



# ELEMENTARY SCHOOL HANDBOOK 2018 - 2019





# TABLE OF CONTENTS

<b>CALENDAR</b>	<b>6</b>
<b>SCHOOL MISSION</b>	<b>8</b>
<b>BELIEFS</b>	<b>9</b>
<b>VISION FOR AN AISC LEARNER</b>	<b>10</b>
<b>INTERNATIONAL MINDEDNESS</b>	<b>11</b>
<b>ABOUT THE SCHOOL</b>	<b>12</b>
<b>GOVERNANCE</b>	<b>13</b>
<b>SECTION 1: GENERAL INFORMATION</b>	<b>14</b>
School Hours	14
Pick-up and Delivery of Students	14
Morning Procedures	14
Late Arrivals	15
Morning Snack and Recess	15
Dismissal Procedures	15
Lunch Program	15
School Supplies	16
Attendance Guidelines	16
Leaving Campus	16
Hot Temperature policy	16
Telephone	16
Pets on Campus	16
ID Badges	17
Class placement guidelines	17
Visitors to the School	17
Visiting Classes While School is in Session	17
Visitor Attendance at Assemblies	17
Parents and Visitors on Campus – Guidelines for Emergencies	18
Tutoring	18
<b>SECTION 2: PARENT/HOME COMMUNICATION</b>	<b>19</b>
Communication Between Home and School	19
Back to School Afternoon	19
Conferences	20
Report Cards	21
Other forms of Elementary Information	21
Resolving Problems or Concerns	22



<b>SECTION 3: FACILITIES</b>	<b>23</b>
Use of Campus Facilities	23
<b>SECTION 4: ACADEMICS</b>	<b>25</b>
Curricular Framework	25
Early Years 3, 4 & 5	25
Grade 1 through Core Curriculum	26
SEVAI: Service Learning	26
Teaming	27
Elementary World Language Program Organization	27
World Language Selection Process	27
Selecting a World Language for Grades 4 and 5	27
English as a World Language	28
Physical Education Policy	28
Standardized Testing	29
Elementary Home Learning	29
<b>SECTION 5: STUDENT SERVICES</b>	<b>34</b>
Elementary School Collaboration and Inquiry Center	34
Counseling Program	36
Learning Support Services	36
Lost and Found	36
Safety and Security	37
Student Health	37
Health Facilities	37
Immunizations	39
When Parents Travel / Temporary Guardianship	40
Student Protection	40
Non-Discrimination Policy	40
Student Wellbeing Philosophy	40
<b>SECTION 6: STUDENT ACTIVITIES</b>	<b>42</b>
Cultural Activities	42
Participation in School Functions	42
Field Trips	42
Elementary Classroom without Walls Program	43
After School Activities (ASA)	43
Birthday parties and Celebrations	43
Yearbook	43



<b>SECTION 7: INFORMATION TECHNOLOGY</b>	<b>44</b>
Information Technology	44
Google Apps for Education	44
AISC Elementary School Technology Responsible Use Policy	44
Computer Access at Each Grade Level	46
iPads	46
Grade 3-5 Bring Your Own Technology (BYOT)	46
Internet Access	46
<b>SECTION 8: STUDENT BEHAVIORAL EXPECTATIONS</b>	<b>47</b>
AISC Student Rights	47
Playground Rules	48
Cafeteria Rules	48
AISC Student Responsibilities	48
Public Behavior	49
Cooperation with School Employees	49
Dress and Appearance	49
Honesty Guidelines	49
Vandalism or Theft of property	50
Bus Rules	50
Social Meanness, Bullying and Harassment	50
Discipline procedures	51
<b>CONTACT INFORMATION</b>	<b>53</b>
<b>SIGNATURE PAGE</b>	<b>57</b>

## Calendar 2018 - 2019

## 2018 - SEMESTER I

July						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August						
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19	20	21	22	23	24	25
26	27	28	29	30	31	

September						
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23	24	25	26	27	28	29
30						

October						
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28	29	30	31			

November						
Su	M	Tu	W	Th	F	S
				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December						
Su	M	Tu	W	Th	F	S
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## 2019 - SEMESTER II

January						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		


February						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		


March						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May						
Su	M	Tu	W	Th	F	S
			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

 Shaded boxes are days when the school will be closed for students.

 Framed boxes are faculty work days.



HOLIDAYS		
July	1-31	Summer Holidays
	25-31	New Faculty Orientation
August	1-8	All Faculty Orientation
	8	New Family Orientation
	9	School Re-opens
	15	Indian Independence Day
September	29-30	Fall Break
October	1-7	Fall Break
November	5-6	Diwali Holiday Weekend
	23	Thanksgiving Holiday Weekend
December	21	End of Semester 1
	22-31	Winter Break
January	1-13	Winter Break
	14-15	Pongal Holidays
	25	NESA Winter Training Institute/Republic Day Weekend
February	22	February Long Weekend
March	23-31	Spring Break
April	29	April Long Weekend
May	31	End of Semester 2
June	1	Professional Day/Summer Holidays Begin

School may be closed for up to 3 additional days for other public, religious or unforeseen events. In case of additional days of closure, the Head of School will announce make-up days at his discretion.

\*Total Student Contact Days - 178

\*Total Teacher Contract Days - 185

# AISC Mission

Together  
we inspire  
a love of learning,  
empowering all  
students with the  
**courage,**  
**confidence,**  
**creativity** and  
**compassion**  
to make their unique  
contribution in a  
diverse and  
dynamic world.







## AISC BELIEVES THAT...

- Each person has equal intrinsic value, worthy of dignity and respect.
- We are responsible for our choices and their effect on ourselves, others and the environment.
- Being open to new ideas and challenging experiences enriches our lives.
- Mutual respect, trust and caring foster healthy interpersonal relationships.
- Embracing our diversity makes us a stronger community.
- In an interconnected world, our positive contributions to the community and the environment are essential.
- Individuals thrive in a nurturing environment that provides for their physical and emotional safety.

RESPONSIBILITY

EXCELLENCE

INTEGRITY

RESPECT

DIVERSITY



# *Vision for an AISC Learner*

## **Leaders**

*We show courage by taking action and inspiring others to serve and contribute positively to our interconnected world. Leaders develop a vision, plan appropriately, and work collaboratively to achieve results.*

## **Collaborators**

*We develop a deeper understanding by listening carefully to others' perspectives and confidently articulating personal viewpoints in the pursuit of common goals.*

## **Innovators**

*We approach uncertainty with confidence, designing novel solutions in the face of challenges or change. Innovators are creative, resourceful, open-minded and resilient, seeking new perspectives through inquiry, trial, error and feedback.*

## **Explorers**

*We investigate new interests with curiosity, inquiring with purpose, and seeking deeper understanding and fulfillment through our independent pursuits.*

## **Thinkers**

*We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical, data-informed decisions.*

## **Ethical**

*We show responsibility for our choices and consider their effects on ourselves, others, and the environment. We act on our principles and ideals because we value the dignity of others.*

## **Versatile**

*We adapt to changing circumstances, balancing our commitments and showing courage as we take on new challenges. We seek new opportunities for learning, growth, and renewal.*

## **Empathetic**

*We appreciate our own cultures and personal histories while respecting the values and traditions of others, believing each person has equal intrinsic value. We are sensitive to the needs of others and show compassion by making positive contributions to our local and global communities and the environment.*

## **Resilient**

*We demonstrate on-going commitment to our endeavors by learning from our successes and failures in the positive pursuit of our objectives, goals, aspirations, and dreams. We practice patience and persistence in all situations, especially when they are challenging or uncomfortable.*

## **Reflective**

*We pause to think about our goals, learning, and growth in order to develop and sustain our creativity and lifelong learning. We review and examine our own ideas and experiences in relation to the world and consider our interdependence and impact on others.*



# Internationalism at AISC




**At AISC, we define internationalism as:**

**Possessing** a strong sense of one's own cultural identity; **Respecting** and **valuing** the differences of others; **Learning** about local, national, and global issues; **Showing** empathy for others and care for the world around us.

**Therefore, as an international school, we are committed to:**

**Incorporating** other perspectives; **Seeking** common learning experiences with all peoples; **Finding** enriching connections between cultures; **Using** exposure to language, history, and the arts to access diverse cultures; **Working** well with all; **Contributing** through service; **Reflecting** about our thoughts and actions.





## ABOUT THE SCHOOL


The American International School Chennai is a private, nonprofit institution located in the capital city of Tamil Nadu, India. In April 1995, AISC opened its doors for the first time to eight students at the Russian Cultural Center with the support of parents, the Office of Overseas Schools, and the U. S. Consul General. By August 1995, enrollment had increased to eighteen students in Kindergarten through eighth grade. In January 1996 the preschool was added. In July 1997, a second campus was acquired on Murray's Gate Road and the educational program was expanded to include high school. In July of 2003, the school left its campuses in Alwarpet and moved to its current purpose-built 13-acre campus in Taramani. In 2006 the school was authorized by the International Baccalaureate Organization to offer the IB Diploma Program.

Today, the American International School Chennai offers an educational program based on an American curriculum that emphasizes the development of the whole child. The school, with a current enrollment

of approximately 900 students, independently operates under the auspices of the U.S. Consulate in Chennai. Our well-trained and committed professional staff is determined to provide the best education possible for its children and to make the American International School Chennai a quality institution.

In February 2004, AISC received formal accreditation from the European Council of International Schools (CIS) and Middle States Association (MSA). This accreditation was renewed in 2013 for a period of 10 years. In 2006 the school was authorized to offer the International Baccalaureate (IB) Diploma Program. The AISC high school diploma has been approved by the Association of Indian Universities. We prize the diversity of cultures represented in our student body. AISC provides an American-style education for students representing over 30 different countries, with American and Korean students forming the two largest national groups. Many of our school families come from the international business communities. At this time about 20% of our student body comes from the United States.





English is the mother tongue for about one quarter of our students. The rest speak English as a second, third, or fourth language, and their English proficiency varies widely. Students may enter without previous knowledge of English through the middle school, and our EAL program provides support for them. At the high school level, proficiency in English is more closely linked to admissions decisions and students must demonstrate at least an intermediate level of skill in reading, writing, speaking and listening.

There are many opportunities for students to participate in co-curricular activities. A wide variety of competitive sports are offered, including basketball, soccer, swimming, track and field,

badminton, tennis and volleyball. There are also opportunities for students to join clubs and activities, and to participate in dramatic and musical performances. The location of the school in the capital of Tamil Nadu offers many advantages, including guest speakers from the local business, artistic and diplomatic communities, the cultural benefits of an important capital city, and the opportunity to visit India and nearby countries.

AISC is a member of the European Council for International Schools (ECIS) and the Near East South Asia (NESA) Council of Overseas Schools.

## GOVERNANCE

AISC is a nonprofit organization that is governed and maintained by a Board of Directors. The Board of Directors consists of representatives of the US Ambassador to India and members elected by the AISC Association. All parents or legal guardians of students attending AISC automatically become Association members and are encouraged to participate actively in all school activities.

The Board meets monthly to discuss the governance of AISC. In addition, the Board has several standing and ad hoc committees that meet on a regular basis. The Board appoints the Head of School who is responsible for the administration and day-to-day running of the school. The elementary, middle and high school Principals supervise the faculty and the educational program.





## SECTION 1: GENERAL INFORMATION

**School Hours** - 8:30 am to 3:30 pm (supervision from 8:00 am)

No supervision is provided before 8:00 am or after 3:30 pm except when children are enrolled in an official school activity. Students may arrive no earlier than 8:00 am unless directly supervised by a parent. Students must be present at school before 8:30am, when the first class officially starts.

After school, parents must pick up their children from the designated location on the ground level. Should parents wish to stay after school they must directly supervise their children if they are not enrolled in an after-school activity.

### Pick-Up and Delivery of Students

In order to ensure the safety of students arriving to and departing from the campus, the procedures outlined below are to be followed by students, parents and drivers:

- To help us to identify cars for security reasons, we ask you to display a school-issued

decal on the front windshield of your vehicle

- If a car has no decal, it will not be permitted to enter the campus and children will be dropped off at the pedestrian gate in front of the school
- No parking is permitted on campus for driver-driven vehicles
- Parent driven vehicles are permitted to park inside the campus allowing parents to drop off their children
- For safety reasons, all cars can be subject to inspection
- Children must be dropped on the passenger side along the curb of the drop-off zone

### Morning Procedures

On arrival between 8:00 and 8:25 a.m, students will be supervised on the playground. At 8:25, the morning bell will ring, and all children will line up to meet their teacher in a designated location. The



teacher will walk the students to their first class, which will begin promptly at 8:30.

Please ensure that you arrive to school on time and prepared for the school day.

## Late Arrivals

Students who arrive to school after 8:30 am are issued with a late pass at the reception gate. Late arrivals are recorded on report cards, and also tracked in PowerSchool. If a child is late on more than five occasions, a letter will be sent home by the principal. Late arrivals are very disruptive to learning, both for the individual child and their classmates. Please ensure your morning routine is organised in a manner to arrive at school before 8:30 am.

## Morning Snack and Recess

During the morning break time, it is suggested that students have a light, healthy snack (not candy) sent in from home each day. Candy will be sent back home for children to enjoy at home. During break time, students have an opportunity to socialize and play with students from a variety of classes.

## Dismissal Procedures

The school day ends at 3:30, except on Wednesday early release days which finish at 2pm. All Early Release dates are recorded on the community calendar.

Teachers will bring students to a designated parent pick-up point on the ground floor. Children are expected to leave campus promptly after dismissal. Any children who remain after 3:30 must be directly supervised by a parent, or older middle school or high school sibling. Nannies and drivers cannot perform this role. Parents are asked to be within close range of their child. What this means is that you must not only be able to see your child play,

but to be able to hear your child as well. Sitting in the cafeteria while your child is on the playground is not proper supervision.

Any child remaining at school with a parent after school must follow the playground rules they adhere to during the school day. This includes wearing shoes at all times, walking in corridors, remaining on the ES side of the school and being in the corridors only to go to the bathroom. Should a passing staff member reinforce any rule with your child, please support the teacher, who is acting in the interest of your child's safety.

## Lunch Program

Younger elementary children eat in the elementary cafeteria, with our older students eating in the FAC cafeteria. Students can choose to bring a lunch from home or to buy one in the cafeteria. Taj Madras Flight Kitchen (TMFK) is our food vendor on campus. In striving to meet the AISC Nutritional Guidelines at lunch, students are served a balanced meal complete with fruit, vegetables and dairy. A monthly menu is published so that parents and students are aware of the daily offerings. The menu and the online order links are published through the Principal's Blog.

Early years to grade 3 students may order online in advance. Grade 4 & 5 students who are eating in the FAC cafeteria do not pre-order online and will use their ID cards to purchase lunch. They will have the full range of options as do MS/HS students, including the daily special, Indian meal, soup, salad bar, sandwiches and daily live counter. They will also be able to purchase snacks and drinks at recess.

Those students who choose not to buy the cafeteria lunch are to bring their own. On the rare occasion that a child has forgotten his/her lunch, the cafeteria will provide a lunch for which you will be billed. Please note that this is only to be done in

special situations and should not be relied upon by parents.

## School Supplies

The school provides basic day-to-day learning materials such as paper, pencils, markers, scissors, glue, etc.

Students need to bring to school all items that are listed on their grade level stationary requirement list. This includes items such as:

- Specific notebooks / journals as requested by teachers
- Backpack
- Water bottle
- Snack and lunch (see section on lunch program for further information)
- Own device (see BYOT section) for Grades 3-5

All items should be clearly labeled with the child's name and class.

## Attendance Guidelines

Maintaining good attendance in school is extremely important in succeeding academically. Students are expected to attend school every day.

For pre-excused absences, A Pre-Excused Absence Form, obtained from the Elementary Reception or the Elementary School Principal's Office, should be completed by the parent and student prior to the absence and signed by the teacher.

Absences are not judged to be excused or unexcused. Therefore, any day or half-day that a child is absent will be reflected on the child's report card.

Students leaving school early are to give their homeroom teachers written notice from their

parents. Accompanied by their parent, students are expected to sign out at the Elementary Principal's Office when leaving early from school.

## Leaving Campus

Students are required to remain on campus for the entire school day (8:30 am - 3:30 pm). Students are not to leave campus during the school day unless they have permission and have collected a security pass at the Elementary School Office.

Students who are injured or become ill during school hours will be directed to the Health Centre. If it is necessary for a student to go home, the nurse will phone the parent or legal guardian to inform them and arrange for transportation. The school nurse will provide a security pass for the student to leave campus.

When a student is being picked up from campus by anyone other than parent / guardian, the Principal's Office must be notified by phone and / or email.

## Hot Temperature policy

During the hottest months of the year (generally mid-April, May, June), students will remain inside for recess when the temperature meets or exceeds 40° C (104°F). Teachers will remind students regularly to take water breaks, especially before and after recess periods. All classrooms have drinking water for students to refill water bottles.

## Telephone

The school telephone number is 2254 9000 and the fax number is 2254 9001. Parents may contact their child in an emergency by calling the school number above. Only in emergencies will students be permitted to use the school office telephone. All student mobile phones must be switched off during instructional hours.

## Pets on Campus

For health and safety reasons pets may not be brought on campus without the permission of a teacher and the principal. Permission is granted only when temporarily having a pet at school supports the curriculum.

## ID Badges

Please remember that to enter the campus one must have an AISC picture ID, or go through the security sign-in procedure at the main entrance gate. It is mandatory to carry your ID card while on campus. We ask that elementary students tie their badges to the outside of their backpacks so the ID is easily located each day. Only 4th and 5th grade students purchasing school lunch need to carry their ID card. Adults must display ID badges at all times while on campus.

## Class Placement Guidelines

Placement of students into a class is done at the end of the academic year for the following year. Students are placed in a manner that creates equity of class size, gender balance, class dynamics, and for other educational reasons. All teachers make recommendations for student placement and together with counsellors also consider languages spoken, learning needs, nationality and friendship groupings. Parent input for special considerations is sought, and final student placement is at the sole discretion of the principal.

## Visitors to the School

Occasionally, students may have friends or relatives visiting from other parts of the world. Parents may request permission from the principal to have such a visitor attend our school for a maximum of two days. This is reviewed by individual request and is dependent on both grade and language level, and

the learning planned for the day. Parents must review the school rules with the visitors prior to attending school for the day.

## Visiting Classes While School is in Session

Parents who are interested in visiting classes during the school day are asked to obtain prior permission from the teacher to determine an appropriate day and time. The principal will be informed by the teacher of such visits. Parents are asked to refrain from classroom visits while instruction is going on, unless they have prior permission.

## Visitor Attendance at Assemblies

Parents are welcome to attend any assembly marked on the Community Calendar. We encourage parents to attend assemblies to provide the children with an audience, and to allow them to see some of the special projects in which the children have been engaged. In order to ensure a pleasurable experience, please note:

- Parents and family members should sit in the area(s) designated for them. Please do not sit with the students, as space limitations will not allow for this arrangement.
- It is very important during the performance that all students and parents have a clear view of the stage. Please be mindful of other members of the audience and remain seated so you do not block their view when taking pictures.
- The elementary students are learning about performing in front of an audience. With this in mind, please remember to turn off your mobile phones and to remain quiet during the performances.
- Babies and toddlers need to stay with their

parents at all times. If they need a break, please take them out of the room that is being used for the performance.

**\*Strollers or prams are not allowed in the FAC theatre and need to be left outside**

We look forward to performing for you during the school year and hope to see you all there!

## Parents and Visitors on Campus – Guidelines for Emergencies

### General Guidelines

- Parents (and their visitors) are responsible for obeying the instructions from security staff or school administration during an emergency situation.
- Parents should allow the evacuation process of our students to proceed undisturbed.
- The soccer field is the safe assembly area which is commonly designated during fire evacuation.
- The soccer field has a specific area earmarked with a sign board for parent/visitors to assemble near the northwest corner of the field.
- In some situations, the school gym is the evacuation area. When this is the case, parents will be instructed to proceed there and where to gather once they arrive.
- Parents/Visitors will not be permitted to move off campus while an emergency situation is in progress.
- In an emergency situation, parents should not use the elevators.

If there is a duck and cover situation (earthquake)

- Parents should take immediate cover under

any available resource in the area.

- If no cover is available, they should move close to an interior wall, stay low to the ground and cover their head with their arms.
- Once the shaking has stopped, parents should evacuate the building and proceed to the soccer field or other destination as directed by security staff.

If there is a lock down situation (unsafe to be outside of the buildings)

- Upon hearing of a lockdown, parents should secure themselves inside the nearest available room and lock the doors.
- Parents should stay in the same position until further instructions are communicated by the security staff.

### Tutoring

In some cases, a teacher, through the principal, may recommend to parents that a student receives academic tutorial help outside of school hours. These recommendations will be based on academic need through observations and assessments carried out by teachers.

All organisation, permission and payment for tutoring is the responsibility of the parents, although when requested, the school may be able to suggest possible tutors. The tutor may not be a direct teacher of the student.





## SECTION 2: PARENT/HOME COMMUNICATION

### Communication Between Home and School

We believe in the value of partnering with parents. We welcome parents to participate in the education of their child and understand that such relationships require collaboration.

At the classroom level, teachers may invite families to celebrate work and growth at the end of a unit, to share in culminating learning events like projects, to help create classroom instructional materials, and to even host classroom events. Each classroom has a 'PCA Room Parent' who helps coordinate all of this.

Teachers establish regular communication routines with parents in a variety of ways, including emails, phone calls, and personal communication. Communication between the home and school is essential. Parents are encouraged to directly contact their child's teacher if they have questions or concerns about their child, the academic program, or the school. This can be done via direct email or by scheduling a face to face meeting.

Throughout the school year, we have established a number channels of formal face to face communication to continue to share children's academic progress, including conferences. Conference are part of our reporting procedure, in which the student is very actively involved in the learning, goal setting, and reporting process. It is a fundamental shift from the one-way transference of information from teacher to parents. Conferences take place three times per year and have a different purpose and focus.

### ***Back to School Afternoon***

Time is set aside after school during the first month of the school year for parents to visit classrooms and meet their child's class teachers. Teachers explain the curriculum, showcase classroom resources, and discuss expectations, individual classroom expectations, home learning, routines and any particular events special to each grade level.

## Conferences

### ***Beginning of Year Snapshot Conference***

The snapshot conference is 10 minutes long, with one family in the room at a time. The purpose is for teachers to hear from parents about their child. We value the input of parents, and rely on you to tell us anything important for us to know to educate and care for your child: likes, needs, hopes, fears, friends and anything else important to you and your family.

### ***Fall Early Years to Grade 2 Parent/Teacher Growth Conference***

- In the Early Years through to Grade 2, the teacher will lead this conference and will ensure that the parents have multiple opportunities to give input.
- Students will have compiled a portfolio including early samples of work and assessments. This portfolio is primarily shared by the teacher and presents a baseline for growth throughout the year.
- The teacher will also share learning goals for the child that have been developed together with the child.
- Parents will ask questions about the portfolio and goals, and teachers can provide parents with ideas of how they can support their child's learning. This is also viewed as an opportunity for parents to establish the partnership with the teacher.

### ***Fall Grades 3 to 5 - Student/Parent/Teacher Growth Conference***

- The child will co-lead the fall conference (depending on comfort level) with the teacher by presenting their portfolio and goals, and perhaps by demonstrating some activities

around the classroom.

- Students will have a portfolio including early samples of work and assessments. This portfolio is primarily shared by the teacher and presents a baseline for growth throughout the year.
- The teacher, together with the child, will also share goals for the child.
- Parents will ask questions about the portfolio and goals, and teachers can provide parents with ideas of how they can support their child's goals. It will be an opportunity for parents to see the relationship between the teacher and student, and to establish the partnership between all three: student, teacher and parents.

### ***Spring Student-Led Conference***

These conferences are led by the child, from Early Years through to Grade 5. This Student Led Conference is the chance for your child to take the lead and show you all they know about their own learning. It is time for your child to share their learning growth and future goals directly with parents. Please expect teachers to be present as a facilitator (if needed) and not directly involved in the discussions; on this day the main focus is between you and your child. There will be multiple children and their families sharing their learning at the same time in each classroom.

- The conference will take approximately 40 - 45 minutes in the classroom and 40 - 45 mins with the specialist areas - Music, Art, PE, Indian Studies and World Language.
- Your child will have a passport to lead you through each area and will know whether to begin in the homeroom or in the specialist areas.

- Students are responsible for leading the conference and also take responsibility for their learning by sharing the process with their parents.
- Supervision for siblings will be arranged. Please note that this is only for enrolled AISC students. You will need to make your own separate arrangements for younger children and babies.
- If your home language is other than English your children are welcome to conduct the Student- Led Conference in your mother tongue.
- During the conference, we ask that you turn off your mobile device and not to engage conversations with other adults in the room.

## Report Cards

Report cards are issued throughout the school year. The purpose of the report card is to share the progress, growth and goals for each student. A report card is a communication tool to provide feedback to students and parents and to reinforce further learning for students. Report cards display growth and progress in all learning areas; Math, Language Arts, Science, Social Studies, PE, Music, Art, Indian Studies and World Language. A narrative comment focusing on social and emotional growth and behaviours around the AISC Vision of a Learner attributes is also included.

Parents can view, download and print their child's report card through logging into PowerSchool.

## Other forms of Elementary Information

### **Weekly Updates – Head of School and Principal's Blogs**

School news is published weekly and sent

electronically each Friday to all members of the AISC community. It is very important that you read these as you will find important information regarding school related activities and upcoming events etc.

### **Elementary School Coffees**

Approximately seven times per year, the elementary school administration will host information sessions on various topics related to the elementary school program. These sessions take place in the morning from 8:45 to 9:45 and are generally on Tuesdays.

### **Parent Community Association (PCA)**

The PCA provides valued support and services to the school. Through fundraising, the PCA provides activities and helps support school-sponsored events. Parents are encouraged to become active PCA members and PCA meetings are held monthly.

Parents are automatically members of the PCA and can get involved in a variety of ways. Parents are welcome to attend monthly PCA meetings where the PCA executive team shares updates, gathers feedback and shares relevant information. Parents can also become country coordinators or Elementary School classroom parents.

The PCA organizes several events throughout the year: International Day, The Diwali Mela, The PCA Ball and the Faculty and Staff Appreciation, to name a few. The PCA also plans several parent outings during the year. The PCA also creates two publications: AISConnect and Raptor Resource. At the end of each year parents are always asked to run for the following year's Executive Team. This team leads the PCA effort for a year. Any funds raised by the PCA throughout the year, go towards the PCA Distinguished Visitor Fund, which brings in experts and artists from around the world to inspire our students.



## Resolving Problems or Concerns

Resolving problems or concerns at school is always most effectively done when they are brought to the immediate attention of the appropriate faculty member or administrator. At AISC, we ask students and parents to use the following procedure to resolve difficulties or concerns.

- Discuss the matter first with the classroom teacher if it relates to grades, curriculum, homework, class behavior, etc.
- If the matter cannot be resolved with the teacher, then discuss it with the counselor, Associate Principal or Principal, as appropriate.
- If the matter cannot be resolved with the Principal or Counselor, then discuss it with the Head of School.







## SECTION 3: FACILITIES

### Use of Campus Facilities

The physical facilities are an integral part of the school and were constructed and are maintained to further the educational mission of the school. Regarding all aspects of our programs and specifically the use of facilities, the safety, security, and learning of our students is paramount at all times. All AISC families who intend to use the facilities during off-hours must agree to guidelines and have a signed form on file in the Athletics and Activities Director's office. AISC community members may use facilities during off-hours and when they are not otherwise being used by students. This applies to all facilities including outdoor fields. Use of all learning spaces is determined according to this tiered list of priorities:

- Academic instruction
- Co-curricular activities (athletics, after school

activities, student council, clubs, etc.)

- Student recreation
- Community member use (parents, alumni, faculty and staff)
- Community group use

All AISC facilities (including outdoor fields, fitness center, climbing wall, locker rooms and pool changing areas) are reserved for instructional purposes from 8:00 a.m. to 4:00 p.m. Monday through Friday. Community members, including faculty and staff, may not use facilities for recreational purposes during the instructional day. Many of the co-curricular activities meet before school between 6:00 a.m. and 8:00 am, after school between 3:30 pm and 6:00 pm or on Saturdays. We ask that community members respect the needs of these student groups and not interfere

with the activities, practices, games, rehearsals or meetings. Community groups may also use the facilities -- contact the AAD office for information

and requirements. General times for community use of facilities is below.

<b>Pool</b>	Varies by season.
<b>Gym</b>	6:00 pm - 9:00 pm Monday – Friday
<b>Fitness Center</b>	4:00 pm - 9:00 pm Monday – Friday
<b>Tennis Courts</b>	5:00 pm-9:00 pm Monday – Friday
<b>Outdoor Fields</b>	6:00 pm - 9:00 pm Monday – Friday
<b>Climbing Wall</b>	6:00 pm - 9:00 pm Monday – Friday

For all facilities: Weekends by prior booking only. Tournaments, games and practices are given preference on weekends. Listed times are subject to regular change based on events and student needs.

The facility schedule is posted on the Athletics and Activities web page - <https://sites.google.com/aischennai.org/aaa/facility-calendar>

**For information contact:**

- Pool inquiries - Aquatics Director, Mr. Giovanni Bello at [bgiovanni@aischennai.org](mailto:bgiovanni@aischennai.org)
- All other - Athletics and Activities Director, Mr. Ryan McFarland [mryan@aischennai.org](mailto:mryan@aischennai.org) and Administrative Assistant to AAD, Ms. Monicka Davi ([dmonicka@aischennai.org](mailto:dmonicka@aischennai.org))







## SECTION 4: ACADEMICS

### Curricular Framework

The elementary curricular framework uses both the Common Core State Standards (CCSS) and a variety of different programs to meet the learning needs of AISC's youngest students. Further information regarding the curricular programs used within the Elementary school can be found in the ES Curriculum Handbook, <http://storage.aisch.org/newaisch/2017-2018/ES-Curriculum-Guide-2018-2019-LS.pdf>.

Regular curricular updates will be shared with families via Edmodo.

### Early Years 3, 4 and 5

Our Early Years is comprised of learners from ages up to five years. The program builds on the individual academic and social needs of learners. Learning to take care of themselves with increasing independence, creating and sustaining positive

relationships, and solving social problems in a large group setting are important parts of our students' day. Learning is experiential and play based at this stage and include a variety of manipulatives and child-initiated inquiries.

Students in our Early Year 3 and 4 program explore literacy, math, science, social studies, the arts, movement and technology throughout the curriculum. Our program offers integrated learning through a number of studies found in Creative Curriculum, a comprehensive research based curriculum. Early Years teachers use a developmentally appropriate assessment tool called GOLD Assessment that enables teachers to see children's development and learning along a progression across the whole of the early childhood years.

Directly flowing from the Early Years 3 and 4 classrooms is a purpose built Outdoor Learning

Centre. This learning centre is part of the classroom for our youngest students and has a lot of hands on play based equipment to develop fine and gross motor skills, play and other academic learning targets.

Our EY 5 (Kindergarten) program maintains a play based philosophy, while transitioning to academic standards, instructional pedagogies and teaching resources in line with grades 1-5.

## EY5/KG through Grade 5 Core Curriculum

The core curriculum for elementary grades includes: Literacy, Mathematics, Science, Social Studies, Indian Studies, Physical Education, Music, Art, Library, and a World Language (French or Spanish for students in grade 3-5).

Our literacy framework follows the Columbia Teachers College Reading and Writing workshop programme, and includes other elements of balanced literacy such as word study, read aloud and guided reading and writing. In math we use the Bridges programme as a primary resources with attention to work places and number corner. Next Generation Science Standards guide our Science program, the College, Career and Civic Life framework (C3) guides our social studies program. Inquiry based units are developed in each of these subjects which have enduring and conceptual understandings for the children to explore.

Please view the curriculum guide for more info.

### Language Use

AISC values its cultural and linguistic diversity. English is our official language of communication, and is the language of instruction in all subjects except in our Grade 3-5 French and Spanish classes. Students and Teachers communicate in

English throughout their day and across subjects and areas, and in addition, all After School Activities are hosted in English.

As research shows, children who may speak English as an additional language require time and space to process their thinking in their mother tongue or home language. There may be times when a student finds it beneficial to converse briefly in his or her home language about a concept or idea, to process this so they can then trans-language this back to English. In addition, in social conversation settings at recess or other breaks, home language can be used as long as nobody present is left out because they don't understand or speak the same language.

AISC faculty are encouraged to find opportunities to publicly value students' other languages, support their knowledge of them, and recognise their importance in today's world. Where possible, teachers model the value of learning languages for academic development and world understanding, and make connections among languages.

When English is not a students home language, it is important that together with their parents, they acknowledge their responsibility to maintain these additional language skills while simultaneously developing their English language skills.

## SEVAI: Service Learning

The word SEVAI stands for service in Tamil, thus AISC has adopted the word SEVAI to represent our overall service learning programming. In our mission driven school, students are provided the opportunity to use their knowledge and skills in service to others in Chennai and beyond by participating in a variety of clubs, extensions of classroom activities and events.



In the elementary school, students engage in SEVAI by participating in service learning projects that are tightly connected to their curriculum. Students have the opportunity to connect their classroom to the real world by engaging in community service activities with the guidance of teachers.

## Teaming

The elementary school is made up of teams of teachers who teach the same grade level, and are comprised of homeroom, EAL teachers and teacher assistants. Teams meet during weekly scheduled planning time and at other times to develop lesson and unit plans, talk about activities, discuss procedures and new ideas, share methodologies and teaching strategies, and analyze student performance data. Teaming allows for more positive and productive learning and higher levels of student achievement.

In the elementary school, we value differentiated instruction which focuses on whom we teach, where we teach and how we teach. Therefore, you can expect, within each grade level, that students may be engaged in learning activities that are different than those in other classes within the grade level. All students are working towards the same standard and overall enduring understandings and big ideas.

A sign of a good school is that you will have different teachers teaching in different ways due to different teaching styles, but most importantly, due to children's different learning styles.

Please contact your child's teacher whenever you have a question about the curriculum or any classroom activity.

## Elementary World Language Program Organization

French and Spanish are offered to students in

grades 3 - 5. Students begin to develop skills to communicate in a foreign language through a thematic based program. Some of the units are *Myself, My Family, In the Classroom, My House, Daily Routine, Weekends and My Community*. Students learn the language through literature, art, games, role-play, interactive activities, use of technology, presentations and projects. The curriculum and projects are designed to accommodate students at various levels. While each unit introduces new vocabulary, grammar and sentence patterns, there are also many opportunities for students to use previously learned language. Students are introduced to the history, traditions and customs of Francophone and Hispanic countries and begin to identify similarities and differences between those cultures and their own.

Grade 3 is an exploration year for World Language, with all students engaging in one trimester each of Spanish, French and Indian Studies.

In Grades 4 & 5, students select which language they will focus on for the entire year. By the end of Grade 5 students are prepared for Level 1A or 1B in the Middle School.

## World Language Selection Process

Native 4th and 5th Spanish and French speakers will be automatically assigned to the opposite language because we do not offer a native speaker's option.

## Selecting a World Language for Grades 4 and 5

In the spring, we will begin the World Language selection process for students who will be entering Grade 4 the following year. Parents will receive an email from the ES Administration regarding the process.

Students' parents will be sent a Google form on a

predetermined date and time that allows them to select the language of their choice. They will be given one week's notice that the form will be distributed and that the process of assigning languages will be on a first come, first serve basis. The Google form will contain a time and date stamp for verification.

When a language fills to capacity, students will automatically be assigned to the open language, even if it was not their first choice. Students will be allowed to change languages only at the start of the following school year.

## English as a World Language

To ensure all our students have equal opportunity to participate in homeroom related activities when our language of instruction is English, students newer to English will not be expected to learn an additional world language. Children who are very new to English will instead receive extra English language support in small, intentional language instruction groups. Once they have mastered basic beginner levels, they will be encouraged to join the World Language program.

## Physical Education Policy

### ***Participation in Physical Education***

All students are expected to participate in all units of Physical Education. If a student is well enough to be present at school, then they are considered well enough to participate in PE classes.

However, if a student is unfit to participate in Physical Education class for more than one class period, a note from a parent, a doctor, a classroom teacher, the school nurse, or an administrator must be presented prior to the second consecutive day of missed activity. Viable reasons for non-participation could include, but are not exclusive to: injury and non-communicable illness. This will be dealt with on a case-by-case basis.

### ***Preparedness and Clothing***

Each unit in Physical Education requires that the students bring different items and wear specific clothing in order to be safe and successful during learning activities. In the lists below, you will find the requirements of preparedness for each unit.

### ***Initiative & Collaborative Challenges, Games & Sports, and Lifestyle & Recreational Activity Units***

**Athletic Shoes** - All students should wear running or tennis shoes. No sandals, flip flops, or crocs for these classes.

**Athletic Clothing** - All students should wear loose-fitting clothes that are easy to move in. No dresses, skirts or long jeans.

**Hair Ties** - Students with long hair should bring something to tie their hair back for PE lessons.

**Water Bottle**- All students should bring a reusable water bottle to class every day.

### ***Dance and Gymnastics Units***

**Athletic Clothing** - All students should wear loose-fitting clothes that are easy to move in. No dresses, skirts or long jeans.

**Hair Ties** - Students with long hair should bring something to tie their hair back for Gymnastics Lessons.

**Water Bottle** - All students should bring a reusable water bottle to class every day.

### ***Aquatics Units***

**Swimming Suit** - Female students need a full-piece swimming suit and male students need a swimming suit that ties around the waist.

**Goggles** - All students need to bring an adjusted pair of goggles to class.

**Swim Cap** - Students with long hair need to bring a swim cap to class.

**Swimming Footwear** - All students should wear sandals, flip flops, or crocs for these units.

## Standardized Testing

### *Measures of Academic Progress (Students in Grades 2-5)*

Like many other international schools, AISC uses the Measures of Academic Progress (MAP) as our standardized assessment of student understanding, knowledge and skill. This computer assessment is administered two times during the year: fall and spring. The purpose of this assessment is to document students' level of understanding related to key academic standards over time. MAP is an adaptive computerized assessment that responds to how a child answers questions. As a child answers questions correctly, the test will pose more difficult questions, attempting to identify a level of difficulty that rests just outside the student's instructional comfort zone and, in the process, identify the student's present instructional level.

## Elementary Home Learning

In the past, homework in an Elementary setting has traditionally been associated with 'worksheets' or 'workbooks' to complete. All children receive the same task and the same amount of time to complete this. Current research within this area has proven this not only to be ineffective, but also can have detrimental effects on young children and their learning.

Therefore, AISC Elementary School is rebranding 'homework' as 'home learning' which will be personalised to meet individual needs as well as consider the overall development of the whole child, as they explore options of sport, arts, culture, language and play outside of the school day.

### **Choice and Voice**

The Elementary School believes that home learning should not cause family stress or jeopardize the right of children to enjoy a balanced lifestyle. We support a 'no tears' home learning policy, believing that an excessive amount of home learning 'tasks' do not promote intellectual curiosity or academic growth.



We also encourage our children to be involved in sports, cultural and home language schools or other clubs outside of regular classes. Due to these other commitments, Elementary teachers understand that there may be times when home learning is unable to take place.

### ***The aims of home learning***

The cornerstone of AISC Elementary Home Learning is reading. Reading is integrated in all homeroom subject areas and supports learning in all areas. Therefore, all students should be regularly reading or participating in a reading based activity every night. Due to developmental readiness, this will look different for each child, even those within the same class.

Any other home learning tasks assigned are differentiated and personalised to best support the learning needs of each child. Some students may require reinforcement tasks to consolidate or extend their learning, and other children may need encouragement to get involved in their neighbourhood or a new sport, cultural or art activity.

### **School commitment to home learning**

- Assist students in selecting appropriate reading materials
- Regularly follow up that reading is happening at home
- Provide clear communication, when assigned, about home learning recommendations

### **Student commitment to home learning**

- Select appropriate materials to support home learning eg. reading books, word work & return these to school.

- Approach home reading or learning tasks with enthusiasm
- Involve your parents or siblings as much as you can - read aloud if you can
- Let your teacher know if home learning is too easy, too challenging, or is taking too long to complete

### **Home (Parent) commitment**

- Enjoy the home learning experience with your child
- Provide encouragement and support to your children
- Speak to your class teachers if you feel the home learning is too easy / too challenging
- Support your child in being independent in completing home learning
- Limit distractions and provide a supportive space in which to complete home learning

### ***Home learning Guidelines***

A child's age, developmental phase, grade level and outside commitments will all be taken into consideration when communicating home learning expectations.

For our fifth graders transitioning to sixth grade, home learning tasks will also support the development of good study habits as well as consolidate learning and practice concepts learned in the class.

Within reason, the time it takes to complete homework may vary from student to student. Please speak directly to your child's teacher if you have any concerns about the time your child is spending on home learning in order to find the most appropriate solution.



### For EAL children

English language acquisition is a focus for many students at AISC. As such we encourage students to continue their English language development at home by regularly reading and listening to books in English and in their home language, as this helps make connections between the languages.

### Playdates

We also encourage parents and children to invite students of other cultures to their homes and arrange for playdates after school and on the weekends. This is a great way to get to know new friends as well as learn about new cultures.

### Home Learning in Mathematics

In addition to Home Learning AISC Guidelines, we are happy to provide these suggested resources for parents who would like to encourage Home Learning in Mathematics.

### What should my child be working on at his/her grade level?

These are the required end of year fluencies for elementary school. We follow the Common Core State Standards, so look for resources that follow these standards, as well.

Grade	Required Fluency
1	Add/subtract within 10
2	Add/subtract within 20 Add/subtract within 100 (Pencil and Paper)
3	Multiply/divide within 100 Add/subtract within 1000
4	Add/subtract within 1,000,000
5	Multi-digit multiplication

From Common Core state Standards for Mathematics, 2017

Parents can support their children's mathematical development in many ways.

Check out the ideas below - many have links to help you with directions or where to buy resources.

### Family Game Time

Our first suggestion is to play math games as a family! Playing Games together supports a school to-home connection. Parents can learn about their children's mathematical thinking by playing games with them at home. Kids can gain confidence with numbers as well as strategic thinking.

### GREED: For addition practice

Mom or dad rolls a die. Roll die for a starting score. For every subsequent roll, you can choose to stay with the total and quit, or try for more points. But



be careful: if I roll 6, everyone still playing gets zero points. This is SO fun and great addition practice! More details at the link above.

### **Great ideas for dice and card games: For all levels**

This list of games requires only a regular deck of cards or some dice for great facts practice in an engaging, competitive format. Here is a whole set of games to try at home. From Granby, CT public schools in US.

### **Boxed card games or Board Games: For all levels**

Recommended by Bounce Back Parenting, this list of games provides tons of fun for the whole family. Our math instructional coach personally recommends Sumoku and Math Dice for travel games, and has hosted grown-up game night including the award-winning Prime Climb. These games are mostly available from Amazon.in, though you'll find them more affordably in the US or UK.

### **Try classic games for number sense**

UNO, Skip-bo, Backgammon, Solitaire, 21, rummy or Rummicub .... All these classic games provide young mathematicians with numeracy and strategy practice.

### **Strategy Development and Number Riddles**

#### **GUESS MY NUMBER**

"My number is between 0 and 100." After playing a few times, encourage kids to develop a good strategy for guessing as quickly as possible. Less than 50? More than 70? See the link for detailed directions.

#### **MYSTERY NUMBER**

"I'm thinking of a mystery number. My number times 3 is 27. What's my number?" Tailor to your

child's level, including all operations and doubles and halves. Some ideas included in the link to get you started.

### **TWENTY FOUR**

Pick any four numbers between 1 and 9. Can you combine them to get to 24, using any of the four operations? The link above will get you started, but no technology is needed: this is a great car game!

### **Math Apps**

#### **Motion Math available on the iTunes App Store**

These apps for iPads and iPhones are highly recommended by conceptual math guru Jo Boaler. Try Hungry Fish for addition and subtraction, Wings for multiplication, or Match for all four operations. Or try Pizza to learn about economics and math.

#### **2Vars and Math Effect**

Available on Google Play Store

These games turn the math around as you find two numbers that "work" for a given problem (in 2Vars) or speed-check whether a given problem is correct (Math Effect). Best for speed demons.

#### **Krypto FREE**

The rules of Krypto are simple: Combine five number cards using the four arithmetic operations (+, -, ×, ÷) to arrive at a "target" number. This online version of Primary Krypto uses the numbers 1–10 only. Like 24, but for all audiences

#### **Monkey Tales**

Available on the Mac and Windows App Stores

This museum exploration game incorporates math skills and logic mini-games into an appealing adventure game. Recommended by Common Sense Media.

## Skills Practice

Ask your teacher for login information.

These are the math fluency activities that your child is accustomed to using for skills practice in class. Revisit the previous years' topics and forge ahead with this years' topics. Set some goals together and meet them over the summer.

We hope you'll find a resource above that meets

your child's needs, while maintaining a positive outlook and a growth mindset about mathematics.

The most important thing parents can do to support math learning is modeling this growth mindset. A recent study found that, while math ability does not appear to be inherited, math anxiety can be "passed down" by anxious, well-meaning parents to their children. Thank you for your support of a positive approach to our math program.







## SECTION 5: STUDENT SERVICES

### EleMiddle CIC Library

The Collaboration and Inquiry Center (CIC) Library develops students' information literacy, provides resources to enrich and support the curriculum, and promotes pleasure reading. We believe in the power of collaboration among faculty and students as part of the learning process. We also believe inquiry is essential to discovery and authentic learning. For this reason, we provide resources that appeal to a variety of interests and reading levels as well as services that fully support student learning.

The library is open:

- Monday, Tuesday, Thursday, and Friday: 8:00 am -5:00 pm
- Wednesday: 8:00 am - 3:30 pm (Early Release Days 8:00 am - 2:00 pm).
- Saturdays: 8:30 am - 12:30 pm (except during school vacation or long weekends)

Our library currently holds over 45,000 books, and we get hundreds of new books each year! Our extensive print and digital collections include every reading level and genre.

Students and parents who are interested in finding book recommendations can use the online catalog, browse the shelves, check out the interesting book displays, or ask any staff member for assistance. Our staff is committed to supporting all community members as they use the library and its resources.

To support a love of reading in any language, there are books in different languages, such as French, German, Japanese, Korean, and Spanish. In fact, we have books in over 50 languages! Books can be found in different sections over the two floors:

The library also carries over 5000 eBooks, including fiction and non-fiction. These can be read at school or at home, using school or personal devices. Please see any of the library staff for assistance in getting started.



**Ground Floor**

- Adventure
- Classics
- Fantasy
- Historical Fiction
- Horror and Humor
- Mystery
- Picture Books
- Realistic Fiction
- Science Fiction
- Sports Fiction
- Audio Books and DVDs
- Teacher Bookroom

**Upper Floor**

- Animals
- Biographies
- Fine Arts
- Folktales
- Graphic Novels
- Health
- India
- Math and Science
- Poetry
- Social Studies
- Books in Other Languages
- Newspapers and Magazines

The library is a virtual learning environment. Library users access information 24/7 by accessing our school website. Our library page contains great information on research, tech tools, and more!

Students also have 24-hour access to Destiny, our library catalogue. Destiny provides students with information about the books we carry, including summaries, reading levels, and availability. To visit the catalog, please go to: <https://aisc.follettdestiny.com>.

All students in Early Years 3 through grade two have regularly scheduled library class once a week. During this session, students listen to stories, do reading-related activities, and share books. Students in grades three, four and five come down to the library once a week with their class and their teacher to check out and return books. Classes also sign up to use the library for research and classroom projects.

Depending on their grade level, students may have 1-5 items checked out at a time. Books can be kept for two weeks, after which they become overdue if not returned. Automatic weekly email reminders about overdue books are sent to the

student, his or her teacher, and a parent. Please note that library users cannot take out new books until overdue items are returned or lost books are paid for. When a student borrows materials from the library, he or she accepts full responsibility for those items. If the materials are lost or damaged, the student's family is responsible for payment to replace materials. However, they may still access our ebook collection. Students can return and/or borrow new books during recess breaks and lunch.

Parents are also welcome to make use of the library's resources before and after school. Please reserve the hours of 8:30 am - 3:30 pm for student use. Parents may have up to 10 items checked out at a time. Please use our self check-in stations when you return your materials and then drop them into the return bin.

Children should use appropriate behavior in library, just like elsewhere on campus. Before and after school, elementary students must be accompanied and supervised by a parent.

Book fairs, home language read alouds, and author visits are some of the popular reading encouragement activities sponsored by the library.

For more information, please visit the library page on our school website or contact our librarian, Mr. Jeremy Willette, at [wjeremy@aischennai.org](mailto:wjeremy@aischennai.org). We look forward to welcoming you in the library!

## Counseling Program

AISC's Elementary Counseling Program is a comprehensive developmentally appropriate approach to support all students develop the skills and attitudes they need to succeed in a Cross Culture Kid (CCK), or international context. Elementary school counselors are focused on promoting and enhancing the learning process for all students through classroom program delivery, and direct counseling services.

Elementary School Counseling Services:

- Social/emotional program delivery within classes aligned with ISCA standards
- Consulting services for parents, teachers, and students
- Initial therapeutic services for children and families
- Individual and group social skill coaching
- Orientation for new families
- Class placement for all new students
- Facilitation of all Teacher Collaboration meetings and referral process
- Assistance to students as they enter and exit AISC
- Social and behavioral support for children
- Parent Education through ES Coffees and individual programs
- Crisis intervention

ES Counselors believe that all our students:

- Have the right to a caring adult professional

advocate at school

- Have the right to feel safe, supported, and accepted in school
- Can be successful
- Are capable of change and growth

## Learning Support Services

The Learning Support educators in Elementary School provide services based on the individual learning needs of students. They are educational specialists who believe in a collaborative and a balanced instructional approach that supports, motivates, and inspires all students to become socially, emotionally and academically successful.

The AISC Learning Support Services offers mild to moderate support within a service delivery model that includes: consultative support, standardized academic achievement evaluation, in-class and standardized testing accommodations, inclusion support for small group direct instruction and/or in-class co-teaching support, study skill and task completion interventions, and direct instructional support for specific students.

AISC Learning Support educators include a Speech and Language Pathologist, an Occupational Therapist and two full time Learning Support Teachers.

## Lost and Found

All personal articles (clothing, notebooks, PE uniform, book covers, lunch boxes, calculators, etc.) should be labeled with the name of the student. All articles lost and then found by someone other than the owner should be given to the school receptionist. Found articles will be stored at the Lost and Found storage area. Periodically those articles that are not claimed will be turned over to a local charitable organization.

Students and parents are advised that while many lost items do eventually make their way to the office, many items do not. This is especially true of money and small electronic devices, such as cell phones, calculators and personal music players. Be aware that thievery can and does occur. Although the administration will do everything within its power to discourage theft, AISC cannot assume any financial responsibility for lost or stolen articles. Students should immediately report any loss to the Elementary School Office. We recommend that items of value (monetary, personal, and sentimental) not be brought to school. In the younger grades, toys should also remain at home.

## Safety and Security

Student and staff safety is a very important focal point for us at AISC. A comprehensive Emergency Procedures Handbook is located in every classroom and office on the campus. The handbook details emergency response procedures for fire, earthquake, bomb threat, civil disturbance, and emergency accident or illness. An emergency evacuation map is posted in each classroom. Practice emergency drills are held several times during the school year. The school campus is equipped with an emergency alarm system as well as fire extinguishers and fire hoses which are strategically located throughout the campus.

A variety of security measures are in place on the AISC campus for the purpose of ensuring a high level of physical safety. The AISC campus is a “closed campus”. Parental permission is required in order for students to leave before the official dismissal time. Students and their families, as well as all staff members are required to carry an AISC photo ID while on the campus. All visitors are required to register a photo ID with security personnel before being allowed entry to the campus. In addition, vehicles are screened through a decal system.

All AISC family and staff vehicles must have an approved decal in the lower right-hand corner of the front windshield.

## Student Health

School safety and health awareness is an integral part of the Health Office’s function.

The school nurses administer basic health care and first aid, medication administration, periodic head lice checks, and check the immunization of students and staff. They help monitor chronic conditions such as asthma and allergies.

Local Eye and ENT doctors conduct an annual Vision and Hearing screening for all students.

Student health records are important sources of information. Annual medical updates, signed by a parent, are required every year. On initial enrollment or at the beginning of grade 3 a physician-completed form must be provided. Students with significant allergies or on daily medication should also submit annual physician records. These are all reviewed by the nurses and kept in the health office. Records are confidential but certain information, such as a severe allergy, may be shared with teachers on a “need to know” basis.

For significant conditions such as severe asthma, severe allergies, diabetes, or seizures, parents should inform the nurses immediately upon the first day of school and supply the health office with any emergency medicine indicated. If there is any change in the student’s health condition at any time, it is the parent’s responsibility to inform the health office.

## Health Facilities

A registered nurse is on the campus every school day from 6:30 am-5:00 pm. School nurses provide support to the students, faculty, and staff in the



promotion of health and wellness.

The Health Office is a spacious facility with five beds. It contains diagnostic and treatment devices to handle basic emergencies and Common conditions. The Health Office is located in Room No. 1110.

All classrooms contain small First Aid Kits. First Aid boxes and an AED (Automated External Defibrillator) are available in the Health Office.

Contact Number for the Health office: +44 22549000 Extn: 2

### **Emergency**

In case of a medical emergency, First Aid will be administered, parents will be notified by the school nurse, and the nurse will consult the AISC doctors. We have two doctors Dr Sivagami [Physician] and Dr Sharadha [Pediatrician] consulting in our Health Office Monday to Friday from 2 - 4 pm. If a student needs to be transported to a hospital, he/she will be taken by the school nurses to one of the following medical facilities:

- Apollo Specialty Hospital, OMR, 05/639, Chennai - 600096 Telephone: 044-24961111
- Apollo Hospital, 21/22, Greaves Road, Chennai-600006. Telephone: 044 - 2829 3333, Emergency: - 2829 4343.
- Apollo Children's Hospital, 15, Shafi Mohammed Road, Thousand Lights, Chennai-600006. Tel: 044 - 2829 8282/ 2829 6262.
- Malar Hospital, 52, 1st Main Road, Gandhi Nagar, Adyar, Chennai-600020. Tel: 044 42892122

If the child cannot be safely transported, Apollo 1066 Emergency (ambulance service) will be called and the nurse will administer the appropriate First

Aid until advanced medical help arrives. A staff member will go with the child in the ambulance to the hospital.

### **When to Keep Your Child Home**

To prevent spread of contagious diseases and to enable a student to receive the rest needed for recovery, please do not send your child to school if he/she has any of the following within the past 24 hours:

- Fever
- Vomiting or diarrhea
- Scabies or lice (the child may attend school after treatment and the nurse has checked)
- Severe cough
- Severe sore throat
- Red eyes that are crusting or with discharge
- Body rash, unless a note from the doctor is presented stating that the child may attend school
- Severe "common cold" symptoms - stuffy nose, body aches, cough, thick nasal discharge, headache, itchy throat
- Whenever your child looks noticeably unwell

Students who come to school with any of the above symptoms will be sent home.

If a child has been given a medical order to stay home and rest because of infectious disease or injury, they must not attend school until they bring a physician's statement indicating they are able to return without risk to their own or others health.

No child with a temperature equal to or above 100F/37.5CC should be sent to school. A child who has a temperature equal to or above 100F/37.5C will be sent home from school. A child needs to be

fever free for 24 hours before returning to school.

Please inform both the class teacher and the sectional administrative assistants in the Principal's Office if your child is absent from school.

If your child visits the Health Office, you will receive a notification indicating the time, reason, and the outcome of the visit.

### **Medication**

If the parent wants the school to administer medication to their child during school hours, an "Authorization for Medication" form must be filled out. These forms are available in the Health Office. If it is prescription medication, a copy of the doctor's prescription must accompany it. The medication should come in the original container and be properly labeled. The Health Office also has some over-the-counter medication available. To give permission for these medications, sign the appropriate spot on the New Students Enrolling Health Form and Returning Student's Annual Health Forms. This must be signed each year should you desire this option for your child. You may choose to authorize this medication for a shorter period. Students are not allowed to carry or administer their own medication without receiving authorization from the Health Office. Teachers will not administer medication to students in the classrooms.

### **Allergy Management Plan**

All students with identified allergies will have an Individual Allergy Management Plan generated to inform faculty and staff in the event of the student becoming symptomatic. Individual Allergy Management Plans will detail a student's specific allergies or concerns, possible symptoms for faculty and staff to be aware of, and the action plan required to reduce symptoms.

Our school nurses will generate plans from information supplied by parents with the Health Form, and it is a parent responsibility to keep the Health Office updated with both medications and current information on their child's allergies.

Through a coordinated approach, administration and counselors will distribute the Individual Allergy Management Plans to the teaching teams.

Further detail regarding medication protocols, the "nut free approach", confidentiality, emergency response, and awareness education can be found in AISC's Allergy Management and Prevention Plan Policy.

## **Immunizations**

The following are required in order to enter AISC:

- MMR (measles-mumps-rubella): 2 doses generally, 1 is given at age 12-15 months, and a booster dose at age 4-6 years);
- TB skin test (PPD)\* or chest X-ray for students who have either had a positive PPD skin test in the past, or who are unable to have a PPD skin test. The TB screen and/or chest X-ray is only required once, prior to school entry. A positive TB test will require follow-up chest X-ray and physician referral.

AISC also recommends the following immunizations, as appropriate, for all students:

- Typhoid
- DT or DTP (tetanus-diphtheria-pertussis), completed series plus booster if warranted;
- Polio: completed series plus booster if warranted;
- Varicella: completed series;
- Hepatitis B: completed series;
- Rabies

## When Parents Travel / Temporary Guardianship

For the student's protection, it is important that the elementary school office be informed when parents travel and leave a student in the charge of a temporary guardian. Parents should complete a Certificate of Guardianship (available as a link on the Elementary Principal's Newsletter) stating that the appointed guardian is authorized to act in the parent's place.

This should be signed by the parents and filed with the Elementary School Office prior to leaving the city/country.

## Student Protection

Student protection is a primary responsibility of schools in all contexts across the globe. The American International School Chennai (AISC) takes this responsibility with the utmost seriousness and pledges to ensure that all appropriate plans and measures are taken to ensure student safety at all times. AISC recognizes the gravity and difficulty of this pledge and that we must stay committed to integrity, compassion, and self-reflection in the domain of student safety.

Schools should be places where all students feel safe. We want to prevent student abuse before it happens, and ensure timely and appropriate detection, intervention, and reporting in the unfortunate event that it should occur.

Our strategy is to ensure that AISC faculty, staff, students, and parents understand child abuse; know how to recognize its signs and symptoms; are familiar with reporting procedures; and know the responsibilities of reporters, including how, when, and to whom to make a report. AISC strives to have policies, procedures, and training in place so that if child abuse is suspected, observed, or disclosed to

any member of the AISC community, that person will have the knowledge, information and resources necessary to make sure that the student is safe, the situation is communicated promptly and effectively, and that the suspicion or incident is reported to the appropriate persons.

Student protection lessons are taught within the classroom context to enhance the children's capacity to manage safe and unsafe situations and to give them the tools they may need. Depending on the grade level, these lessons, taught by the counsellors, may be direct instruction or in the form of a 'soft push-in' with our early years children.

Please refer to the AISC Student Protection Manual for further information on how we aim to prevent and protect students from abuse in our school community.

## Non-Discrimination Policy

The American International School Chennai celebrates the diversity in our community.

As such the school strives to maintain a safe and supportive school environment for all students free from harassment, intimidation, and/or bullying and free from discrimination on account of actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability, or weight.

## Student Wellbeing Philosophy

We believe it is our collective responsibility to intentionally promote wellbeing and empower students to thrive. As a community, we define wellbeing as feeling good and functioning well. Knowing and taking care of oneself, making positive choices and helping others enables students to flourish.



The Student Wellbeing Framework at AISC is comprised of four domains: Healthy Habits, Self Awareness, Self Management and Positive Relationships. These domains guide the programming of Student Wellbeing at AISC, which:

- provides education for students in the four domains.
- creates opportunities for students to enhance their wellbeing.
- embeds a culture of wellbeing throughout the school.







## SECTION 6: STUDENT ACTIVITIES

### Cultural Activities

In addition to classroom instruction, school-wide cultural programs, learning celebrations and assemblies are held. Awareness of, sensitivity to, and appreciation of cultural diversity represented at AISC are recognized. Cultural celebrations include India Month and United Nations Day.

There are four cultural events that we have chosen to celebrate as an Elementary Section. Classes will be decorated and parties hosted to mark these occasions; Halloween, Christmas, Friendship and End of Year.

### Participation in School Functions

A variety of functions take place during the school day, including assemblies, performances, and field

trips. In order for students to participate in or attend school-sponsored activities, they must be in attendance on that school day.

### Field Trips

Field trips enhance learning and apply concepts through practical experiences. Field trips are used to enhance lessons or as culminating activities. Field trips offer opportunities for integrating learning between subject areas.

At least a week prior to taking students on a field trip, parents will be notified and asked to complete a permission slip. All students going out of field trips use the school provided transport to and from the field trip locations.

## Elementary Classroom Without Walls Program

As part of our Elementary School curriculum, we believe it is important for students to be given the opportunity to experience learning in the classroom as well as outside the classroom. Therefore, our students have a multiple opportunities to study in a classroom without walls; on field trips around Chennai, in Service Learning, a school sleepover for students in Grade 4, and a three night overnight stay for 5th Graders in Pondicherry.

5th Grade Classroom Without Walls provides students with a unique cultural, personal, interpersonal and environmental experience that they would not normally experience within the regular classroom walls. Students learn, reflect, and grow as individuals. The aim of CWoW is to:

- Develop greater self-management, independence, social skills and classroom/grade level relationships
- Enhance cultural sensitivity and provide authentic, direct exposure to India in order to nurture a better understanding and appreciation of Indian culture.
- Foster a greater sense of both community and service by developing new connections as well as strengthen existing ones.
- Increase respect for the environment, other individuals and different cultures
- To challenge students physically and mentally
- To prepare students for week long Week Without Walls programs in Middle School
- Take learning out of the school and into the real world.

It is an expectation that all 5th Grade students participate in this program. The school covers the

cost of the overnight Classroom Without Walls trips

- Dates for the 4th Grade School Sleepover - Friday 8 February 2019
- Dates for the 5th Grade Pondicherry trip -  
2 classes Tuesday 18 - Friday 21 September, 2018  
2 classes Tuesday 25 - Friday 28 September, 2018

## Arts, Sports and Activities (ASA)

The mission of AISC's Arts, Sports & Activities program is to offer safe opportunities that encourage children of all ages to explore and participate in events that promote skill-building, critical thinking, cross cultural friendships and develop teamwork strategies. It also gives students and teachers an opportunity to interact on an informal basis. The ASAs run on seasons comprising of approximately 11 weeks with a showcase at the end of each to celebrate student progress.

## Birthday Parties

Student birthday parties cannot take place during instructional time. Parents must notify teachers in advance if they would like to bring in birthday treats (such as cupcakes or cookies or donuts) to be given out at a time determined by the teacher. Party gift bags or favours are not encouraged at school.

## Yearbook

An annual elementary school yearbook is given to students before the end of the school year.





## SECTION 7: INFORMATION TECHNOLOGY

### Information Technology

Digital Citizenship is the core of the technology curriculum we are integrating into classrooms. Students are taught the skills to ethically and securely use digital communication tools. Students in grades 3-5 will be given their own accounts and a student-selected password, which should be kept private and only shared with their teachers and parents. In grades EY5-2, students use a generic grade level password. Students will be accessing the internet for many different purposes including, inquiry, collaboration, and reflection in their e-portfolios. Digital Citizenship also supports the learning of other digital literacy and creativity skills including, online research, digital video, visual presentations, data collection, and book publishing.

### Google Apps for Education

Students in grades 1-5 have their own Google accounts and are taught how to log in to those

accounts. Google Apps for Education includes the following tools.

- Google Drive
- Google Docs
- Gmail
- Google Hangout
- Blogger

### AISC Elementary School Technology Responsible Use Policy

#### Technology Use Guidelines

The American International School of Chennai uses Information Technology as one way of enhancing its mission to inspire a love of learning while empowering all students with courage, confidence, creativity and compassion. The school's technology infrastructure and network provides extraordinary

opportunities to enhance student learning with a variety of technology tools and services. To ensure these resources are always available, it is imperative that all members of the learning community use technology in a manner consistent with our educational mission.

Access to the school network and the internet is a privilege that is tied to responsibilities. E-mail and other uses of electronic communication systems by students shall not be considered confidential and may be monitored at any time by designated

staff to ensure appropriate use of educational or administrative purposes. The school may restrict, suspend, or terminate any student's access to the school's technology systems and network for not respecting these guidelines. In the case of damage caused by negligence, the user of the device is responsible for repairs or a replacement. This applies to both school owned and personal devices.

The following guidelines will be explicitly taught to ES students:

	<b>K-2</b>	<b>3-5</b>
Be Safe: protect yourself and your information	<ul style="list-style-type: none"> <li>• Only talk to people you know</li> <li>• Don't share your private information</li> <li>• Ask permission before downloading</li> </ul>	<ul style="list-style-type: none"> <li>• Only talk to people you know</li> <li>• Don't share your private information</li> <li>• Create a safe password</li> <li>• Only share your password with your teachers and parents</li> <li>• Ask permission before downloading new files or creating new accounts</li> </ul>
Be Respectful: think about others' feelings before you act	<ul style="list-style-type: none"> <li>• Use positive language (choose words wisely)</li> </ul>	<ul style="list-style-type: none"> <li>• Use positive language when interacting online</li> <li>• Think about what you post before posting</li> <li>• Give credit to others' for their work</li> </ul>
Be Responsible: make good choices about technology	<ul style="list-style-type: none"> <li>• Always ask your parent or teacher before going online</li> <li>• Stick to places that are "just right" for you</li> <li>• Tell an adult if you see something that is inappropriate, uncomfortable or mean</li> <li>• Carry, use and store your iPad carefully</li> </ul>	<ul style="list-style-type: none"> <li>• Leave a positive digital footprint</li> <li>• Visit sites that are safe and appropriate</li> <li>• Only use your own identity and accounts</li> <li>• Tell an adult if you see something that is inappropriate, uncomfortable or mean</li> <li>• Evaluate the quality and credibility of websites</li> <li>• Carry, use and store any device carefully</li> </ul>

## Computer Access at Each Grade Level

Laptop and iPad carts are available for student use. In addition to the many devices available for checkout, students also have classroom access to the following:

- EY4-Grade 2: School owned iPads
- Grades 3-5: I:I BYOT (Bring Your Own Technology)

### iPads

Students in grades PK-2 have school-owned iPads in their classroom. Grades 1-2 classrooms have one iPad per child. iPad settings and iTunes accounts are managed by the homeroom teacher. School-owned devices remain in the classroom and do not go home with students.

### Grade 3-5 Bring Your Own Technology (BYOT)

All grade 3-5 students are required to bring their own technology (BYOT) to school every day. BYOT is a form of collaboration between home and school

where families supply each child with a device that best meets his or her own learning needs and the school provides a high-speed wireless network, software tools, and complementary devices, such as iPads and laptops, for checkout. The school provides families with a list of recommended devices, along with a set of parameters, to ensure families purchase devices compatible with classroom learning. The BYOT guide is available on the AISC website under Quicklinks.

### Internet Access

Students will be accessing the internet for many different projects including inquiry, collaboration, and reflection in their e-portfolios. Digital Citizenship also supports the learning of other digital literacy and creativity skills including, online research, digital video, visual presentations, data collection, and book publishing. AISC makes every attempt to provide a safe, secure online experience for its users by providing a secure firewall that blocks websites that are inconsistent with its Responsible Use Policy (RUP). Google's Safe Search service is enforced.







## SECTION 8: STUDENT BEHAVIORAL EXPECTATIONS

### ES expectations for student behavior are based on three general principles:

- BE RESPECTFUL
- BE RESPONSIBLE
- BE SAFE

### AISC Student Rights

- Students are entitled rights without distinction of any kind, such as race, color, sex, sexual orientation, language, religion, political or other opinion, national or social origin, property, birth or other status.
- Students have the right to pursue education in a climate of mutual trust, respect, and

interpersonal concern where openness and integrity prevail.

- Students have a right to safety to both person and property, including the right to safe and clean school facilities.
- Students have a right to freedom of thought, conscience and religion.
- Students have a right to freedom of opinion and expression. This right includes the freedom to hold opinions without interference and to seek, receive and impart information and ideas, unless this would violate the rights of others.
- Students have a right to express an opinion and have that opinion considered in any

matter affecting a student or students.

- In any action against a student that could result in expulsion, the student has the right to obtain assistance for his or her defense, and should be informed of that right.
- Students have a right to freedom of peaceful assembly and association.
- Students have a right to confidentiality of individual student academic records, except in regard to their parents or guardians and faculty members directly involved in the child's education.
- Students have a right to inspect and review all academic records directly related to the student.
- Students may seek a correction or deletion where an academic record is felt to be inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student.
- Students have a right to have their views solicited and considered by teachers, administrators and the board of directors when dealing with matters directly related to students.

## Playground Rules

- use equipment and structures safely
- show teamwork and sportsmanship (play fair)
- solve conflicts peacefully
- keep our playground clean
- remain in supervised areas and not roam through the school corridors

Teachers will elaborate on these rules at the beginning of the year and will be reinforced when needed.

After school, elementary students are not allowed to play unattended nor are they allowed to use any of the playground equipment unless supervised.

Parents: Please remember to directly supervise your child from 3:30 pm onward.

## Cafeteria Rules

To ensure a pleasant eating experience for all children, and a safe environment, children must abide by the following rules while in any eating area:

- walk only
- stay seated throughout the entire lunchtime
- use an indoor voice
- tidy up after themselves

## AISC Student Responsibilities

Students may safeguard their rights by taking full responsibility for their actions. Students are responsible for their own behavior. They must care for the individual rights of others and help to provide a safe and positive school environment within which to learn.

Specifically, students have the responsibility to:

- conduct themselves with honesty and integrity.
- exercise self-discipline.
- be courteous, to communicate respectfully to other members of the school community, and to treat the views of others with respect.
- respect the educational process and learning environment by refraining from any classroom behavior which diminishes the rights and opportunities of others to receive an education.
- act in a manner which safeguards the health and well-being of others.

- respect the property of fellow students and the property of the school.
- dress in neat attire which takes into account cultural sensitivities, as deemed appropriate by the principal and as outlined in the section below.

## Public Behavior

The AISC community includes members of widely differing ages and maturity as well as diverse social and cultural groups. All members of the school community - students, staff, faculty, parents, family members, and guests - interact in a social and cultural environment that includes certain norms of appropriate public behavior.

For these reasons, it is important that all community members conduct themselves in a manner that is respectful of the school's Core Values and Mission and responsible and sensitive to those who may be offended by their behavior.

Behavior that is inappropriate on campus, on school trips, on school transportation, or which targets community members through social media includes, but is not limited to, excessively loud or violent behavior, profane or vulgar language, verbal abuse, slander or the maligning of another's reputation, bullying, obscene gestures, fighting, threatening or causing physical injury to another individual, inappropriate public displays of affection, smoking, and drug or alcohol use..

## Cooperation with School Employees

All students and parents are expected to cooperate fully with school employees (teachers, substitute teachers instructional assistants, bus drivers, lifeguards, cafeteria workers, etc.) as they perform their duties.

Our policy of full cooperation makes no distinction between the various employees. Acts of blatant disrespect towards any school employee will result in a parent conference.

## Dress and Appearance

Clean, neat and appropriate clothes reflect students' pride in themselves and their school while enhancing self-esteem and good conduct. Students are expected to look neat and tidy and dress in clothing which is appropriate for school activities.

- Articles of clothing with drug, tobacco or alcohol related, offensive, and/or obscene remarks may not be worn at school.
- Hats/caps are highly recommended when students are on the playground on sunny days.
- Footwear is compulsory – students may not go barefoot.
- Flip-flops are only acceptable on swimming days, crocs or more sturdy rubber shoes preferred
- Wheelies are not allowed to be worn on campus at any times

Should the dress or appearance of a student be deemed inappropriate, parents will be contacted and the student will be required to change and to leave the school if need be. The final decision regarding appropriateness of dress lies with the Principal.

## Honesty Guidelines

The giving and receiving of information on a quiz, test, homework assignment or other evaluation exercise, in such a way as would be considered cheating is unacceptable. Using someone else's ideas as one's own without giving credit to the author in such a way as would be considered plagiarism is unacceptable. This could include copying another



student's work and handing it in as one's own, the giving of one's work to another to copy, or any other similar use of another's work.

## Vandalism or Theft of property

Willful damage, vandalism, or theft of personal or school property will not be tolerated. This is considered a serious violation of school rules. Depending on the magnitude of the damage or theft, and the age of the student, violations will result in the following: a warning to the student, a parent-student-principal conference, and/or school suspension. In the event that the property can be repaired or restored to serviceable condition, the student(s) concerned will be responsible for that repair or restoration, including all labor costs.

## Bus Rules

To ensure safety of students while riding on the bus to various school activities the following bus rules are enforced:

- Bottom to bottom and back to back - This means the child must have their bottom on the bottom cushion of the seat and their back to the back of the seat.
- all body parts must be inside the bus
- no shouting or loud noises which may distract drivers
- keep hands and feet to yourself
- no eating or chewing gum

Students who choose not to follow these rules may not be allowed to participate in any further activity requiring busing.

## Social Meanness, Bullying and Harassment

We believe that every child has the right to learn in an atmosphere of mutual trust and respect.

Social meanness, harassment and bullying are not acceptable behaviors at AISC. We, as a school, undertake proactive and preventive approaches to ensure a safe environment. Our policy is to promote a positive school environment in the classroom, common areas, and at school-sponsored activities.

It is also the goal of AISC to maintain a safe and supportive school environment for all students free from harassment, intimidation, and/or bullying and free from discrimination on account of actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability, size or weight.

Mean behavior is purposeful and hurtful, but may happen only once or twice. It can be exhibited through acts such as teasing or name-calling, social exclusion, insults, threats, hitting, pushing, kicking and may occur either in person or electronically. Bullying is defined as any of the above acts that are intentionally cruel, usually repeated, and with a social or interpersonal power imbalance, where one person feels they do not have the power to stop it.

Mean behavior, harassment and bullying can take many forms including social, verbal, online, and/or physical incidents and, in addition to the examples above, might include:

- Physical Aggression: Unwelcome physical contact, inflicting bodily harm, physical contact with sexual overtones
- Social Alienation: Public humiliation, malicious exclusion, malicious rumor mongering, threats of isolation
- Verbal Aggression: Intimidating phone calls, texts, emails, verbal threats of aggression of property and possessions, verbal threats of bodily harm.

- Intimidation: Extortion, taunting, threats toward family members, coercion, use of demeaning nicknames, catcalling.

For the purposes of these guidelines, harassment and bullying consist of the repeated exposure over time to negative actions targeted at a specific victim(s). However, should the act be grievous, repeated exposure is unnecessary for the behavior to be considered in violation of the school's behavioral expectations and for disciplinary action to be taken.

### ***Guidelines for Situations Involving Social Meanness, Bullying or Harassment***

Consistent with processes for resolving other complaints or grievances at AISC, reports of harassment and bullying will be resolved at the lowest level possible. Therefore, a member of the school community who believes he or she has been subjected to harassment or bullying should first consider telling the person(s) that the conduct is offensive and request them to stop.

If it is difficult for a student to speak directly to the person, or if the offensive behavior does not stop after the request to cease, or if the student or parent feel that they need assistance with an ongoing issue of social meanness or bullying, they should bring it to the attention of a teacher, section counselor and/or section Principals. The situation will be assessed as either a counseling issue or a discipline issue and referred accordingly for further action. These actions will be developmentally appropriate and may range from a session with the counselor to disciplinary meetings with the administration. For serious incidents of misconduct, consequences may include suspension or expulsion from AISC.

Note: A person who knowingly makes a false report of harassment and bullying may also be considered to have violated this policy, and subject

to the courses of action and consequences herein.

### ***Education and Prevention***

The prevention of social meanness and bullying requires a thoughtful educational program. The school will include in its educational program, information about social meanness and bullying as appropriate (for example classroom guidelines, character education) so that everyone will understand the intention of this policy, the appropriate ways to interact with others, and what to do if a person feels they are being impacted by social meanness or bullying as defined by the policy.

### ***Discipline procedures***

ES expectations for student behavior are based on three general principles:

- BE RESPECTFUL
- BE RESPONSIBLE
- BE SAFE

Teachers use a variety of classroom management techniques to teach appropriate behavior. Physical punishment is not allowed. Most breaches of school rules are dealt with on the spot by teachers or teaching assistants in the classroom or on the playground. Situations requiring intervention might include such issues as: misbehavior, failure to complete assignments or minor breaches of the Responsible Use Policy. Possible responses might include a verbal warning, a written behavioral reflection, mediation between students, parent notification, or time to catch up on incomplete work.

More serious concerns involve behavior that is potentially offensive, hurtful, or harmful to the emotional well-being of others and/or an individual's learning. These incidents may be dealt with by the teacher or teaching assistant, but may also be

referred to the counselors (for behavioral support) or administrators (for disciplinary action). Examples in this category would include such behaviors as social meanness, making inappropriate verbal comments (either in person or virtually), unwanted physical contact, or breaches in the Responsible Use Policy. It may also include mild inappropriate behaviors that have persisted despite earlier interventions. Possible responses might include counseling support, a discussion with a school administrator, a written behavioral reflection, making reparations (repairing damaged property, offering apologies, etc.), parent notification, and brief removal from the classroom or playground.

The most serious behavioral concerns are those which are distinctly offensive, hurtful or harmful to the physical and/or emotional well-being of others and/or an individual's learning. These issues are generally dealt with by ES administration. Serious infractions of school rules might include such offenses as bullying, stealing, making defamatory comments or physical aggression. It would also include serious breaches of the Responsible Use Policy and persistent behaviors that have not

responded to earlier interventions. Responses might include any of the consequences listed in the above paragraph in addition to more serious consequences such as the creation of a behavior contract or internal / external suspension.

The severity of consequences shall be commensurate with the offense. In all instances in which a student faces consequences for serious inappropriate behavior, the student shall be informed of the offense and have the right to present his or her version of the events. Parents will be informed of the offense and the consequences. Students (and parents) have the right to appeal a disciplinary decision made by the Associate Principal and/or Principal in writing directly to the Principal. Should the student (or parents) not agree with the Principal's conclusion, the decision on consequences can be addressed in writing to the Head of School, whose decision is final.





## Contact Information

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## ES Coaches

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## Science & Discovery Studio

Jennifer Cypra	ES Science & Discovery Studio Teacher	<a href="mailto:cjennifer@aischennai.org">cjennifer@aischennai.org</a>
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## ES Collaboration & Inquiry Center

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Teena Marie Pennefather	Asst. Librarian	<a href="mailto:pteena@aischennai.org">pteena@aischennai.org</a>
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## Learning Support Services

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Melissa Hutchinson	LSS Teacher	<a href="mailto:hmelissa@aischennai.org">hmelissa@aischennai.org</a>

## Leadership, All School Faculty and Staff

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Notes:

[illegible]

## SIGNATURE PAGE

DEAR STUDENTS AND PARENTS,

I have read and understand the Elementary School Handbook and agree to abide by all of the policies and practices described therein.

Parent name: \_\_\_\_\_ Parent signature: \_\_\_\_\_

(Only students of grade 3 - 5 are required to sign)

Student name: \_\_\_\_\_ Student signature: \_\_\_\_\_

Student name: \_\_\_\_\_ Student signature: \_\_\_\_\_

## Elementary School Annual Field Trip Form

### Communication

The school will communicate the details of each field trip or other activity to parents prior to the event. Students that do not have this form on file will need to return the permission form for each activity. This form grants permission to participate in all field trips for the year.

### Code of Conduct

Students agree to abide by student behavior standards from the student handbook. Note that inappropriate behavior that endangers or puts at risk the experience of others will not be tolerated. During overnight field trips or sleepovers, normal disciplinary steps as described in the handbook may be superseded. Violation of behavioral expectations may result in disciplinary action, up to and including being sent home at parent's expense, suspension from future activities or sports, and suspension from school.

### Medical Information

Signing this form authorizes staff to administer medicine, attain medical treatment and seek care from medical professionals for the student. The school has insurance coverage for students that are injured while participating in school-sponsored activities. Families are responsible for any financial obligation resulting from treatment of illness.

Any changes to student medical conditions or emergency contact information since the last submitted medical form should be reported to the Health Office prior to departure. If students take any medication ensure that enough is brought for the expected duration plus one additional day. Medication should be in the original container with the student's name, dose, and frequency of use noted.

### Waiver

I approve of my child's/ward participating in field trips or sleepovers. I understand that travel within India and to other countries can be uncertain, and sometimes dangerous due to factors beyond the control of the school. I understand that medical facilities may not be immediately available and that if they are, may be of a lower standard than I would elect. Although each trip will be closely supervised by a faculty member or other responsible adult, I will not hold the American International School of Chennai, its officers, staff, trip chaperones, medical caregivers, service providers or any designated supervisor responsible for any injury, accident, or damaging incident that may befall my child/ward (which is not the result of gross negligence or willful misconduct of any employee or agent of the school). I guarantee that the school health office has up to date medical information. Also, I accept full and complete responsibility for any debts that my child/ward may incur and I agree to pay, upon demand, any transportation costs that may accrue if they must be returned to Chennai as a result of sickness, injury, or disciplinary action. I agree that the school has up-to-date emergency contact information or it is noted here. \_\_\_\_\_

Student name \_\_\_\_\_ Parent Name \_\_\_\_\_

Date \_\_\_\_\_ Parent signature \_\_\_\_\_







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