



# **ELEMENTARY SCHOOL HANDBOOK 2019 - 2020**







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## Calendar 2019 - 2020

## 2019 - 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						
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

September						
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					

October						
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		

November						
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

December						
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				

## 2020 - 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	29

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	7	8	9	10	11
12	13	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	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						

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

February 14 and May 4 may be used as make-up days in case of school closure.

HIGHLIGHTS AND HOLIDAYS		
July	1-31	Summer Holidays
	24-30	New Faculty Orientation
	31	All Faculty Orientation
August	1-7	All Faculty Orientation
	7	New Student Orientation
	8	First Day of School
	15	Indian Independence Day
September	28-30	Fall Break
October	1-6	Fall Break
	25	Diwali Holiday
November	28-29	Thanksgiving Holiday
December	20	End of Semester 1
	21-31	Winter Break
January	1-12	Winter Break
	15	Pongal Holiday
February	14	February Long Weekend
March	14-23	Spring Break
	23	Staff Professional Day
April	10	April Long Weekend/Good Friday
May	1-4	May Long Weekend/Indian Labor Day
June	3	End of Semester 2/Last Day of School
	4	Staff 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 - 180

\*Total Teacher Contract Days - 188



# 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 international-mindedness 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 (ECIS) 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 begins at 8:00 am)

The school day at AISC is from 8:30 am to 3:30 pm. Children are expected to be on campus at 8:25 am and class starts promptly at 8:30 am. Please ensure that you arrive to school on time and prepared for the school day.

### Morning Procedures

On arrival between 8:00 am and 8:25 am, students will be supervised on the playground.

At 8:25 am, the morning bell will ring and all children will line up to meet their teacher in a designated location. Each class begins walking to their homeroom after the bell at 8:25 am, with the first lesson beginning promptly at 8:30 am.

No supervision is provided before 8:00 am or after 3:30 pm except when children are enrolled in an official school activity, such as an ASA (Arts, Sports and Activities). Students may arrive no earlier than 8:00 am unless directly supervised by a parent.

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

### Arrival and Pick Up 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.

## Late Arrivals

Elementary classes start promptly at 8:30 am. It generally takes 3–4 minutes for a child to walk from the gate to the classroom. Therefore, we begin marking students who arrive to school after 8:29 am as late, as this means that the child will be late to their first class.

Students are issued with a late pass at the reception gate that they then give to their teacher.

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. If the pattern of late arrivals continues, then a meeting with the family will be held to discuss alternate morning schedules. 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 8:25 am.

## Morning Snack and Recess

During the morning break time, it is suggested that students have a light, healthy snack sent from home each day. Suggestions for this include cut fruit, vegetable crudites, popcorn, sushi, seaweed, a granola bar, a homemade treat, or another portable snack. During break time, and after they have eaten a snack, students have an opportunity to socialize and play with students from a variety of classes.

Please note that candy will be sent back for children to enjoy at home.

## Dismissal Procedures

The school day ends at 3:30 pm, except on Wednesday Early Release days which finish at 2:00 pm. All Early Release Days 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 pm must be directly supervised by a parent, or older middle school or high school sibling. Nannies and drivers cannot perform this role as they are invited to be on campus only when accompanied by a parent. Parents are asked to be within close range of their child.

To clarify, this means that you must not only be able to see your child play, but also be able to hear your child as well. Sitting in the cafeteria while your child is on the playground is not considered supervision. We have numerous benches and tables in the playground area for parents during this non-supervised time.

Any child remaining at school with a parent after school must follow the same playground rules they adhere to during the school day. This includes being with a parent at all times, wearing shoes at all times, walking in corridors, remaining in Elementary areas 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, and our older students eat in the FAC Cafeteria. Students can choose to bring lunch from home or 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 and 5 students who are eating in the FAC Cafeteria do not preorder online and can 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 thali 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, specific notebooks/journals as determined by teachers etc.

Students need to bring to school all items that are listed below.

- Backpack
- Water bottle
- Snack and lunch (see section on Lunch Program for further information)
- Own device (see BYOT section) for Grades 3–5
- Headphones

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

## Attendance Guidelines

Maintaining good attendance in school is extremely important for students' academic success. Students are expected to attend school every day, unless they are unwell. Missing significant days of school has a serious and negative impact on learning, so a parent conference may be held if a pattern of absences exist.

While it is not advisable to take your child out of school during school time, we understand that for some extenuating circumstances, this is unavoidable. For such an event, an 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.

For non-emergent situations, such as a vacation, the same form must be completed. This kind of absence is not considered unavoidable. Therefore, when making decisions where we have limited numbers such as Vision Projects (Grades 3–5) or Missoula Children's Theater, preference will be given to children without such absences.

Please note that in Powerschool, all 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.

## Leaving Campus

Students leaving school early (e.g., for a doctor or dentist appointment) are to give their homeroom teachers written notice from their parents. Accompanied by their parent, students are also expected to sign out at the Elementary Principal's Office when leaving early from school.

Students who are injured or become ill during school hours will be directed to the Health Center. 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 the 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 +91-044-2254 9000 and the fax number is +91-044-2254 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 Grade 4 and Grade 5 students purchasing school lunch need to carry their ID cards. 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 counselors, 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.

## Visiting Students

AISC welcomes student visitors to our school. Returning alumni and former students are welcome to visit the campus after classes to meet with friends, teachers, staff and administrators.

Visiting friends or similar age family members of our older Elementary students (Grade 2 and above) may join AISC students during the school day, when the process below is followed.

1. A written request is made to the ES Principal more than four school days before the requested visit.
2. The visiting student's full name and the host student's name need to be included in the request.
3. From Grade 2 onwards, visiting students are permitted to visit AISC with their buddy for half or one full school day. Due to safety

reasons, visitors may not attend school when an event such as a field trip is planned.

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

The principal will respond to the request individually based on an understanding of the schedule and individuals involved in the request.

### **Expectations:**

- The visiting student is matched with a current AISC student—a buddy for the entire length of the visit. The visiting student is expected to stay with his or her buddy; the hosting student is expected to be a great host in and out of the classroom.
- The visiting student is expected to follow the host's schedule and adhere to school and classroom rules.
- Arrangements for snacks, lunch, or lunch money are the responsibility of families of the host student and visiting student to coordinate.
- The visiting student will check in with the Security Office and the Elementary School Office upon arriving; he or she will also check out with the Elementary School Office and Security Office upon departure.

### **Supporting Classes While School is in Session**

Parents who are interested in supporting or 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. Unless prior permission has been sought and arranged, parents are asked to refrain from classroom visits while instruction is going on.

### **Visitor Attendance at Assemblies and Learning Celebrations**

Parents are welcome to attend any assembly or learning celebration marked on the Community Calendar. We encourage parents to attend these events to provide the children with an audience, and to allow parents to see some of the learning and 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 if 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 remain quiet during the performances. We are trying to teach our students to be a respectful and attentive audience and we ask parents to do the same.
- Babies and toddlers must 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.

**\*For safety reasons, strollers or prams are not allowed in the FAC Theater 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 signboard 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, and should remain quiet throughout the event so we can all move quickly and quietly to designated areas.

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 lockdown 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 received academic tutorial help outside of school hours. These recommendations will be based on academic need through observations and assessments carried out by teachers.

All organization, 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, share in culminating learning events like project work or service opportunities, help create classroom instructional materials, and 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 of channels of formal face-to-face communication to continue to share the children’s academic progress, including conferences. Conferences are part of our reporting procedures in which the student is 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.

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

- The snapshot conference is 10 minutes long, with one family in the room at a time.
- Children do not attend this conference, it is between teachers and parents.
- 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.

### **Back to School Sessions**

- Time will be set aside during the first month of the school year for parents to meet their child's class teachers and learn more about the grade level programs.
- 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.

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

- In the Early Years through Grade 2, the teacher will lead this conference and will ensure that parents have multiple opportunities to give input.
- Students and teachers 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 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 student learning and data portfolio and goals, and perhaps by demonstrating some activities around the

classroom.

- Students will have a learning and data 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 child, together with the teacher, will also share learning goals they have developed together.
- 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, right from Early Years through to Grade 5. This Student-Led Conference provides opportunities 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 minutes in 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 in conversations with other adults in the room.

## Report Cards

Report Cards are issued four times during the school year. Twice per year, parents will receive a Full Academic Report Card outlining growth in all subjects, and twice per year they will receive a Progress Report Card. The purpose of these Report Cards is to share the progress, growth and goals of each student. A Report Card is a communication tool to provide feedback to students and parents, and to reinforce further learning for students. All Report Cards will be printed and given to parents at dates marked on the community calendar. Parents can also view, download and print their child's Report Card by logging into PowerSchool.

### **Full Academic Report Cards**

Full Academic 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 & emotional growth and behaviors around the AISC Vision of a Learner attributes is also included. These Report Cards will be sent home at the end of each semester.

### **Progress Report Cards**

During the conferences in the fall and spring, a Progress Report will be given to parents. The Progress Report includes a narrative comment of personal, social, and emotional growth and assesses this growth through the lens of learning habits: accepting responsibility for learning, developing positive relationships with others, organizing self and belongings, using time effectively, and displaying appropriate behavior.

## 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.

### **Elementary School Coffees**

Throughout the year, the Elementary School administration will host information sessions on various topics related to the Elementary School program as well as the Early Years program. These sessions take place in the morning from 8:45 am to 9:45 am and are generally on Tuesdays.

### **Family Mornings**

Annually, we have at least one Family Math Morning and one Family Literacy Morning for each grade level. Families come in to learn more about our pedagogical approaches to teaching mathematics and teaching literacy. Parents begin the first part of this morning with our math or literacy coaches, learning about the curriculum and the aims of the current lesson. Parents are then invited into the classrooms, joining their children in the homeroom to see the lesson in progress and participate in learning activities. Finally, parents are invited to debrief their learning experiences with the teachers in a discussion format.

### **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. We can help as soon as we are aware of what the concern may be.

At AISC, we ask students and parents to use the following procedure to resolve difficulties or concerns.

1. Discuss the matter first with the classroom teacher, especially if it relates to grades, curriculum, homework, class behavior, or friendships.
2. If the matter cannot be resolved with the teacher, then please make an appointment to discuss it with the counselor or Associate Principal.
3. Should this matter still require attention, please then reach out to the Principal.
4. If the matter cannot be resolved with the Principal, 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:

1. Academic instruction
2. Co-curricular activities (athletics, after-school activities, student council, clubs, etc.)
3. Student recreation
4. Community member use (parents, alumni, faculty and staff)
5. 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 am to 4:00 pm, Monday through Friday. Community members may not use facilities for recreational purposes during

the instructional day. Many of the co-curricular activities meet before school between 6:00 am 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 research-based resources 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. Regular curricular updates will be shared with families digitally.

### Early Years

The Early Years program is comprised of four multi-age classrooms with children aged from three to five years old. Through inquiry and reflective play, children form theories and ideas about life and the world around them. Children also learn to

identify and communicate their feelings, engage in problem solving, share materials, and play alongside or cooperatively with their peers.

Our play-based curriculum allows children to explore and create as they pursue their own interests. Teachers are intentional in how they prepare the classroom environment and provide opportunities to promote children's development while meeting the unique needs of every learner. Through careful observation, documentation and planning, teachers nurture and foster children's growth in early literacy, early numeracy, language, social/emotional, and physical development.

Adjacent to the Early Years classrooms is a purpose-built Outdoor Learning Center. This learning center is part of the classroom for our youngest students



and contains a number of open-ended materials or loose parts both large and small—similar to the classroom spaces. Loose parts play is a type of play that supports invention, divergent thinking, problem solving, and offers a sense of wonder to children. There are materials that can be moved, carried, combined, redesigned, lined up, and taken apart and put back together in multiple ways.

Please view the Curriculum Guide for more information.

## Kindergarten 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 Grades 3–5, or World Language English for students new to English).

Our literacy framework follows the Columbia Teachers College Reading and Writing workshop program, and includes other elements of balanced literacy such as word study, read aloud, and guided reading and writing.

We use Bridges in Mathematics, which is aligned to the Common Core State Standards in Mathematics, as a primary resource to support conceptual understanding and computational fluency.

Next Generation Science Standards guide our science program, and the College, Career and Civic Life (C3) framework 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 information.

## 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 their home language about a concept or idea to process this so they can then translanguage 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 recognize 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 student's 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 learning to the real world by engaging in community service activities with the guidance of teachers and community members.

## Teaming

The Elementary School is made up of teams of teachers who teach the same grade level, and are comprised of homeroom, EAL teachers, specialist subject teachers and teacher assistants. Teams meet during weekly scheduled planning time and at other times to develop lesson and unit plans, talk about learning 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.

Furthermore, although every student in a grade level will be learning towards the same goals, parents should expect to see teachers teaching and students learning using different approaches. We do not believe in a one-size-fits-all approach, and we value diversity in teaching styles but most importantly, we use student data to help

differentiate to meet each classroom's and each student's needs.

## Elementary World Language Program Organization

Starting in Grade 3, students begin to study World Languages as a special class. There are three classes for World Language: French, Spanish and English (for students new to AISC). Students begin to develop skills to communicate in a foreign language through a thematic-based program. 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 languages. Students are introduced to the history, traditions and customs of Francophone, Hispanic, and English-speaking countries and begin to identify similarities and differences between those cultures and their own.

Grade 3 is an exploration year for World Language, with most students (except those new to English) engaging in a trimester each of Spanish, French, and Indian Studies.

In Grades 4 and 5, students will be selected or be assigned to a language that they will focus on for the entire year. By the end of Grade 5, students are prepared for Level 1A or 1B in French or Spanish as they move into the Middle School.

## World Language Selection Process for Grades 4 and 5 Students

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. An email with a form will be distributed to all parents and remain open for two weeks. The process of assigning languages will be on a first come, first served 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.

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

## 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.





Being assigned to an English as a World Language (EWL) class is based on the student's English language proficiency level at the time of admission. AISC uses the WIDA MODEL (Measure of Developing English Language) English proficiency test which provides data around a new student's English language-level in speaking, listening, writing, and reading. These levels help us determine whether a child would benefit from intensive English language support. A child will exit from this class once they have gained confidence and proficiency in English, and will then be invited to join either French or Spanish classes.

## Physical Education Policy

### *Preparedness and Clothing*

Each unit in Physical Education (PE) requires that the students bring sport-specific gear and wear appropriate 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 or crocs for these units.

### **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, doctor, 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.

## **Standardized Testing**

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

Like many other international schools, AISC uses the NWEA Measures of Academic Progress (MAP) as our standardized assessment of student understanding, knowledge and skill. This computer-based 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. Teachers use MAP results as one data point, in concert with classroom assessments and ongoing observation, to help identify students' strengths and areas for growth. At the end of the year, MAP results are used by teachers and administrators to consider individual, classroom, and grade-level growth.

## **Elementary Home Learning**

In the past, homework in an elementary setting has traditionally been associated with “worksheets” or “workbooks” to complete. All children received the same task and the same amount of time to complete this. Current research on homework has proven that this is not only ineffective but can also have detrimental effects on young children and their learning.

Therefore, AISC Elementary has reconsidered “homework” and instead emphasizes “home learning,” which is differentiated to meet student needs as well as consider the overall development of the whole child, as they explore options of sports, 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 nor jeopardize the right of children to enjoy a balanced lifestyle. We support a “no tears” home learning policy, believing that an excessive time spent on home learning “tasks” does not promote intellectual curiosity or academic growth.

We also encourage our students 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 or personalized 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. Many students will engage in skills-based math activities, either on paper or on online platforms, to improve computational fluency.

### **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 (e.g., reading books, word work, and math skills practice) and return these to school.
- Approach home reading or learning tasks

with enthusiasm.

- Involve your parents or siblings as much as possible; 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 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 Grade 5 students transitioning to Grade 6, 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.





## SECTION 5: STUDENT SERVICES

### Elementary Library (CIC)

The Collaboration and Inquiry Center (CIC) Library develops students' information literacy, provides resources to enrich and support the curriculum, and promotes the enjoyment of 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 40,000 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 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!



**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 also carries over 5,000 eBooks, including fiction and nonfiction. 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.

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 through Grade 5 have a regularly scheduled library class once a week. During this session, students listen to stories, do reading-related activities, share books, and check out and return borrowed 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, they accept 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, Ms. Barbara Bowman at [bbarbara@aischennai.org](mailto:bbarbara@aischennai.org). We look forward to welcoming you in the library!

## Counseling Program

AISC's Elementary Counseling Program is a comprehensive and a developmentally appropriate approach to support all students to develop the skills and attitudes they need to succeed as a global citizen in an international context. Elementary School counselors support students' social and emotional development by helping students establish and maintain healthy relationships, improve academic achievement, build self-confidence, and foster a growth mindset.

Elementary School Counseling Services:

- Social/emotional program delivery within classes aligned with the International School Counseling Association (ISCA) standards
- Collaboration and consultation with parents and teachers
- Initial (or) short-term therapeutic services for children
- Individual and group social skill coaching
- Transition support to students and families as they enter and exit AISC
- Social and behavioral support for children
- Parent presentations and workshops
- Crisis intervention
- Student protection prevention

## Learning Support Services

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

The AISC Learning Support Services offers a continuum of support within a service delivery model that includes: consultative support, standardized 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. Parents of students who are on Individualized Learning Plans receive quarterly updates about their child's progress in meeting individualized goals.

AISC Learning Support team includes a Speech and Language Pathologist, an Occupational Therapist, and two full-time Learning Support teachers.

## Lost and Found

All personal articles (e.g., electronic devices, swimsuits, towels, clothing, notebooks, PE uniforms, book covers, lunch boxes, water bottles, calculators) 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 placed in the Lost and Found storage area. Periodically, 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 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 checks for head lice, and verify immunization of students and staff. They also 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 to 5:00 pm. School nurses provide support to 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: 044 2254 9000, 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 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, they will be taken by the school nurses to one of the following medical facilities:

- Apollo Specialty Hospital, OMR, 05/639, Chennai 600096, Tel: 044 2496 1111
- Apollo Hospital, 21/22, Greaves Road, Chennai 600006, Tel: 044 2829 3333, Emergency: 044 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 4289 2122

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 they have 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 may 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 100 F/37.5 C should be sent to school. A child who has a temperature equal to or above 100 F/37.5 C 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's 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, one 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 a 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 Notes) 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.

## Wellbeing Philosophy

As a mission-driven learning community, we believe it is our collective responsibility to intentionally promote wellbeing and empower students to thrive. As an Elementary School community, we define wellbeing as feeling happy, healthy, and ready to do our best and help others do the same.

The 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

Besides classroom instruction, elementary students engage in other types of learning activities outside of the classroom, including field trips, school-wide cultural programs, Learning Celebrations, clubs, and more. The guidelines below highlight the aims of each of these learning experiences and the responsibilities of participants.

### Participation in School Activities

In order for students to participate in or attend school-sponsored activities, they must be in attendance on that school day. This includes field trips, before- and after-school activities or clubs, sports practices, performances, and any other school-sponsored events.

### Cultural Celebrations

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. Parents, in collaboration with teachers and students, help to organize small class celebrations and activities.

We also honor India Month, during the month of October, through a month-long series of community activities including the ES Diwali Performances, India Week Learning Activities, and PCA Diwali Mela. Finally, we celebrate UN Day through a Parade of Nations and UN Day Community Celebration.

## Elementary Classroom Without Walls Program (CWW)

As part of our Elementary School curriculum, we believe it is important for students to be participants in authentic learning experiences outside of the classroom. Therefore, our students have multiple opportunities to study in a classroom without walls: on field trips around Chennai, in Service Learning, at a school sleepover for students in Grade 4, and a three-night stay for Grade 5 students in Yelagiri.

Grade 4 Overnight gives students an introduction to a night away from home, and an opportunity to connect with their classmates and teachers. Students begin to develop the independence needed for a multi-night stay.

Grade 5 Classroom Without Walls (CWW) provides students with a supported introduction to 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 CWW is to:

- Prepare students for week-long Week Without Walls programs in Middle School
- 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 strengthening existing ones
- Increase respect for the environment, other individuals and different cultures
- Challenge students physically and mentally

- Take learning out of the school and into the real world

It is an expectation that all Grade 4 and 5 students participate in this program. The school covers the cost of the overnight Classroom Without Walls trips.

### 2019–2020 Dates

Dates for the Grade 4 School Sleepover - Friday, 7 February, 2020

Dates for the Grade 5 Yelagiri Trip - Tuesday to Friday, 17–20 September, 2019

## Field Trips

Field trips enhance learning and give students opportunities to apply concepts through practical experiences. Field trips may be used to provoke student inquiry, to enhance lessons or as culminating activities, and offer opportunities for integrating learning between subject areas.

Teachers will communicate field trip details at least a week before the trip. All students going out for field trips use the school-provided transport to and from the field trip locations, and are accompanied by multiple adults including teachers, teaching assistants, and security staff.

Some Elementary School field trip experiences include visiting The Farm Restaurant to learn about sustainable agriculture, a biodiversity trip to the Pallikaranai Marsh, a tour of the market examining global imports and exports, and an Early Years beach clean-up.

## Learning Celebrations

Students at AISC have the opportunity to showcase their learning through Learning Celebrations. In Elementary, we have two formats for Learning Celebrations: classroom celebrations and community celebrations.

In classroom Learning Celebrations, parents are invited to visit the classroom to experience the learning and growth in a particular unit. Students often celebrate writing through a “publishing party” in which parents join as an audience and provide warm feedback to all students. Other classroom celebrations similarly highlight subject- and grade-specific learning and growth.

We also hold larger, community Learning Celebrations which are listed on the AISC Calendar and usually held in the FAC Theater. These multi-age, multi-grade celebrations aim to build inter-grade community, giving opportunities for students to see other students’ work. Students also get an opportunity to perform to an audience and learn how to be a member of the audience. Learning Celebrations are not intended to be polished, formal performances, but rather, to share a snapshot of curriculum with parents and community. Finally, student council leadership of Learning Celebrations provides an opportunity for student leadership.

When students are slated to present at a community Learning Celebration, teachers will notify parents in advance.

## Arts, Sports & 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. These paid activities are optional and are available for students from Kindergarten through Middle School. Kindergarteners may join these from the

2nd semester. At the end of each ASA season, parents are invited to join for a showcase of the season’s learning.

Also included in the ASA program are Maker Saturdays, which are collaborative parent and child STEAM (Science, Technology, Engineering, Arts and Mathematics) activities to give families an opportunity for creative thinking in the Maker Space on a design challenge. Maker Saturdays happen once per ASA session with a limited number of slots. One parent must attend with each child, and for safety reasons, younger siblings may not join on Maker Saturdays. Parents may sign up for Maker Saturdays using the ASA enrollment methods.

## Lunchtime Clubs

Teachers and students are invited to propose and lead lunch time or before-school clubs based on a common interest or curiosity. Clubs are optional and no-cost. Clubs include Roots and Shoots, Morning Choir, Drawing Club, and Student Council.

## 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, cookies or donuts) to be given out at a time determined by the teacher. Party gift bags or favours are not encouraged at school.

If your child is distributing invitations at school to a birthday party, please be sure to invite all students in the class. In the case that this is not preferred, please distribute invitations outside of the school day.

## 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 K–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 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 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:

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

### iPads

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.

## Grades 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 Quick Links.

## Coaching and Integration Support

Technology is integrated into the curriculum and as such, students will be using computers regularly during their classroom units of study. A technology integrator works collaboratively with classroom teachers planning lessons and co-teaching during technology-integrated lessons. The technology integrator also helps set up accounts and troubleshoot issues in the classroom.

## 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

Our Elementary School 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.
- 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 wellbeing 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, including, 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,

## 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

smoking, and drug or alcohol use, is not tolerated in any form.

## 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. These should not be worn in the classrooms or lunchrooms.
- 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.

## 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 at all times
- Stay seated throughout the entire lunchtime
- Use an indoor voice
- Clean up after themselves



## 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 onwards.

## 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, and 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; and/or
- **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 feels 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 wellbeing of others and/or an individual's learning. These issues are generally dealt with by the 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

Name	Administration	Email
Keryn Dowling	Elementary Principal	dkeryn@aischennai.org
David Allen	Associate Principal	adavid@aischennai.org
Calley Connelly	Math Coach / Leadership	ccalley@aischennai.org
Hazel Bangera	Senior Admin. Asst. to Principal	bhazel@aischennai.org
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Linda Gerberich	Guidance Counselor	glinda@aischennai.org
Vanessa Kim	Guidance Counselor	kvanessa@aischennai.org
Cheryl Foregard	Admin. Assistant (Counselor's Office)	fcheryl@aischennai.org

Name	Classroom	Email
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Scott Stier	Grade 3 SS	sscott@aischennai.org
Ross Connelly	Grade 4 RC	cross@aischennai.org
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## EAL Teachers

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## Specialist Teachers

Joseph Pramod	Art	pjoseph@aischennai.org
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Priya Kathare	Art	kpriya@aischennai.org
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Sobha Daniel	PE	dsobha@aischennai.org
Jack Bissonnette	PE	bjack@aischennai.org
Keeley Tagtmeyer	World Lang - French	tkeeley@aischennai.org
Deanna Doherty	World Lang - Spanish	ddeanna@aischennai.org

## ES Coaches

Alex Ray	Literacy Coach	ralex@aischennai.org
Hilary Barron	ES Curriculum Coach	bhilary@aischennai.org
Mary Kelly Bello	Instructional Coach	bmarykelly@aischennai.org

**ES Design Studio/MakerSpace Coordinator**

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**

Barbara Bowman	Head Librarian	<a href="mailto:bbarbara@aischennai.org">bbarbara@aischennai.org</a>
Teena Marie Pennefather	Asst. Librarian	<a href="mailto:pteena@aischennai.org">pteena@aischennai.org</a>
Priya Venugopal	Technology Integrator	<a href="mailto:vpriya@aischennai.org">vpriya@aischennai.org</a>

**ES Learning Support Services (LSS)**

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Melissa Hutchinson	LSS Teacher	<a href="mailto:hmelissa@aischennai.org">hmelissa@aischennai.org</a>
Lucy Palmquist	LSS Teacher	<a href="mailto:plucy@aischennai.org">plucy@aischennai.org</a>
Chaitanya Sathyakumar	Occupational Therapist	<a href="mailto:schaitanya@aischennai.org">schaitanya@aischennai.org</a>

**Leadership, All School Faculty and Staff**

Head of School	Andrew Hoover	<a href="mailto:headofschool@aischennai.org">headofschool@aischennai.org</a>
Chief Business Officer	Alankrit V Arora	<a href="mailto:aalankrit@aischennai.org">aalankrit@aischennai.org</a>
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Business Office	Sudha Meeran	<a href="mailto:msudha@aischennai.org">msudha@aischennai.org</a>



## 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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