

**A'TAKAMUL INTERNATIONAL
SCHOOL**

Student Handbook – Elementary Department

2017-2018



Respect, Responsibility, Recreation & Results



RESPECT, RESPONSIBILITY, RESULTS & RECREATION

Our Vision

Our Vision at ATIS is to develop a unique school system that combines an American curriculum with an Arabic curriculum and ethos, as well as Islamic and Kuwaiti values. ATIS shall be a leader in promoting student learning, and achievement, by providing a place of excellence where students can realize their full potential in academics, creative, personal, physical, moral, and spiritual development.

Our Mission

The Mission of ATIS is to provide high quality international education, while preserving and promoting Kuwaiti values, and traditions. We lead a quality instructional program recognized by American colleges, and universities, implemented by highly qualified and motivated teachers, involving parents, and the community as valuable members. It promotes high expectations, and creativity in all students, enabling them to become contributing, successful Kuwaiti, and global citizens.

Our Beliefs:

1. Learning should be enjoyable, and challenging.
2. The curriculum should be founded on the requirements of the modern world that provides an active learning environment, encouraging students to be enthusiastic life-long learners, with the ability to think independently, as well as receptive to positive ideas of others.
3. The curriculum must be flexible, challenging, relevant, and continuously developed to enable each child to reach his/her full potential.
4. The school recognizes and respects diverse learning styles, and teaching strategies employed by highly competent, and qualified staff committed to education.
5. The educational experience should enable students to learn to communicate effectively both in English and Arabic, solving problems competently, thinking actively, and creatively.
6. Scientific research and exploration, mastery of computational skills, artistic creativity, and physical activity will be encouraged.
7. There will be mutual respect and cooperation among all members of the school community nurturing Islamic and Kuwaiti values that build human rights, dignity, and integrity.
8. The student's educational program will be a shared responsibility involving home, school, teacher, and student.

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A'TAKAMUL INTERNATIONAL SCHOOL

Elementary School

PERSONNEL

Owner

TES (Tafawoq Educational Services)

Educational Director

Administration

ATIS School Director:	Ms Najia Daly
Elementary Principal:	Mr Denes Csulak
Elementary Vice- Principal:	Ms Julia Savage
Arabic Head	Mr Amro Abdeen
Islamic Head	Mr Mamdouh Mahran

Building Faculty/Staff

Nurse (Elementary)	Ms Elham
Secretary	Mr Peter
Registrars	Ms Abrar and Ms Kawther
Receptionists	Ms Abeer and Ms Malak

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A Message from The Elementary Principal

Welcome to the Elementary Department of A'Takamul International School. Despite being the largest section of A'Takamul International School, we strive to educate all our students on an individual basis, recognizing that each student is a unique individual with a distinct set of values, passions, experiences and ideas. In keeping with the school's mission statement we want our students to be lifelong learners in an increasingly global society where each individual student has the necessary skills and attitudes to be successful in their adult lives.

Elementary schooling begins at home where you the parents have a significant influence on the skills, experiences and knowledge that your children bring with them when they start school as a three and a half year old KG1 student. Elementary education builds on the experience of the early years of a child's life and for following a child's first two years in the KG Department the teachers in Grades 1-5 and to develop the independent study skills necessary for the later years of education. Our program enables students to develop the ability to communicate effectively, reason critically and exhibit a greater understanding of the world as a whole, while still maintaining Kuwaiti values, customs and traditions. To keep parents informed of their children's progress the elementary school follows a program of continuous assessment, using both formal and anecdotal tools to provide a U - A rating of achievement in both oral and written disciplines. We also provide an assessment of the effort being made by our students and on the report card this is rated on a 1 – 5 scale.

We recognize that education is not only in the classroom. Our students are involved in both grade level productions and weekly assemblies where they are able to showcase their performance skills. They take part in field trips into the wider community to learn firsthand, aspects of the curriculum they have been studying, and after-school clubs enable them to take part in a wide range of motivating activities including sports, the arts, and further academic opportunities. We believe we deliver an exciting and complete educational experience, and invite you to come and see us at your convenience.

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Grades 1-5

We are an American curriculum school and this curriculum starts in Kindergarten and progresses throughout the remainder of the school. The curriculum is seamless throughout Elementary with each Grade level building upon the experiences and subject matter taught the previous year.

We offer your child a broad and balanced curriculum which places emphasis upon the major aspects of children's physical, emotional, social and cognitive development. The curriculum promotes child-centered learning and will provide your child with a challenging, stimulating environment.

Each class has a class teacher and a full time classroom assistant in Grades 1 and 2 and shared assistants from grades 3 through 5. Your child's classroom teacher will teach your child Math, Language Arts, Social Studies and Science while subject specialists will teach Arabic, Islamic, Physical Education, and ICT. Music is taught up to Grade 3. The classrooms are very well equipped, to ensure your child has every opportunity to receive a well-rounded education.

The school day starts at 7.20 AM with a morning flag ceremony for all Grade 1-5 students. It is very important that your child is on time every morning to provide them with the essential routine they need. After assembly, when they return to class, the teacher will immediately start the day's teaching. Your child will miss valuable information if he/she is absent or late for school. Therefore, please ensure that your child arrives in school on time.

At the end of the day, students are dismissed at 2.10 PM. Students who are picked up late will be kept in a holding room and will be supervised by a late duty teacher.

If you have any concerns throughout the year, you are very welcome to make an appointment with your child's class teacher, **Mr. Denes Csulak (Elementary Principal)** or **Ms. Julia Savage (Elementary Vice-Principal)**. Special appointments can be arranged with the **Grade level Leqader** to discuss curriculum matters or **the School Counselors** to discuss social and emotional concerns. To make an appointment please **[call the Elementary Secretary \(Ext. 118\) and she will arrange all required appointments.](#)**

On behalf of all the Elementary Department, I welcome you to A'Takamul International School and we welcome the opportunity of being a significant factor in your child's education.

Sincerely Yours,

Denes Csulak

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Elementary Principal

The Elementary Curriculum

In the Elementary School we follow the West Virginia State Standards aligned with Common Core in the core subject areas. All teaching resources for English, Math and Science are American schemes. Also, we are introducing project- based learning to our elementary students this year.

English Language



Writing

Writing begins with the student's initial school experience. The use of the writing process (brainstorming, pre-writing, drafting, revising, and conferencing, editing and publishing) and the 6 Traits plus 1 analytical writing approach continues throughout the grades. Writing is not an isolated experience but is integrated throughout the school day in various curricular areas. Teachers introduce and reinforce the components of good writing at each grade level. Students and teachers use a writing portfolio as a vehicle for the development of skills in composing, revising and reflecting on writing throughout the grades.

Speaking/Listening

Communication skills are an integral part of the learning experience. Listening and speaking skills develop as the child progresses through school. Learning these skills enables the student to become an active participant in the learning process. These skills are particularly important for second language learners. Therefore they form an important part of the Elementary curriculum.



Spelling

Beginning in kindergarten, students experiment with letters and sounds and learn how those letters build words. Emergent writers may have difficulty spelling words within their oral vocabularies. Rather than interrupt the flow of thought, invented spelling is encouraged. As students progress in their writing abilities, the purpose of the spelling curriculum is to help learners master conventional spelling. The formal spelling program focuses on spelling patterns and words student frequently misspell. Students also learn to use tools such as the dictionary, collaboration with peers, and technological devices.



Handwriting

In the early elementary grades, students learn the strokes which form the basis of manuscript letters using the D'Nealian scheme. Handwriting instruction focuses on the development of letter formation skills and the application of these skills throughout the curriculum. Cursive handwriting is introduced in the third grade and refined in fourth and fifth.

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Reading

It is the policy of ATIS that students are taught to read well. We believe that reading is one of the keys of the whole curriculum. It is therefore important that an interest in literature is fostered in the classroom from an early age. Students must be taught in a structured way the necessary skills to become competent and comprehensive readers so that reading becomes a part of their work in adult life.

Our Teachers will:

1. Ensure that each student achieves at least the minimum reading level required for each group.
2. Ensure that each student is encouraged to progress with reading and reach the highest level possible for their age and special abilities.
3. Maintain reading records for each student to monitor progress and development.
4. Ensure that reading skills are taught in a systematic way in each classroom as part of the language curriculum.
5. Ensure that parents understand the importance of reading and involve them in reading activities with their children at home.
6. Teachers will use a variety of learning and teaching approaches; which will include group reading as well as individual reading.

Individual Reading

- The class teacher will listen to each student at least twice a week.
- The student's reading book will be changed as soon as the book has been completed satisfactorily.
- Diagnostic reading records, which hold clear comments about progress and areas of weakness, must be kept.
- Students must have a reading assignment on a daily basis.
- Parents should be encouraged to help their child with reading by listening to them at home.
- All reading should be accompanied by some comprehension exercise.
- Students are to be assessed every 12 weeks, reading and information ganging skills, in addition to fiction.
- Reading group activities should involve a variety of skills – e.g. producing class books, closed procedures, games, book weeks, reading competitions, etc.

Supplementary Reading

- Each class should have a suitable variety of books in the class library. Books should include both fiction and non-fiction.
- Early year – Teachers should develop a reading area in the classroom which would stimulate children's interest in books. This should include interesting displays of books, wall displays, comfortable and informal seating etc.
- Each class will visit the library at least once a week. Students should be taught library skills during this time. They should be encouraged to borrow books regularly and use the books read" booklet.
- Reading competitions will be set up where certificates or book tokens are given out.

Mathematics/ Mental Math

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The Mathematics curriculum is based on a set of clearly defined learning objectives. Major concepts include: numbers and numerals, fractions, measurement, geometry, decimals, graphing, number theory and probability. These concepts are developed through a balanced use of manipulative materials, text-based instruction, problem solving and daily practice of basic facts.

Science



Science is best learned when student are engaged in practicing science. Hands-on activities encourage students to experience for themselves, through direct observation and experimentation, the process, joy and fascination of science. Through scientific experimentation, students answer their own questions and develop patience, persistence and confidence. Learning how to use reasoning and logic, and the steps of the scientific method is an integral part of the program. The HSP Science textbook is the main book used. However additional information books and videos are used to support the science program.

Social Studies

The social studies curriculum is designed to help children understand citizenship, cultural diversity and their place in the global community. The program begins with the local community and history, and broadening to include the GCC countries and the Arab world.



Art

Art lessons are integrated with other areas of the curriculum. Students will regularly have the equivalent of one period of Art each week. The projects that will be completed are designed to exercise and strengthen the pupil's ability to perceive, appreciate, perform and criticize, while learning subject content at the same time.



Music (Grades 1 - 3)

The goals of the music program are to provide the opportunity for every child to learn the basic skills of singing and rhythm, to develop song repertoire, to broaden listening skills, and to learn language skills. Once a week, every child meets with the music teacher for one period for musical activities that include listening, singing, performing, moving, reading and creating. Through these activities, the students learn concepts dealing with the major elements of music which are rhythm, melody, form and harmony, tone, color, style and expressive qualities.



Students are provided with a variety of performing opportunities. All elementary students participate in school musical productions. These performances have a lot of value in providing students with opportunities to apply their learning, practice speaking skills, gain confidence, and develop team working skills.

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Physical Education

Physical education contributes to the well - being of students through participation in activities designed to meet their physical, social, emotional and intellectual needs. It is a tool used to develop individual values of good citizenship and sportsmanship for real-life situations. As students move through the elementary grades, there is an increased degree of difficulty in skills and a greater emphasis on team play. The program is designed to provide equal opportunities for all students to participate in physical activities that promote self-confidence and the ability to work in teams.

Living Values

Living values is an education program that is designed by educators and recognized by the United Nations.

It promotes the development of values- based learning communities and it fosters quality education by supporting the development of the individuals in a value based atmosphere.



The aim of the program is to improve student's behavior and the climate of the school.

A'Takamul International School has adopted this program and we aim to improve student's behavior and the climate of the school by embedding values in everything we teach.

Through this program the students at A'Takamul International School will be engaged in activities that allow them to explore and experience their own qualities and the qualities of the people around them. They will learn to become motivated learners and develop cooperative social skills. The program will involve creative activities teaching the students the following values:

1. Respect
2. Responsibility
3. Caring
4. Citizenship
5. Honesty
6. Fairness

Homework

It is the belief of A'Takamul International School that homework forms an integral part of teaching, and that if used effectively homework is a valuable tool.

The purpose of a homework assignment should be to:

1. Extend learning and provide practice
2. Master skills already acquired

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Homework assignments are planned carefully in accordance with the following guiding principles:

1. The purpose of the assignment and its relation to what has been learned in the classroom must be understood by the students.
2. Students should understand fully what to do, how to do it.
3. Time allotments should not exceed:
 - a. Grades 1-3 – 20 minutes
 - b. Grades 4 -5 – 30 minutes
4. Students must use their homework agendas to write their homework assignments. Individual or small group assignments, differentiated to meet the different needs of students, are expected.

Information and Communication Technology

IT in the elementary school provides students with an understanding of the technological culture that affects their everyday lives. By utilizing networked computers and software applications, students solve practical problems and begin to apply technological skills and processes. Students are encouraged to explore, create and work together in a cooperative environment. Since technology is a medium that supports all curricular areas, the development of subject specific skills is a natural extension of the IT program. The IT teachers integrate elements of other curricular areas with the introduction and exploration of technology skills through class projects.



The Library

Our emphasis on reading and our “Read to Succeed” motto describes the importance we give to reading. The library is a warm, friendly, and inviting place where we encourage children to become lifelong readers.

Books may be checked out for a one-week period of time. Fines are not charged for late items, but we do send home reminder notices on a monthly basis.

All grade level students come to the library to enjoy rich literature and to receive direct instruction on how to use the library.

Research has demonstrated that students who are exposed to a print-rich environment engage in voluntary reading, and those who read at home tend to develop the habit of reading. We encourage families to explain the importance of the library to their child and share the joys of reading with their child each day.

The library lesson and activities are planned by the homeroom teacher. It is the responsibility of the teacher to:

- Take the students to the library in an ordinary manner.
- Supervise the discipline in the library
- Ensure that all students follow the library rules
- Read to the students
- Listen to the students read



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- Ensure that the library remains clean, books returned to the shelf and chairs are pushed in.

Extracurricular Activities

We believe that Extracurricular activities provide students with wider horizons and a breadth of experiences.

All children in grades 3, 4, and 5 are eligible to participate.

Each year our staff offers a wide range of exciting extracurricular activities that allow the students to develop both academic and social skills. The activities offered range from teaching languages (French and Spanish), to recreational activities (Movie Club, Cooking, Board Games, etc.). In addition students may participate in clubs such as (ICT, Art, Creative Drawing, Weaving, Embroidery, Drama, and a selection of Arabic clubs such as Handwriting, Quran Studies, Stories of the Prophets, Journalism, Poetry Writing).

Sports opportunities are also offered after school. Sports such as Basketball, Hockey, Football, Table Tennis, Swimming, and Aerobics are offered during the year, In addition students have an opportunity to join one of the school's teams to participate in inter-school activities organized by KFSAC. As some of these activities are seasonal or may be set up as play days or team competitions, students are informed of dates and times close to the time.

General Information

ADMISSION PROCEDURES AND REQUIREMENTS

All prospective students wishing to register and enroll at A'Takamul International School (ATIS) must adhere to the strict admission policy.

It is the policy of school to admit any student to the school that completes all application information along with all documents necessary for registration and successfully pass the entrance interview and examination. As the prerequisite for the interview and placement test, all applications and required documents must be received and approved by the school Registrar's office in order for an interview and placement examination to take place. All decisions for admission and placement will be made strictly in the best interest of the applicant; therefore the school reserves the right to deny testing or placement.

It is the responsibility of parents to inform the registrar if they are aware of any special educational needs and difficulties that the student may have at the time of submission of the application. Students

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suspected of requiring special educational needs that cannot be provided by the school may be asked to provide assessment information from independent professional evaluation centers prior to making a decision for eligibility for admission and placement testing. Based upon test results, the school reserves the right to offer various options such as acceptance, denial of admission or acceptance to a lower level.

Priority for admission will be given to current re-enrolling students. Students requesting to register after the closing date of general registration will be placed on a first-come-first-serve basis. Once classes are full, prospective applicants will be placed on a waiting list, which does not guarantee placement.

ATIS Discipline Policy

The purpose of the Discipline Policy is to help children learn appropriate behavior. We believe that appropriate behavior needs to be taught, modeled, monitored, and re-taught. This is a continuous learning process that children develop and refine over a lifetime.

Responsibility and participation are prerequisites to high self-esteem and self-discipline, so students need to feel that they are trusted to assume responsibilities and given opportunities to make critical decisions.

It is important to remember that students have the right to be in school, however, with that right comes the responsibility to respect the rights of others and to become actively and productively involved in their own academic learning.

To encourage this, the students need a safe place where they can be themselves, learn to know themselves, and take important steps toward developing positive behaviors. School is a place where there is a joint effort to learn, to relate, and to grow.

Our goal is to encourage children to realize that by being given responsibility they will learn to make appropriate decisions.

Students' Responsibilities

In schools with a positive, productive school climate, students are responsible for their own behavior and academic successes and failures. Student responsibilities include:

- To laugh with, not at others
- To speak to others in a kind and respectful way
- To respect others and treat them with dignity and worth
- To respect their own and others, personal space
- To not hurt others through words or actions
- To express their feelings and opinions respectfully and appropriately

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- To eliminate unkind remarks with regard to race, religion, sex, color, creed, national origin, or age
- To use appropriate language
- To respect school property and equipment.
- To use the available school resources with care.

The student has the right to be in school. This right includes:

- To be treated with respect as a unique person
- To be treated with compassion
- To be in a safe learning environment
- To learn about themselves
- To express their feelings and opinions, in a responsible manner, without fear of punishment or disapproval
- To know when behavior is appropriate or inappropriate

Adults' Responsibilities

The adult has the opportunity to provide a safe place for students and to provide alternatives and choices to help students develop their own attitudes and behaviors.

Adults' responsibilities include:

- To respect the rights of all students
- To establish limits and to maintain consistent clear ground rules
- To foster academic and social responsibility
- To discipline with authority
- To help every student when behavior is appropriate or inappropriate
- To act as a positive role model of behaviors expected of students

General School Rules

- Be Safe
- Be Respectful
- Be Prepared

General Common Area Rules

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1. All students shall be in the school grounds before 7:20 AM. Tardiness will not be tolerated.
2. Students are responsible to all adults at school---Teachers, Administrators, and all other staff.
3. Students are to walk quietly at all times in and around the building. Keep to the right in all staircases.
4. Students must keep the building clean.
5. Students must use the bathrooms and bathroom materials properly.
6. Students must respect the personal space of others.
7. Students must show courtesy for the staff, fellow students, security staff and cleaning staff.
8. Students are not permitted to hit each- other.
9. Students should report cases of aggression to an adult. They should not strike back.
10. Students will not bully, steal, physically harm, verbally abuse or harass another student. The use of bad language will not be tolerated.
11. School behavior policies apply on all field trips and after-school activities.
12. Students must respect school property and personal belongings. Students will be expected to return or replace damaged or stolen property.
13. Students are not to bring the following to items to school: mobile phones, iPods, iPads, electronic games, matches, make-up, jewelry, accessories, chewing gum, knives, collector cards, toys, real or toy weapons.
14. Students must come to school clean, neat, and dressed appropriately. Complying with dress code regulations or parents will be called to bring correct attire. Boys must keep their hair neatly trimmed. (No fancy haircut or gelled hair style is allowed.)
15. Inappropriate use of internet will not be tolerated.
16. Students are expected to speak in English at all times in the school building, except during Arabic/Islam lessons.
17. Parents who pick up their children must come into the school to meet them and accompany them to the car.

Playground Rules

1. All students shall stay in the designated play areas. No one will be permitted in Reception, in front of the Principal's Office, in the hallways, stairwells, around the front or the back of the school building by the school entrances.
2. Any activity considered dangerous or inappropriate by staff will not be permitted. These include:
 - a) throwing objects
 - b) pushing, wrestling, fighting, tackling or kicking
 - c) throwing litter on the ground
 - d) using hard balls
 - e) jumping on benches or tables

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Prayer Time Standards

1. All Muslim students from Grade 5 to 12 are expected to pray during the allocated prayer time. Prayer time is obligatory for Muslim students. It is not a free time for students or teachers. Teachers may not keep their students in class to work, and thus making them miss prayer time.
2. Girls must provide their own prayer clothes. These should be labeled with their names, and kept in their classroom.
3. Teachers are to take their students to wash and pray. They must supervise them during their washing, and make sure they go to the prayer hall. Teachers must encourage students to go to prayers in an orderly and quite manner.
4. When prayers are over, students will be asked to proceed to classroom in a quiet and orderly manner.
5. Discipline policy applies during prayer time.

Bus Standards

1. Bus transportation to and from school is a privilege. This may be temporarily suspended or permanently revoked if misconduct jeopardizes the safe operation of the bus and the safety of the other passengers.
2. If the bus driver determines that a safety factor is violated, a discipline report will be submitted and an immediate student/Vice-Principal conference will be held.
3. A second report from the bus driver may, after consultation with the Principal and School Director, result in suspension from riding the bus.

DISCIPLINE GUIDELINES FOR THE ELEMENTARY SCHOOL

Discipline is initially the responsibility of the class teacher or the teacher on the 'scene' of any disturbance or problem that they come across within the grounds of the school. While discipline systems are in place at A'Takamul International School, it is expected that all staff use their professionalism and training to institute a range of rewards and punishments that adequately deal with the range of most occurrences.

In all cases positive reinforcement techniques should be used in order to get the desired outcomes rather than relying solely on punitive measures to deal with general classroom behavior.

Merits

These are given out for a range of positive things completed by the students. Merit stamps are given to students in their agenda book. Teachers and students tally the merits gained by class members including those given by the subject specialists.

These merits can be given for a variety of actions including:

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- good class work which may include good test grades, homework or project work
- being helpful towards others
- positive effort
- special achievements either inside or outside of the classroom
- actions achieved during breaks

Special Merit Certificates

Special Merit Certificates will be given by the principal when students have achieved 15, 25, 50, 75 and 100 individual merits. These special certificates will be given out at the end of each quarter during assembly in the last week of the quarter.

Principals Certificates & Special Class Certificates

These special certificates will be given out for a variety of reasons, determined by the staff in order to recognize and promote student achievement and used as a tool of positive reinforcement.

Discipline Procedures

Individual staff members are responsible for their own discipline measures as used in the classroom and should not pass on the problem to the next level of administration until a range of measures have been used and documented or a major problem which requires urgent action occurs.

DISCIPLINE CHAIN

Class Teacher --Grade Level Leader - Vice Principal - Principal -School Director

Subject specialists are, in the first instance, to refer any discipline matters to the class teacher and to their Head of Department, who will then act in accordance with the Discipline Chain. All subject specialists need to keep a record of any serious or re- occurring offences.

IT IS VERY IMPORTANT THAT DISCIPLINE MEASURES TAKEN FOR SERIOUS OR REPEATED OFFENCES ARE RECORDED FOR EVIDENCE ESPECIALLY WHEN PARENT CONFERENCES OCCUR OR POSSIBLE SUSPENSION IS PENDING.

Possible Discipline Actions to be Used in the Classroom

- Reprimand – orally
- Given additional written work of self - reflection as a punishment
- Move seating position within the classroom
- Isolate student within the classroom
- Keep student in the classroom during one of the breaks – (Note that there are two breaks)
- Keep the student back after class to reprimand

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- Write a note to parents in the communication book
- Contact parents and request a parent conference
- Send a Scholastic Warning slip home to parents to read, sign and return it with the student.
- Send the student to break detention to the detention teacher's classroom.
- After repeated and very serious offences, students need to be referred to the Vice- Principal and to the Principal for further disciplinary action.

Record Keeping

1. Anecdotal records are teachers' notes including specific dates, times and events of incidents that occur throughout the school year. Academic, social and emotional progress is noted in the Anecdotal records.
2. Behavior Logs are teacher's notes of students with behavior concerns. These notes are checked regularly by the Principal and Vice-Principal and concerns are shared with the parents or referred to the school's counselor.

Persistent, Reoccurring or Serious Issues

Teacher to bring notice of the issue to their Grade Level Leaders who will assist the classroom teacher in any one of the following ways:

- Give additional advice or support to the class teacher
- Take the student into their own classroom for a set period of time
- Be involved in any parent – teacher conference (Grade Level Leader needs to be aware of the issues PRIOR to this conference)
- Consult with Vice-Principal and/or Principal of further actions to take
- Involve the school counselors
- Pass issue on to Vice - Principal or Principal

Daily Report

Students who consistently infringe or cause problems can be put on DAILY REPORT by the Grade Level Leader, Vice Principal or Principal.

The DAILY REPORT consists of a series of photocopied sheets pasted into an exercise book which the student gives to their teacher at the start of EVERY lesson to be filled in.

At the end of every day the classroom teacher will sign the form which then goes home to the parents to sign.

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BEHAVIOR AND CONSEQUENCES

When students break rules and do not behave as outlined in the school policy, teachers, supervisors or administrators will apply one or more of the following consequences as deemed appropriate by the circumstances.

- Reminder of the rule, first warning, discussion of possible consequences, reprimand. Cleaning, picking up, repairing, apologizing, or making restitution to undo the damage caused by the misbehavior. Developing, writing, signing and carrying out a plan for improved behavior.
- Phone call or letter to parent(s), who may be asked to attend a conference about the situation.
- Loss of unscheduled time at recess, lunch hour or another appropriate time.
- “Time-out” in an appropriate location within the school to cool off and reflect on unacceptable behavior. Hallways are not appropriate places.
- Participation in counseling with the teacher, administrator, school counselor, and other staff support person, or professionals from other agencies external to the school.
- In school suspension
- Out of school suspension
- All behavior issues should be documented and available for Administration when needed. The student referrals will be documented by the school administration. This process will include teacher, student and parental signatures for highly inappropriate student misconduct.

1. Dress Code:

Students will dress in accordance with the school uniform policy. Dress in a clean, neat, appropriate manner. Hats are to be removed while we are in the building. School uniform will be worn on trips outside the school. PE uniform must be worn for PE lessons. Dress on open dress days needs to be appropriate – no slogans or offensive writing. It needs to reflect the values of the school.

Reason for Expected Behavior: Our appearance reflects our good judgment and our respect for ourselves and others. Wearing appropriate clothing both inside and outside is necessary for comfort and good health. Clothing that may be appropriate in another environment may not necessarily be acceptable in a “work” environment such as school (for example, beach clothing is not acceptable in school, etc.).

Consequence: Students are required to change into acceptable clothing. Parent needs to be contacted and asked to bring in the school uniform or PE uniform including proper school or sports shoes on PE days.

2.Tardiness : Students will arrive in school and to class on time. Flag ceremony begins at 7:25 AM. Students should be in school by 7:20 AM.

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Reason for Expected Behavior: Arriving in school on time is a sign of respect for school and learning.

Consequence: If students are late more than 3 times they will be referred to the school administration.

3. Physical injury/threats: Students will not cause, attempt to cause, or threaten to cause physical injury to another person whether initiating or in retaliation. Treat others as we would like to be treated. Fighting, hitting, kicking, rough pushing, gestures, biting, spitting and throwing objects, etc. are all forms of unacceptable behavior.

Reason for Expected Behavior: Everyone deserves to be treated with respect. A necessary skill to develop is getting along with others. Rough behavior will hurt someone's feelings or cause injury.

Consequence: Physical misconduct will be immediately identified and the student(s) involved will be reminded of expected behavior. As every situation has its unique set of circumstances, appropriate action will be taken to resolve the incident. Examples: time out, suspension, parental involvement, parent conference.

4. Use of bad language: Any use of bad language is not acceptable. Our language will show respect for all persons, students, staff, volunteers, visiting community members, etc. Name calling, rude or obscene language or gestures, racist comments, offensive gender comments, yelling, disrupting, and spreading hurtful rumors are all unacceptable.

Reason for Expected Behavior: Speaking respectfully is an important and valuable life skill.

Consequence: Inappropriate language will require immediate attention. The student will be asked to reflect on a personal level. Serious infractions will require written confirmation with the possibility of detention for serious infractions. Contact with parents will be required as appropriate.

5. Bullying: Physical or verbal abuse is not tolerated.

Reason for Expected Behavior: We should treat all others with kindness and respect.

Consequence: After school detention, parent contact, counseling referral. Possible suspension.

6. Dishonest behavior: Lying, stealing, cheating and deceitfulness are forms of dishonesty and as such are unacceptable behaviors. Be honest when dealing with others.

Reason for Expected Behavior: Honesty is the best policy! Without honesty, a relationship based on trust is very difficult.

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Consequence: We will make our best effort to seek the truth. As every situation is unique, appropriate action will be taken to resolve the incident. Examples: peer mediation, peace room, adult intervention, discussion with others who may provide insight into the situation, etc.

7. School Rules About Movement: Students will stay within school boundaries in their designated areas of the building. Certain places are off limits to Elementary students unless they have permission or adult supervision. These off limit areas are: Front Office, MS/HS and KG sections of the school, PAC, School Gyms, Swimming Pool area, elevators.) Students will not be in classrooms without adult supervision. They will use play equipment fairly and properly. At the end of break they will line up quietly and promptly. They will play cooperatively and appropriately at all times. They will seek assistance from duty persons when needed. Bus drivers will be respected and bus rules will be followed. Students will get off the buses in the morning and we will line up for the buses at the end of the school day in a safe and organized manner.

Expected Behavior in the building: We will walk, not run. We will walk quietly, in line single file as required. We will travel throughout the school building in an orderly manner. We will keep to the right on staircases. All building evacuation routines such as fire drills, will be conducted in an extra orderly fashion for safety reasons! Students will attend all of their classes and have a valid written pass when out of class.

Reason for Expected Behavior: These guidelines are necessary for security, order and to ensure that all students are being safely looked after during their school day.

Consequence: Students will be reminded of the expected behavior and requested to follow it. If the offence is serious or repeated they will be referred to the school administration.

8. Playground Rules: Students are expected to sit down while eating. No litter should be thrown in the playground. Students are expected to stay in the designated play areas. Students will be expected to follow school rules. **Balls are not permitted in the central courtyard or undercover area.**

Reason for Expected Behavior: The playground should be a safe and clean place where all students and staff can enjoy their breaks.

Consequence: Students will be reminded of the expected behavior and requested to follow it. If the offence is serious or repeated they will be referred to the school administration.

9. Respecting Property: Students will respect the personal property of themselves and others, school property and the environment (desks, classrooms, bathrooms, hallways, equipment, books, materials, and playgrounds). They are expected to keep classrooms, all rooms, in the building clean. They are expected to keep bulletin boards and walls clean. Bathrooms and bathroom materials should be used appropriately. They will be responsible for the care and maintenance of their belongings, materials and property. They will treat the school and

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environment with the same care we would give our own most valuable possessions. **Chewing gum is not permitted in any area of the school.**

Reason for Expected Behavior: To promote pride and responsibility in our school community.

Consequence: If property is damaged the offender will be responsible to repair it, replace it, or make restitution at the principal's discretion, in consultation with the student and parent.

Possible detention or suspension will be given to students vandalizing or damaging school property.

10. Electronic Devices-IPods, Ipads, mobile phones, sound systems, electronic games: Sound systems are not permitted on campus unless part of an academic activity with special permission from the school principal by the class teacher. Students will not bring any electronic communication devices such as beepers, phones, Ipads, tablets or electronic games or cameras to school.

Reason for Expected Behavior: It is not appropriate to bring certain equipment to school that may divert the student's attention from learning or may be misused by students.

The school, school administration, or staff members will not take responsibility for any damaged, lost, misplaced or stolen electronic devices.

Consequence: First offense-confiscation. Parent contact. Second offense will be treated as defiance of authority; detention. Third offense- One day in-school suspension.

11. Internet: Inappropriate use of the Internet will not be tolerated.

Consequence: Parents will be contacted. Possible school suspension will follow.

13. Textbooks: Textbooks are the property of the school. It is the students' responsibility to look after the textbooks and return them to the class teacher at the end of the academic year in an undamaged state. In case a textbook is lost or damaged, the students/ parents have to pay for the missing textbook/ damaged textbook before a new book is assigned to the students.

12. Repeated/ serious offences: If a student displays behavior that can endanger his/her own safety or the safety of other students, refuses to cooperate with the teachers or any other

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members of staff , or abide by the school rules, the school administration has the right to deny reregistration of the student for the following academic year.

13. **Parents' Behavior:** Parents are not allowed to reprimand or threaten any students in ATIS.

If parents are found reprimanding or threatening or physically harm another student, the school has the right to deny reregistration of the parent's child and ban the parent from entering the school premises. Further legal action may follow.

If a parent threatens, physically harms or uses unacceptable language with a member of staff, the school has the right to ban the parent from entering the building and deny reenrollment of the parents's children to ATIS.

SCHOOL UNIFORM

ATIS believes that a uniform is an integral part of operating a safe and effective school environment. Therefore, all students are required to wear the school uniform unless the school authorizes special "non-uniform" days. For all students there are two uniforms, one for academic classes and another for Physical Education classes. Students may wear their PE uniform to school only on the days when they have PE.

Elementary GIRLS:

- Navy Pants/skirts with school logo.
- ATIS Polo Shirts for summer with navy jackets or pullovers for winter must be worn.
- The uniform is sold in our school uniform shop.
- Black shoes, neither sneakers nor sandals.

Elementary BOYS:

- Blue polo shirts with a school logo from our school uniform shop.
- Navy pants or $\frac{3}{4}$ shorts with the school logo on it are also available from our school uniform shop.
- Navy jackets or pullovers are available for winter.
- Black shoes must be worn on non - PE days. Soccer shoes are not allowed in school.
- Colored undershirts are not allowed to be worn under the white school shirt.

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Winter and Summer PE uniform is available at the uniform shop and on PE days students must wear sneakers.

All students must come in proper school uniform and must also leave school in their proper school uniform!

The school believes that modesty is something that should be modeled by all. Regarding jewelry, the following policy is in place; girls may only wear one stud per ear, and boys are not permitted to wear earrings. Both boys and girls may wear a wristwatch. No necklaces, anklets, rings, or bracelets may be worn by students. No facial jewelry may be worn, other than the aforementioned ear stud. Long hair on girls must be neatly pulled back and held in place. Any hair bands, clips, must be kept simple. No nail polish may be worn. Boys' haircuts are to be conservative. Hair needs to be short and neatly trimmed. No fashion - style haircuts are allowed. Patterns or symbols are not allowed to be shaved in the student's hair.

Field Trips

Field trips are an integral part of ATIS's educational program, and all students are expected to participate. Information about specific field trips is sent home well in advance so that parents are fully informed. Even though a student may have visited the destination previously, she/he is expected to go on the field trip because there will be follow-up classroom discussions and projects. In addition, it is important for students and teachers to share experiences outside the classroom. Unless a medical excuse is presented or there is a family emergency, an absence on a field trip day will be considered unexcused.

Fire Drills

The safety of students at ATIS is always a major concern. The building meets current codes of safety which include a sprinkler system in the event of a fire. Fire drills are conducted each quarter for students and staff. Tampering with fire extinguishers and sprinkler systems or causing a false fire alarm is a very serious offence in Kuwait.

Extra-Curricular Activities Policy

ATIS offers a wide range of extra-curricular activities to the students. These activities are important for a whole school experience. We feel this should be a way for students to engage in motivating experiences for their general growth, education, and well-being.

Clubs will be offered to all Elementary students. Parents will be informed of the details. All students will have to get written permission from their parents to take part.

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After School Sports Activities and The Saturday Sports Clubs:

WHAT ARE THE GOALS OF AN AFTER SCHOOL SPORTS PROGRAM?

- Provide an opportunity to participate in sport and physical activities without regard for high performance skill or ability.
- Provide activities in a safe and professionally supervised environment.
- Nurture healthy competition, enjoyment, fair play and teamwork.
- Establish a student-centered program that considers the needs and interests of all students.
- Enhance social interaction and reduce student conflict.
- Provide opportunities for students to experience a variety of physical activities that will contribute to an active lifestyle and enhance their leisure time.

Lost and Found

Lost and found items will be placed in a wooden box located by the elevator outside the KG 1 and KG 2 areas. Small or more valuable items such as jewelry are left with the Elementary Secretary.

Lunch

All students are required to bring a healthy packed lunch from home. We suggest a lunch made of fruit, a sandwich, raw vegetables, milk, yogurt, juice or water.

Students in KG I, KG II, and Grades 1-2, lunch/snack is eaten in the homeroom classroom under the supervision of the homeroom teacher. Each student is responsible for the cleaning-up of his/her area. When temperatures rise, please ensure your child has an adequate amount of water to drink during the day.

- Candy and soda, are discouraged as part of a student's lunch or snack.
- Milk or juices are preferred lunch beverages.
- Please put your child's name inside the lunch box, or mark the paper bag so a lost lunch or lunch box can be returned to the owner.

Our cafeteria provides healthy sandwiches and snacks for our students.

Parents, please make sure your child doesn't bring more than KD2 to school for buying lunch or a snack.

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Textbooks& Library books

Textbooks and Library Books are provided by the school to students on a loan basis. Students are responsible for returning all school books in reasonable condition. They are required to pay damage or replacement fees for damaged or lost books. A second copy of a text will be issued only when a replacement fee has been paid for the lost copy. Damage fees may be charged for torn pages, writing in books, torn bindings, liquid spilt on books, etc. Report cards are withheld if fees are not paid by the end of the year.

School Visitors

In order to provide a safe and secure learning environment for our students, we ask that all parents, visitors, and volunteers adhere to the following guidelines when entering the school grounds:

- Parents are not allowed to enter the school premises, other than the main reception area.
- Appointments with staff members must be made prior to arriving at the Elementary School.
- Parent meetings should only be held in the offices at the main reception area.
- Older brothers/sisters, uncles, aunts, nannies and drivers cannot pick up students from the school without a written permission note from the student's parent.
- All students in after school-activities must be picked up promptly at the end of these school activities.

School Bus

For those students who take the daily school bus, there are a set of rules that must be obeyed. These rules also apply to any student taking a school bus for any activity or trip.

Bus Conduct Rules:

1. All the school rules and appropriate attitude and behavior apply to riding the ATIS school buses and at bus stops.

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2. Students are expected to take the assigned seat, sit facing forward and remain seated while the bus is in motion. SEAT BELTS, where provided, MUST BE WORN AT ALL TIMES.
3. The bus driver, student monitor or, an adult who is on the bus, are in charge and will handle any misconduct.
4. All bus riders and their parents must be familiar with the specific bus regulations that are given to each student at the beginning of the year. Failure to abide by the bus safety rules may result in suspension or permanent removal from ATIS buses.

Health Procedures

The school Health Policy is designed to provide the greatest safety and protection for ATIS students. Two certified nurses are on duty during the entire school day.

Medical Concerns

It is vitally important that you notify the school, especially your child's teacher, if there are any health concerns we should be aware of.

Medication

Medication can be brought to school if it is essential to the health of the student. The medicine with accompanying statement must be clearly marked with the student's name, correct dosage, and parent's signature. Medicine will be kept in the doctor's office during school hours.

Emergencies

If an accident or sudden illness occurs at school the nurse will make every effort to contact parents. Please keep the office informed of any change in home, business, or emergency phone numbers.

Illness

If your child is ill and unable to attend school, please telephone the doctor's office between 8-9 AM on the first day of illness. It is helpful if the nature of the illness is described, so the doctor can watch for general trends.

If a child misses a test or exam due to illness it is necessary to provide the school with a sick leave which is stamped by both the doctor and the clinic. (Any sick leave form issued by the clinic is acceptable.)

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Timings of the Day

Grades 3 -5

Period	Time
Assembly Registration	7:25 – 7:35
1	7:35 – 8 :15
2	8:15– 8:55
Recess	8:55 – 9:15
Skills	9:15 – 9:35
3	9:35 – 10:15
4	10:15 – 10:55
5	10:55 – 11:35
Recess	11:35 -11:55
Skills/Prayer	11:55 – 12:15
6	12:15 - 12:55
7	12:55 – 1:35
8	1:35– 2:10

Grades 1-2

Period	Time
Assembly Registration	7:25 – 7:35
1	7:35 – 8 :15
2	8:15 – 8:55
Eating Time	8:55 – 9:15
Recess	9:15 – 9:35
3	9:35 – 10:15
4	10:15 – 10:55
5	10:55 – 11:35
Skills	11:35 -11:55
Recess	11:55 – 12:15
6	12:15 - 12:55
7	12:55 – 1:35
8	1:35 – 2:10

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A'Takamul International School

Student / Parent School Policy Agreement Acknowledgement

Student: _____ Grade: _____

I, _____, have fully read, understood and agree with the information and terms stipulated in this handbook. I will abide by the rules and conditions accordingly.

Parent(s):

As a parent of the above named student, I have read and understood A'Takamul International School's Parent/Student Handbook and have reviewed it with my child.

I abide by the school's regulations stipulated and further understand that my child will also have to abide by the school's rules and regulations pertaining to students.

Parent(s) Signature: _____ Date: _____

Student Signature: _____ Date: _____

Please read, sign and return the above agreement to the Classroom Teacher.