or Class
- ❖ Forgery
- ❖ Minor Violations of the Classroom, Cafeteria, Bus, Hallway, Bathroom, Playground, and Library Behaviors and Expectations

- ❖ Insubordination; disorderly conduct; disobeying school rules, regulations, or directives
- ❖ Disobeying directives given by teachers, administrators, or other school staff
- ❖ Inciting, advising, or counseling others to engage in prohibited acts
- ❖ Creating a disturbance of school routine
- ❖ Making Threats/Verbal assault of a student or teacher
- ❖ Making a bomb or other terroristic threat
- ❖ Leaving class without permission
- ❖ Using teacher or office computer without permission
- ❖ Smoking—possession or use of any tobacco products
- ❖ Inappropriately activating the fire alarm
- ❖ Possession or use of alcohol or illegal drugs
- ❖ Possession or use of a weapon, blade, or firearm
- ❖ Possession or use of fireworks or explosives
- ❖ Gang and Gang-like Activity
- ❖ Fighting, Battery, or injuring a student or staff member
- ❖ Major Violation of school dress code
- ❖ Use of profane, vulgar, or obscene words or indecent exposure
- ❖ Major Violation of the ABS policy and administrative regulations regarding the possession of a cellular telephone or other portable communication device
- ❖ Inappropriate public displays of affection or consensual sexual contact
- ❖ Moving and non-moving driving violations
- ❖ Giving false information to school officials
- ❖ Any illegal act or criminal law violations
- ❖ Cheating/Plagiarism**

**These offenses may result in detention, suspension, loss of privileges, and/or a grade of "0" on the test, quiz or assignment.

BULLYING

Students who engage in acts of bullying, humiliation, harassment, ostracism, etc. will receive escalation consequences up to and including suspension or expulsion from school.

Protecting the physical and emotional well-being of all students is of the utmost importance to ABS. Bullying in any form will not be tolerated.

COMPUTER AND INTERNET USE

Most ABS computers are networked to the internet. Therefore, all students must follow the appropriate rules governing computer and internet use. A copy of the adopted rules and procedures will be provided to all students in their computer classes.

INTERNET USE POLICY

Internet access is now available to students and teachers at American Bilingual School. We believe the Internet offers vast, diverse, and unique resources to both students and teachers. Our goal in providing this service to teachers and students is to promote educational excellence in schools by facilitating resource sharing, innovation, and communication.

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. American Bilingual School uses robust screening software and firewalls to restrict student access to inappropriate content and material on all school computers. American Bilingual School has taken precautions to restrict access to controversial materials. However, on a global network it is impossible to control all materials, and an industrious user may discover controversial materials. American Bilingual School firmly believes that the valuable information and interaction available on this worldwide network far outweigh the possibility that users may procure material that is not consistent with the educational goals of the district.

INTERNET GUIDELINES

ABS's purpose in providing access to the Internet is to support research and education by providing access to unique resources and the opportunity for collaborative work. The use of an account must be in support of education and research and consistent with the educational objectives of the school. Sending or receiving of any material in violation of any U.S. or state regulation is prohibited. Students are responsible for appropriate behavior on the school's computer network just as they are in a classroom or on a school playground. Communications on the network are often public in nature. General school rules for behavior and communications apply. It is expected that users will comply with school standards and the specific rules set forth below. The use of the network is a privilege, not a right, and may be revoked if abused. The user is personally responsible for his/her actions in accessing and utilizing the school's computer resources. The students are advised never to access, keep, or send anything that they would not want their parents or teachers to see.

The following guidelines are provided so everyone is aware of the responsibilities that come with using the Internet. If an American Bilingual School user violates any of these provisions, future Internet access may be denied. The signatures on this document are legally binding and indicate that those who signed have read the terms and conditions carefully and understand their significance. Students who do not have an Internet Agreement form on file with the school, will be denied access to the Internet.

INTERNET RULES

1. All use of the Internet must be in support of education and research and be consistent with the purposes of the school and the access providers. Any use that disrupts the educational and administrative goals of the school is prohibited.
2. Do not damage the computer or the network in any way.

3. Do not deliberately spread computer viruses. Computer viruses are programs that have been developed as pranks, and can destroy valuable programs and data. Deliberate attempts to degrade or disrupt system performance of the local school network or any other computer system or network on the Internet by spreading computer viruses is considered criminal activity under state and federal law.
4. Do not interfere with the operation of the network by installing illegal software, shareware, or freeware. Do not download software without written permission of the system administrator.
5. Obey the rules of copyright. Students will not plagiarize works they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were one's own.
6. Students shall not access inappropriate material on the Internet, including but not limited to obscenity, lewd images, or other materials that may be "harmful to minors."
7. Do not share your password with another person.
8. Use appropriate language. Profanity or obscenity will not be tolerated on the school network. You must use language appropriate for school situations as indicated by school policy. Students will not use obscene, profane, lewd, vulgar, rude or threatening language. Nor will they through means of the Internet, harass or annoy any other users.
9. Avoid offensive or inflammatory speech. Internet users must respect the rights of others both in the local community and in the Internet at large. Personal attacks are an unacceptable use of the network. If you are the victim of a personal attack, bring the incident to the attention of a teacher or school administrator.
10. Students shall not use the Internet to send or receive personal electronic mail.
11. Student shall not modify the desktop environment in anyway (e.g. changing the desktop wallpaper, mouse curser, etc.)
12. Students shall not enter or participate in Chat Rooms, Newsgroups, or List Servs for any reason.
13. Students shall not engage in unauthorized access of computers, including 'hacking.'
14. Students shall not disclose, use, or disseminate any personal identification of themselves or others.
15. Students shall not engage in unlawful activities.

Violation of the American Bilingual School Internet Responsible Use Policy in any way, may result in loss of internet privileges provided by the school. Disciplinary action may be taken in accordance with existing school policy. When necessary, the school may call in law enforcement agencies.

1. American Bilingual School will employ the use of content filtering/blocking technology throughout the entire school district as a technology protection measure.
2. An administrator, supervisor, or other authorized person may disable the filter to allow Internet access for lawful purposes.
3. The school will monitor the online activities of minors.

COMPUTER AND INTERNET PRIVACY GUIDELINES

As American Bilingual School offers a comprehensive technology program, students will often be engaged in audio taping, videotaping, blogging, podcasting, and utilizing other technology in the production of research based projects. All taping at the request of a faculty member and in the completion of assigned academic work is permissible. All other taping of students, faculty, or the school site requires the principal's approval. As students are minors, student audio and video projects may not be published in the public domain or on the internet without the permission of both the school and the students' parents. Unauthorized videotaping of students or the school campus is a major infraction in the school code of conduct and will result in consequences up to and including in-school suspension, out-of-school suspension, and/or expulsion.

CYBER BULLYING

The internet, email, instant text messaging, weblogs, phone cameras, video cameras, podcasts, social networking sites, and other electronic technologies are powerful tools that allow students to communicate in more and more revolutionary and creative ways. These sites provide great advantages for learning, researching, collaborating, socializing, and creating. Unfortunately, these same modern tools can be used unethically and inhumanely to bully, demean, defame, insult, injure, isolate, segregate, pick on, prejudice, spread rumors and untruths, coerce, and other personally and emotional hurtful acts. These activities clearly violate the community agreements and standards of American Bilingual School International Academy. These activities will not be tolerated and will be dealt with in a swift and severe manner. If students engage in these activities in school and/or out of school hours, and these activities negatively affect an individual member in the community; group of students; and/or the educational environment, activities, or the climate of the school, they have engaged in conduct demeaned to be a major infraction of the school code of conduct. Such engaging in cyber-bullying will face consequences up to and including in-school suspension, out-of-school suspension, and/or expulsion

CHARACTER DEVELOPMENT AND SOCIAL SKILLS PROGRAM

Character education and Social Skills are integrated into the general curriculum. Some of the topics covered are: Following Directions, Accepting Consequences, Problem Solving, Self-Control, Dealing with Anger, Dealing with Feelings, Respect for Others, and Dealing with Peer Pressure.

DROP OFF AND PICKING UP STUDENTS

Parents should be prompt when collecting children after school or after school activities. The school is not equipped to be a 'baby sitting' service. Activities are planned by the ABS professional staff for the time period allotted. Staff members do these activities as volunteers and, therefore, would like to be released on time.

If parents are continually late in picking up a student, the student may be asked not to continue in the activity.

Parents and drivers must drop off students at the appropriate gates (students entering at the wrong gate, will NOT be admitted as gates are designated by gender and grade level).

Note that gates will be opened for receiving students at 7:15 a.m. Do not drop off your child before this time, as the gates will be locked and there will be no teachers on duty for supervising students. The Security Guards will not open the gates for student entry prior to 7:15 a.m.

On the first day of school, students will enter their designated gate, and will be directed by staff to the morning assembly covered area in which they will line up and be met by their classroom or homeroom teacher. Their teacher will then lead the class to their designated classroom. A list of assigned classroom numbers will be released during the first week of school.

Take care to ensure that you and/or your driver are considerate of other parents and students and do not block gates or park in the middle of the road. Courtesy and minding of the traffic rules will ensure an orderly and safe environment.

All students must be collected within 10 minutes of the ending of the school day. Teachers will end their supervision of the playground areas near each pick-up gate at 2:45 p.m.

In order to ensure the safety of each of our students, students will only be released to individuals who are issued an **ABS ID badge**. This includes: Nannies, Parents, Drivers, or Relatives. ABS Security will NOT release any student from the gates without the individual who desires to collect a child presenting his/her ABS ID badge. Lost ID badges must be reported immediately and a replacement issued within 2 days; after this point, only a parent who presents a Civil ID card may collect the student.

Exterior gates will be opened for entry by Nannies, Maids, and Drivers with ID badges, at 2:27 p.m. They will be required to wait immediately adjacent to the gate areas at this time, they may not enter the campus or parent waiting rooms for any reason.

Parents with an ID badge will be allowed to enter the exterior gates from 2:15 p.m., however, they may ONLY wait in the parent waiting rooms and are not permitted entry into any other area of the campus.

ELECTRONIC GAMES/MOBILE PHONES/IPODS

The following items are not allowed: Mobile phones, any electronic games, and IPODS are not to be brought to school. If a student is found in possession of anything of this nature, it will be confiscated and returned only directly to the parent. The first time such an item is confiscated, the item will be returned as soon as the parent comes to collect it. If another instance occurs, the item(s) will not be returned until the end of the school year.

POWER SCHOOL

PowerSchool, accessible via the ABS website, allows parents to instantly see where you're their child stands academically at all times. All parents are provided with their own login and password for the website. Parents can view grades, homework assignments, tests, quizzes attendance, school news, class assignments, calendars, and more online. <http://ps.abs.edu.kw> Parents have instant access to detailed grade and attendance reports for all of their children.

The benefits of PowerSchool are as follows:

- Secure: Protects private information with managed firewalls and state-of-the-art encryption technology.
- Online grades: Parents can view and monitor their children's assignments, test scores and grades.
- Improved student performance because parents are aware of missed assignments or low grades early on, so problems can be addressed and corrected before they become serious.
- Parental email notices: Parents can sign up to receive e-mails whenever their children's grades are updated.
- Combined Calendar: Integrated school-wide calendar combines homework and events from all of a student's classes and activities into one automatically personalized online calendar.

Discipline data will be also be available online for secure and private viewing by students and parents. Parents can logon to securely view the child's discipline information. Clicking on a discipline incident brings up related detail.

FIELD TRIPS AND EXCURSIONS

Parental permission is required for participation in field trips. Notices of field trips are sent home to parents by teachers prior to each excursion.

School transportation vehicles, if available, will be used. On all School sponsored trips involving students, provision will be made for proper supervision by School employees.

The adult in charge of a trip has sole authority regarding the enforcing of all rules. Dress will be appropriate to the occasion and in good taste. The adult may make the judgment that an infraction calls for the immediate return of a student to his/her home. The immediate expense of the return will be paid for by the student and his/her parents.

GIFTS TO TEACHERS

Teachers do appreciate a thoughtful note acknowledging their efforts with your child. That means more than anything else you could do. If you do wish to give a small gift on a special

occasion, please do not exceed a cost of KD 5 in your purchase. Any gifts beyond KD 5 in value will have to be returned to the parent in accordance with ABS employee policies.

HOMEROOM CLASS

In the elementary school, every child will be assigned to a homeroom teacher. This teacher will either be the Arabic, English, or Math/Science teacher. Your child will start his or her day in the care of the homeroom teacher.

HONOR CODE

It is the responsibility of all members of the American Bilingual School Community to promote and maintain an educational environment of respect, honor, honesty, and academic integrity. It is unacceptable for American Bilingual School students to lie, cheat, plagiarize, steal, or vandalize any property of the School.

The Honor Code Pledge

I pledge to uphold the American Bilingual School International Academy values of honor, respect, honesty, and integrity. I will be a role model in all I do and say. I will live my life as a citizen of the world, honoring all peoples' human dignity and rights.

Student Honor Code

Honor

- ❖ I will be honest in all matters, both academic and social.
- ❖ I will know what plagiarism is and recognize that it undermines individual and academic integrity.
- ❖ I will accept responsibility for both my successes and failures.
- ❖ I will give honest effort to everything I do.

Respect

- ❖ I will treat every person with dignity and respect.
- ❖ I will always wait for others to finish speaking before I speak.
- ❖ I will be fair and courteous to others.
- ❖ I will care about others and include them in playground activities.

Integrity

- ❖ I will choose to do what is right regardless of my feelings.
- ❖ I will consider the feelings of others before speaking or acting.
- ❖ I will never engage in or allow others to demean, taunt, tease, boast, or use any Action that may injure individuals.
- ❖ I will use polite language and manners.

Safety

- ❖ I will promote the well-being of myself and others.
- ❖ I will treat my body as a precious gift and will live in a manner that protects and honors that gift.
- ❖ I will care about others and make all students feel welcome.
- ❖ I will be aware of my surroundings when playing on the yard.
- ❖ I will embody the values of sportsmanship and fair play.

School Pride

- ❖ My actions will bring honor to myself and to American Bilingual School.
- ❖ I will come to class with all materials prepared and organized.
- ❖ I will complete all homework assignments and return them on time.
- ❖ I will be on time to all classes.
- ❖ I will pick up all trash in my area in the classroom and on the yards.
- ❖ I will keep all books and backpacks in the proper areas.
- ❖ I will take care of school materials and property.
- ❖ I will conserve, recycle, reuse, to reduce my environmental footprint on the earth.

Remember to look for the Student Honor Code, which is posted in every classroom.

HONOR CODE VIOLATIONS

American Bilingual School International Academy expects students to do their own work. You must keep your eyes on your own papers when doing classroom assignments and writing tests, unless your teacher has told you that it is a cooperative assignment. It is important to do your own work so that your teacher knows where you need help. So, please remember that the following behaviors are considered cheating and are not acceptable:

Cheating includes, but is not limited to:

- ❖ Using materials not authorized by the teacher during a test
- ❖ Sharing test answers or questions with another student
- ❖ Allowing another person to copy answers or look at your answers on a test or quiz.
- ❖ Copying someone else's homework
- ❖ Using unauthorized study aids
- ❖ Making unauthorized grade alterations
- ❖ Turning in work done by others (e.g. parents, other students)
- ❖ Any writing on paper other than name and date before test begins.

Plagiarism

Taking another person's ideas, work, or writings and presenting them as your own, including from the Internet, without proper referencing. Your teacher will show you how to restate information in your own words. You will also learn how to use bibliographic citations so that you give proper credit to the source of your information.

Self-Plagiarism

Submitting and representing one's own work in multiple classes as new work.

Lying

Deliberately misrepresenting or omitting the truth (equivocation).

Stealing

Taking any property that belongs to others without their knowledge or permission, even with the intention of returning it.

Vandalism

Destroying or defacing school property or property that belongs to members of the school community.

Consequences for Violating the Honor Code

If a teacher has clear evidence that a student had cheated or otherwise violated the honor code, the teacher can take one or more of the following steps:

- ❖ Give the student a zero on the assignment or test (in the case of cheating).
- ❖ Notify the parents.
- ❖ Assign After-school or Saturday School.
- ❖ Refer the student to the Honor Council for discipline for severe violations
- ❖ Refer the student to the Division Principal for discipline for severe violations.

HONOR SOCIETIES

The names of student clubs and organizations, the mission or purpose of such clubs or organizations, the names of the club's or organization's contacts or faculty advisors, and a description of past or planned activities will be available in student handbooks, school-provided information and/or on school websites for each school year. This information is updated periodically throughout the year and is available on the school's website, which may be accessed at www.abs.edu.kw.

National Elementary Honor Society

Membership in the National Elementary Honor Society is a privilege, not a right. Students do not apply for membership; instead, they are invited to join in an unannounced tapping ceremony during the second semester of their 3rd grade year. Membership is granted only to those students selected by the Faculty Council. Invitations and membership are not automatically given or conveyed simply because a student has achieved a certain level of academic performance. The Faculty Council of the chapter selects students who demonstrate exemplary performance in all five criteria of scholarship, leadership, service, character, and citizenship.

Scholarship

Students who have a cumulative grade average of an A-. These students are then eligible for consideration on the basis of service, leadership, character, and citizenship.

Service

This quality is defined through the voluntary contributions made by a student to the school or community, done without compensation and with a positive, courteous, and enthusiastic spirit.

Leadership

Student leaders are those who are resourceful, good problem solvers, promoters of school activities, idea-contributors, dependable, and persons who exemplify positive attitudes about life. Leadership experiences can be drawn from school or community activities while working with or for others.

Character

The student of good character upholds principles of morality and ethics, is cooperative, demonstrates high standards of honesty and reliability, shows courtesy, concern, and respect for others, and generally maintains a good and clean lifestyle.

Citizenship

The student who demonstrates citizenship understands the importance of civic involvement, has a high regard for freedom, justice, and democracy, and demonstrates mature participation and responsibility through involvement with such activities as scouting, community organizations, and school clubs.

HOMEWORK POLICY

You can expect your child to have homework beginning early in elementary school. Homework consists of activities and exercises designed to reinforce concepts and skills which have already been taught in the classroom. Homework is assigned that students can generally complete on their own at home. It will reinforce class work.

All homework assignments are available to view and print online each Wednesday through PowerSchool and/or email. You can also view updated grades for all tests, homework, and class work through PowerSchool as these grades are updated on a daily basis.

An ABS Student Planner will be sent home with your child during the first week of school. This planner will help students and their parents to note events and to keep track of assignments and tests. This is an excellent form of daily communication between home and school. Parents will also receive home a folder of their child's work from the week. This will be sent home every Sunday.

Assigned homework is generally limited to a maximum of fifteen minutes for each grade level, starting at first grade. For example, grade one students can expect about fifteen minutes, grade two thirty minutes, and so on up to about sixty minutes per school day in grade four. Shared reading between parents and children should be a daily at-home activity

in addition to assigned homework each evening. In the upper grades (1-4), students may be assigned independent projects that will require an additional time commitment.

- ❖ First Grade: 20 minutes reading, plus 15 minutes for other academic areas
- ❖ Second Grade: 30 minutes reading, plus 30 minutes for other academic areas
- ❖ Third Grade: 35 minutes reading, plus 45 minutes for other academic areas
- ❖ Fourth Grade: 40 minutes reading, plus 60 minutes for other academic areas
- ❖ Fifth Grade: 45 minutes reading, plus 75 minutes for other academic areas

Ask your child specifically if they have homework in a certain area. Encourage him/her to accept the responsibility for completing assignments neatly, accurately, and in a timely manner. Check your child's homework folder and agenda calendar each night.

ID CARDS AND SECURITY

Each student will be issued a student ID card prior to September 30. Once issued, it is essential that your child bring his ID to school daily for library check-out, general identification, and for cafeteria payments. He may keep his student ID in a backpack or student bag.

One ID badge (excluding the student ID) per household is provided at no cost. All additional badges (e.g. Nanny and Driver), or replacement badges are charged at KD 10 each. Households requiring more than 1 badge are required to submit an application.

To apply for an ABS ID card, submit application, photos, and payment to the ABS main reception. Applications will be rejected if incomplete or if submitted without payment. Applications can also be downloaded from www.abs.edu.kw (News section).

ID cards will be ready for pickup 2 business days after application submission. Please telephone 475 0333, extension 2223 or 2220, for ID card queries.

LEAVING SCHOOL GROUNDS

For the safety of the students, at no time is any student of The American Bilingual School to leave school grounds during the school day without a parent or guardian picking them up at the school. Please try to schedule appointments outside of the school day. Taking children out of school early is inconvenient for everyone involved and the school highly discourages this practice. Students who must leave campus during the school day must be picked up by a parent only. You will be required to state the reason for early pick-up, after which an early dismissal request will be sent to the child's classroom.

NURSE'S OFFICE

All medical forms must be completed and on file in the nurse's office.

The nurse's office is open from 7:30 a.m. to 3:00 p.m. A student who needs to go to the nurse's office must check first with his/her classroom teacher before going to the office. Parents will be notified in the event that a student needs to return home due to illness or in cases of emergencies. Student whose illness requires students to miss more than 20 minutes of class will be sent home with their parent to prevent illness from spreading in the school.

It is very important that the school nurse is made aware of any medical problem your child may have. For returning students, this information should be updated every year. Without up to date information, emergency situations can be difficult or even dangerous for your child.

Parents must inform the nurse about any medication your child takes on a regular basis and any doctor's reports you may have on your child's condition.

If your child is not allowed to play PE, or to swim please bring a medical report describing the limits of participation.

In the event that your child becomes ill, please observe the following points:

- 1) It is advisable that school children remain at home if they have a temperature above 37.5°, a rash which cannot be explained, diarrhea, or vomiting.
- 2) If your child has an infectious disease (e.g. measles, mumps, chicken box, whooping cough or eye infection) you must present a letter from your doctor to the school nurse stating that he / she can return to school.
- 3) If there are any signs of redness, tears, or infections in the eyes, don't send him to school without a doctor report mentioning that your child is not contagious.
- 4) If your child has cold, flu, and runny nose with fever don't send him to school before 24 hours after his temperature becomes normal.
- 5) A healthy body and hearty spirit free the mind to function at its fullest capacity. The health of our student body is important to us. We will take great care to ensure that preventive and curative measures are fully operational as is warranted and feasible at ABS. The school has a full-time health School Nurse who provides basic first aid support for students.

CLINIC PROCEDURES AND EXPECTATIONS

Students will not be admitted to the Clinic at any time without a Clinic or other suitable pass. Exceptions include emergencies, severe trauma, severe illness.

Students absent three or more days, or having a communicable disease, serious illness or accident, must report to the school nurse with a doctor's note on the day they return.

DISMISSAL FOR ILLNESS OR ACCIDENT

- **ILLNESS:** Students will be dismissed by the school nurse with a parent or guardian's consent or escort and only to individuals designated on official school records.

- ACCIDENTS: Students will be dismissed by the school nurse with a parent or guardian's consent or escort and only to individuals designated on official school records.
- MEDICAL & DENTAL APPOINTMENTS.
- Before leaving the school students dismissed for any reason must sign out in the Main Administrative Office.

ILLNESS OR INJURY DURING THE SCHOOL DAY

Should a student become ill during the school day, the parent or guardian will be contacted and asked to pick up the student as soon as possible. If a student is injured, the health coordinator will contact the parent or guardian if deemed appropriate by the school. In cases where an injury or illness is serious or life-threatening, emergency services will be called to transport the student to a hospital. A school accident report will be completed and provided to parents in the event of an accident or injury at school.

Children are **allowed to lie down in the clinic for a maximum of fifteen (15) minutes**. If a longer rest period is necessary, the parents will be called to pick up the child. Depending on the nature of the illness your child may require a Doctor's note upon returning to school.

MEDICATIONS

Medications will be given at school ONLY if it MUST be administered during school hours. The School Nurse in the Main Office will be responsible for administering all medications. Medications should be delivered to the school by the parent. PLEASE DO NOT PUT MEDICATION IN LUNCH BOXES OR BACKPACKS. The medication must be in the original container (pharmacies will provide a duplicate container for school use upon request). The appropriate consent form for giving medication at school **must** be completed and signed by the parent and physician. All medication is locked in the office and dispensed and logged by the school nurse or our staff.

RESTRICTIONS

If for any reason you feel your child should have restricted physical activity, please provide the school with a doctor's note stating the reason and length of the restriction. This information will be forwarded to both the classroom and the PSHE teacher.

PARENT AND SCHOOL COMMUNICATIONS PROTOCOLS

Good communication is essential to the effective operation of every institution. In order to insure that all needs and issues are addressed in a timely and effective manner by the school staff, parents and other stakeholders need to follow the proper protocol and address the staff member directly overseeing their area of concern. This process will insure that all

staff effectively allocate and utilize their time, thus, ensuring that mission critical functions are completed in an efficient manner.

Parents should first bring **all academic, social, and emotional concerns directly to their teacher.**

Communication should begin with informal communication by email, in-person, or by note. A formal conference with the teacher should be held before bringing an issue to staff at the next level of responsibility.

After sufficient time to address an issue has been provided, generally one to three weeks, then parents may move their concern to the next level of responsibility on the organizational chart, repeating this process as necessary.

Academic and curriculum related matters should proceed through the following chain of responsibility:

1. Classroom Instructor
2. Grade-level Chairperson
3. Principal
4. School Director

Social and emotional concerns should proceed through the following chain of responsibility:

1. Classroom Instructor
2. Grade-level Chairperson
3. School Guidance Counselor
4. Principal
5. School Director

Medical concerns should proceed through the following chain of responsibility:

1. Classroom Instructor
2. Grade-level Chairperson
3. School Nurse
4. School Guidance Counselor
5. Principal
6. School Director

Enrollment questions and concerns should proceed through the following chain of responsibility:

1. Main Office Staff/Elementary Administrative Assistant
2. Registrar
3. Principal
4. School Director

Business, field trip, payment, maintenance, and school lunch questions and concerns should proceed through the following chain of responsibility:

1. Classroom Instructor
2. Grade-level Chairperson
3. Front Office Staff
5. Accounts Manager
6. Principal
7. School Director

PARENT AND TEACHER COMMUNICATIONS

Questions or concerns about any aspect of student learning or achievement should first be brought to the attention of the student's Homeroom Advisor. If the question relates directly to a specific subject or classroom issue, the Subject Teacher should be contacted directly outside of instructional hours during the school day.

The best way to contact the teacher or advisor is via e-mail, telephone, or writing a note in the student's agenda or homework folder. In the case of telephone, it is best to call ABS and use the teacher's voice mailbox. Calls to a teacher's residence or cell phone are not encouraged except in case of emergency and not after 9 p.m. Teacher e-mail addresses and telephone extensions are included on the school website. Each teacher's first responsibility is to the students they are assigned to teach and supervise each day. For this reason, a teacher may need up to a full day to respond to all his or her e-mails and phone calls. The school relies heavily, though not exclusively, on e-mail in keeping parents up-to-date on information during the school year.

It is each parent's responsibility to read all communications from the school in a timely manner. Please make sure the school has a valid e-mail address for your family. The student agenda is an integral part of the home-school communication. Parents are required to check and respond to teacher comments. Additionally, every Elementary student will have a daily homework folder for each parent to check NIGHTLY. Parents need to sign all quizzes, tests, and major projects/assignments so that the teachers know that you have carefully reviewed them with your student. We desire for all parents to be up to date on their student's academic progress and daily grades.

Additionally, parents can check Ed-Line from the school website weekly for an update on all grades from the previous week, a preview of the next week's assignments (available Sunday morning at 9 am), a course syllabus, various important announcements, and assignment sheets and directions in case the student has misplaced them in his or her back pack.

PARENT AND TEACHER CONFERENCES

Conferences with teachers and homeroom advisors are scheduled in the fall after the first reporting period. Parents who wish to schedule additional conferences are encouraged to

do so. To arrange a conference, email or call the appropriate teacher directly. In the spring, student-led conferences are held in all grades 1-5. In almost every case, students should attend these conferences. All conferences with teachers should be arranged in advance. Parents are asked not to drop into a classroom unannounced for a conference, particularly immediately before, during or after school hours when teachers are responsible for other students and when confidentiality is difficult. Protecting academic instructional time is of the utmost importance and will be placed before all other considerations. Teachers will request parents contact them at another time to schedule a conference.

PHYSICAL EDUCATION CLASSES AND SWIMMING

This is an activity based program and requires all students to participate. The program includes: games, gymnastics, fitness, dance and swimming.

Students are asked to have a separate pair of sneakers for inside activities (no black soled shoes that will mark the gym floor) and outdoor activities (sneakers for playground and fields).

All ABS students are required to take swimming lessons. You will be notified in advance of your child's swimming schedule. Generally speaking, swimming classes are not held during the months of December and January due to cold weather.

It is recommended that students in grades 3 through 5 have proper PE clothing to change into prior to PE classes.

Students must have a signed note from home to be excluded from a particular activity due to illness.

REPORTING STUDENT PROGRESS

A student's progress and achievement is reported to the parents through the use of formal and informal conferences as well as through report cards and written progress reports. A schedule of open houses and parent-teacher conference report card periods is printed in the school calendar and is distributed to parents at the beginning of each school year.

Good communication between home and school is vital, therefore, parents are encouraged to contact the school as often as they deem necessary in order to maintain communication. We ask that parents respect the schedule of teachers and students and NOT interrupt them while they are in class.

Please note that all Class Lesson Plans, Grades, and Assignments will be updated ~~on Ed-Line~~ through PowerSchool on a weekly basis. It is your responsibility as a parent to check ~~Ed-Line~~ PowerSchool and/or email each ~~Saturday~~-Wednesday for updated homework assignments and class work, as well as to monitor your child's attendance and grade information which is

updated daily. Do not wait until report card time to check and monitor this vital information.

Grade Categories and Weighting

English

Gr. 1 & 2

Classwork - 35%
Homework – 10%
Tests/Quizzes - 45%
Participation- 10%

Gr. 3-5

Classwork - 20%
Homework – 10%
Tests/Quizzes - 50%

Mathematics and Science

Gr. 1 & 2

Classwork– 35%
Homework – 10%
Tests/Quizzes –45%

Mathematics and Science

Gr. 3 & 5

Classwork – 35%
Homework -10%
Tests/Quizzes – 45%

Arabic Language & Islamic Studies & Quran

Gr. 1-2

TESTS & QUIZZES -30%
DAILY WORK- 40%
HOMEWORK-30%

Gr. 3-5

TESTS & QUIZZES -35%
DAILY WORK- 45%
HOMEWORK-20%

Arabic Social Studies

Gr. 1-3

CLASS WORK -50%
HOMEWORK-50%

Gr. 4-5

TESTS & QUIZZES -30%
DAILY WORK -50%
HOMEWORK-20%

Elective Courses Grades 1-5 (courses that meet less than four times a week-Ex. Visual Arts, Music, Computer Studies, Physical Social Health Education, English Social Studies)

Class work/Projects/Performance Tasks/Tests – 70%
Participation - 30%

RETENTION

The school believes that all possible efforts need to be made by the school and the parents to ensure that students are properly placed. When academic or developmental questions arise, the school will alert parents of these problems and assist the parents to develop an action plan for their child.

There may be cases when the school questions the appropriateness of a student moving on to the next grade. If this occurs the homeroom teacher will refer the student's case to the administration for review. They will conduct a series of tests as well as collect information regarding the child's present performance. This information will be reviewed and a decision will be made. Our policies relative to retention are listed below:

Kindergarten and First Grade

If a child has been referred for retention in kindergarten or first grade, the teacher must explain the concern to the parent in a Parent/Teacher conference, but the school will make the final placement decision which will be binding.

Other Grades

Research and experience have proven that retention beyond the First grade is not preferred by most experts in the field. Referrals for retention beyond First grade will be reviewed in a case by case manner.

SCHOOL ACTIVITIES

The school sponsors many activities during the school year. These may include: National and Liberation Days (February), and the ABS Sports Day (February or March). Other important events are listed in the school calendar. Events are published in the *school Newsletter* and on the school Website (www.abs.edu.kw) so parents know when they will be occurring.

A program of after-school extracurricular activities is held in sessions throughout the school year and is posted on the activities section of the ABS website.

TELEPHONES

Students are not allowed to use the phones at school unless there is an emergency. All students are instructed that they are to make arrangements for special after school activities with their parents prior to coming to school. If parents and students discuss after school activities before leaving for school there should be no need for a student to ask to use the phone.

TESTING

The school administers standardized and individual tests to aid in individualizing instruction, evaluating the educational development of students, identifying those needing special help or, program and curriculum development, and helping students make educational choices which coincide with their academic strengths. This information is recorded in the student's permanent file and is available to parents for their perusal upon request. In cases where the school counselor suggests the need for psychological testing, the school will solicit the approval of the parents prior to testing. The cost of such tests will be the responsibility of the parents if they cannot be administered by the school counselor. Results of such testing will be discussed with parents and the elementary counselor. The tests themselves will remain in the folder of the child.

THEFT/STEALING

ABS strongly believes in respecting the property and possessions of students and school personnel. The school has a right to search a student, his possessions, and locker if there is a reasonable suspicion that he has committed theft. The administration urges students not to bring valuables, such as expensive watches or electronic equipment, or large amounts of money to school because these items are the most common targets of theft. Stealing will result in a student's being suspended for up to three days. Repeated offenses or major incidents of theft may lead to expulsion. Full restitution is required prior to returning to regular class and only after a parent conference.

TUTORING POLICY

Parents who desire private tutoring for their child are strongly recommended to register their child in an after-school learning center where they can receive a professional course of study in both homework support as well as an academic remedial program. In this manner, the learning center can coordinate directly with the classroom teacher to determine specific student needs and can keep in contact with ABS administrative staff.

ABS does not provide referral services for private tutors as this is not in the best long-term interests of our students.

ABS strictly prohibits teachers from tutoring their own students, since it is in direct violation of rules set by the Kuwait Ministry of Education.

UNIFORM POLICY

All ABS students are required to be in uniform at school. Uniform items may be purchased from the ABS cashier office. The uniform guidelines can be downloaded from the school website or picked up from the Registrar's office.

Consequences for students not in uniform include:

- First offense - A note will be sent to parents indicating the child is out of uniform
- Second offense - A parent will be called to bring a change of clothing.

Uniform Policy and Dress Code

In order to create a consistent and safe environment free of distractions, the school has developed a Dress Code and supporting Uniform Policy. This Dress Code offers an enhanced focus on academics and provides our students with a learning atmosphere free of “personal appearance” distractions. Our goal is to increase student academic achievement through all of our school programs.

Creating a sense of community and support is of utmost importance to us at ABS As stated in the approved charter, students are required to wear uniforms daily.

The uniform will distinguish our students as American Bilingual students. Every time our students leave the campus for official functions or for school sponsored events, they will stand out. When our students wear their uniform to school, they will be building a sense of team work, community and school pride.

Benefits of School Uniforms

School uniforms have a positive effect on students AND teachers! School uniforms promote a single standard of dress. Therefore, school environments become less competitive and more focused on learning. Research has also shown there is a link between a student's appearance and teachers' expectations.

School uniforms boost school spirit!

Helping to build a sense of community within the school, uniforms create an atmosphere of belonging. This essence of unity can positively affect a child's attitude towards school and can lead to better learning and improved attendance. A child excited about school is a child ready to learn! "Hurrah!" for school pride!

School uniforms make mornings easier!

Uniforms eliminate the need to argue over what to wear to school every day. Through simplicity, uniforms promote time efficiency, organization and neatness. Parents and students agree that getting the morning off to a good start is the key to a productive and happy day.

School uniforms encourage individual self-expression!

With uniforms, students find ways to express themselves creatively--through the arts, music, sports, personality and academic achievement--rather than through their clothes.

ADDITIONAL UNIFORM AND DRESS CODE REQUIREMENTS

Tattoos

Washable tattoos are not allowed, and permanent tattoos must be covered at all times.

Make-up

Elementary students may not wear make-up to school, including but not limited to lip stick, lip gloss, nail polish, mascara, etc. The school reserves the right to address any situation that they deem to be inappropriate.

Jewelry

Elementary students may not wear jewelry to school, including but not limited to earrings, rings, chains, bracelets, broaches, pins, charms, etc. The school reserves the right to address any situation that they deem to be inappropriate.

Outerwear & jackets

The dress code does not address coats or outerwear, so families may choose their own coats. The school recommends solid-colored coats and jackets without brand name logos or designs to stay in keeping with the simple, well-dressed intention of the mandatory uniform pieces. Of course this is just advice and not required. Students may ONLY wear jackets, coats, and sweatshirts and other outer-wear outside.

Sweaters, Sweatshirts, & Fleece

Only uniform approved sweaters, sweatshirts, or fleece jackets may be worn inside the building and on school trips. The administration may, at their discretion, deem a jacket to be inappropriate and require the student to remove the article. In extreme weather situations, the school administration may choose to suspend this policy.

No Hoods

Outwear with hoods is prohibited on campus because of the inherent dangers presented by other students grabbing a running student's hood and injuring them severely

Shoes

Student must wear only the solid brown, black, or white shoes required by the school dress code. No wheelies, light up, open toed, open back, character, or noise making shoes are allowed to be worn on school grounds or on school trips.

Hair

Should be neatly groomed at all times. Any student wearing a hairstyle that is judged by the school administration as a distraction to others will be removed from class and a conference with the parents will be required.

Hair Accessories

Girls are allowed to wear modest hair accessories, but the school administration has the right to ask the child to remove any accessory that they feel causes a distraction to others. No hats or bandanas are allowed to be worn on school grounds or school trips without prior consent of the school administration.

Backpacks/Lunch boxes

Traditional backpacks and lunch boxes are allowed; however, the school reserves the right to confiscate any bag or lunchbox that it deems inappropriate. Parents are encouraged to purchase solid colored backpacks and lunch boxes with no designs or characters to stay in keeping with the simple, well-dressed intention of the mandatory uniform pieces.

VISITOR ENTRY

All ABS Parents, visitors, and suppliers may gain entry to the school only through the main gate (glass reception area). To protect the welfare and security of students and staff, all visitors into the school will be required to submit a Civil ID card prior to being issued a mandatory visitor badge. All visitors are required to be accompanied by a security escort while inside the campus.

After October 30th, Parents, Drivers, or Nannies will not be permitted to enter the gates without an ABS ID card. After this date, only those with ID cards may enter the student gates to drop-off or collect ABS students.



HANDBOOK VERIFICATION FORM

I have read and understand the 2011-2012 Parent Handbook. My child and I are both aware of our responsibilities and will follow the procedures and policies outlined in the handbook to the best of our ability.

(Sign and return to your child's homeroom teacher by September 22nd)

Student Name & Grade

Student Signature

Date

Parent Name

Parent Signature

Date