



**PARENTS & STUDENTS**

**HANDBOOK**

**FOR ELEMENTARY**

**2017/2018**

## **TAC VISION AND MISSION**



**" TAC prepares learners to be productive citizens in a changing, global society, through the use of technology in an atmosphere of mutual respect and a high sense of duty."**

## **TAC Mission Statement**

**TAC's mission is to serve the 6th of October region of Cairo, Egypt by providing an outstanding trilingual education – English, French/German and Arabic to a diverse international student body in a challenging environment of educational excellence .**

**We endeavor to guide our students to their highest potential by encouraging hard work, responsibility, critical thinking, social accountability, and independence in learning.**

# American Section Bell Schedule

## 2017/2018

LESSON	FROM	TO	DURATION
Morning assembly	8 : 00	8 : 15	15 min
1	8 : 15	9 : 00	45 min
2	9 : 00	9 : 45	45 min
3	9 : 45	10 : 30	45 min
4	10 : 30	11 : 15	45 min
Break	11:15	11:45	30 min
5	11:45	12:30	45 min
6	12 : 30	1 : 15	45 min
7	1 : 15	2 : 00	45 min
8	2 : 00	2 : 45	45 min

Wednesday			
LESSON	FROM	TO	DURATION
Morning assembly	8 : 00	8 : 15	15 min
1	8 : 15	8 : 55	40 min
2	8 : 55	9 : 30	35 min
3	9 : 30	10 : 05	35 min
4	10 : 05	10 : 40	35 min
Activity	10 : 40	11 : 40	60 m in
Break	11 : 40	12 : 10	30 min
5	12 : 10	12 : 45	35 min
6	12 : 45	1 : 20	35 min
7	1 : 20	2 : 00	40 min
8	2 : 00	2 : 45	45 min

# INTRODUCTION

- This handbook has been prepared to provide elementary students and their parents with some of the rules and guidelines concerning TAC American Elementary Division. The Student/Parent Handbook covers school attendance as well as rules of conduct for students in the Elementary Division.
- It is the responsibility of the Elementary Headmistress, teachers, administration, and staff to help students and parents understand and follow the rules of conduct. Parents are urged to read and discuss this handbook with their children in order to help them adjust more successfully at school.
- Parents are encouraged to keep in close contact with school. The support of parents is needed continuously as we strive to provide a safe and friendly place for children to learn.

## TAC VISION AND MISSION STATEMENT AND PHILOSOPHY

### Vision

" TAC prepares learners to be productive citizens in a changing, global society , through the use of technology-in an atmosphere of mutual respect and a high sense of duty."

### TAC Mission Statement

TAC's mission is to serve the 6th of October region of Cairo, Egypt by providing an outstanding trilingual education – English, French/German and Arabic– to a diverse international student body in a challenging environment of educational excellence. We endeavor to guide our students to their highest potential by encouraging hard work, responsibility, critical thinking, social accountability, and independence in learning.

### TAC Elementary, Division's & Goals

TAC American Elementary School is a learning community committed to offering and encouraging every child to achieve the academic, technological, social, physical, and emotional skills necessary to reach their greatest potential by providing a supportive environment that fosters students critical thinking, problem solving, creativity, and individuality.

### Objectives

To educate and develop students who will meet society's future needs through:

- Preparing students for the 21<sup>st</sup> century by providing opportunities for learning through modern technology.
- Developing strong interpersonal and communication skills.
- Providing academic support in all areas including time management.
- Instilling the concept that education is a life-long process and that the skills of creative and critical thinking and problem solving are crucial to success.
- Providing an exposure to art, music and drama as well as an opportunity to participate in various sports and activities.
- Instilling a sense of integrity, responsibility, self-respect and respect for others, thus empowering the students to achieve their goals.
- Providing ongoing training for all staff members to ensure teaching quality and administrative efficiency.
- Encouraging "community service" to instill a better understanding of privilege and a stronger awareness of the issues facing our world today.

# Philosophy

## WE BELIEVE:

- We are a community of learners—students, faculty, and parents—working together to build a safe, supportive, and challenging environment for educational excellence.
- Student's opinions and ideas are vital; students are empowered to achieve at their highest potential when they are actively involved and share responsibility for their own learning.
- A quality education enables students to make positive life choices in caring for themselves, others, and the environment.
- Independence of spirit is essential in exploring, communicating, and defending our beliefs.
- Diversity strengthens and enriches the climate and culture of our school; it helps us to recognize and appreciate the unique qualities and contributions of each individual.
- Multilingual learning encourages respectful collaboration and leads to better cultural understanding.
- Teachers, administrators, and staff will flourish in a community that provides opportunities to grow, develop, and learn together in all aspects of their professional lives.
- The learning process is more important than the outcome; knowing how to find an answer or ask a question is often more useful than the answer itself.

# Methodology

## To reach our goal we will use:

1. Multiple teaching strategies
2. Continual evaluation
3. Focus on individual needs
4. Cooperation
5. Instruction based on objectives
6. Homework used to reinforce objectives
7. Constant academic advising
8. Additional courses to further our students, success.

## What we need from parents?

1. Responsibility and integrity.
2. Completing assignments, and class work.
3. Regular attendance and punctuality.
4. Cooperation and understanding through recognition of and respect for individual and cultural differences.
5. Commitment to and participation in extracurricular and sport **activities.**

# **I AM A LEADER**

## **‘Developing leaders one child at a time’**

As mentioned in our Mission Statement and Vision, it is the American Division's goal to equip our students with the skills and confidence to succeed in the 21<sup>st</sup> century.

To accomplish this, the TAC Elementary Division will be incorporating I AM A LEADER program into our school philosophy, methodology, and culture.

I AM A LEADER program empowers young people to make positive, effective, and responsible choices by introducing and reinforcing the 7 Habits, a set of leadership and life skills from Stephen Covey's book *The 7 Habits of Highly Effective People*.

### **These habits are:**

1. ***Be Productive*** - Take responsibility for your choices and behavior
2. ***Begin With The End In Mind*** – Plan and set goals.
3. ***Put First Things First*** – Set priorities and practice discipline.
4. ***Think Win-Win*** – Consider others and seek alternatives to conflict, everyone can win.
5. ***Seek First To Understand, and Then To Be Understood*** –Listen to others, learn from their views.
6. ***Synergize*** – Value others’ strengths and team with others to solve problems.
7. ***Sharpen The Saw*** – Taking care of yourself, and balancing your life in body, brain, heart, and soul.

*I am a leader* program is grounded in the belief that building cooperative relationships and nurturing responsibility, kindness and good judgment is the basis for creating a successful community of learners. By developing the WHOLE child - socially, emotionally, academically and ethically - the program fosters a climate of principle-centered and personal leadership. This is about empowering children and helping them discover the leader within themselves.

## ***General Information***

### **School Organization**

Students work in self-contained classrooms from Grade 1 to Grade 5. Students go to the appropriate venues to receive specialized instruction in Computers, P.E., and Art.

### **School Year**

The School year begins in September and ends in late June. There are two major holidays. A three- week holiday in December/January and a one week Spring Holiday in early April.

### **School Hours**

School hours from Grade 1 through Grade 5 are: 8:00 am – 2:45 pm.

Children who are transported to school other than by school bus should not arrive prior to 7:45 as we cannot be held responsible for your child’s safety as teachers' supervisory duties are not scheduled to start until 7:45 am.

## Daily Schedule and Breaks

The school day is divided into 8 periods of 45 minutes each with one break of 30 minutes (half an hour). Students in G 1 through G 3 eat their morning snack for 10 minutes before going out for break.

## Student Identification Cards

Students are issued Student Identification cards by the Student Affairs Office.

1. A Bus Card, issued to all students using school bus transportation.
2. A Pick-up Card, issued to parents to enable the parent/ driver to pick up a child

## Elementary Office Hours

The American Elementary office is open from 7:45 am to 2:45 pm on normal school days.

TAC Language School Landline:

(+2)38832143 / (+2)38832144 / (+2)38832104 / (+2) 38833144 / (+2)38833133

## Attendance

### Attendance Policy

The American System Instructional Program is based on the assumption that students will attend school regularly. Daily class attendance is a condition for general academic progress at school.

- **Arrival:** Students should be in class by 8:15 am
- **Tardiness:** Students who arrive after 8:00 am will be considered tardy. Tardy students will not be allowed into class until they obtained a tardy slip from the office.
- **Absence:** If your child is absent for one day, he or she must bring a note to his/her teacher explaining the reason for the absence. The note will be given to the administration office.

In case of an extended illness of 3 days or more, we ask that a doctor's note be supplied to administration. A student will not be admitted back into class without a doctor's certificate.

Students' absences are recorded on a daily basis. Students who miss more than 20% of the total number of school days in a quarter will not receive a report card for the quarter.

(Please refer to the "Code of Conduct.")

### Dismissal from School

- **Bus Students:** Bus transportation is available for all American Division students. Space on the buses is limited, so your child's space should be reserved and transportation fees paid directly to the transportation office before the beginning of each new school year.
  - Bus students are walked to the bus area and buses leave at approx. 3:00 pm.
  - **Bus students cannot go home on a bus other than their assigned bus.** If they are to go home with another student and not on their bus, a parent/driver must pick them up and a note must be delivered to the Elementary office which contains:
    - ▶ Who they will be going home with
    - ▶ A parent/guardian signature
    - ▶ A telephone number where the parent/guardian may be contacted for verification during the day (cell, home or work).
- **Non-bus students:** Non-bus students are to be picked up promptly and not later than 3:00 pm.
  - **IMPORTANT** – As a security precaution, students will not be released through the gate without the parent/driver showing the proper Student Identification Card.

**Student drop-off and pick-up by car:** Students should enter and exit through the TAC front gate. Precautions should be taken on the Road, please pull your car over to the side of the road out of traffic and have your child exit and enter the car using the doors on the passenger side of the car. Students are not allowed to stand/wait outside the gate.

## **Early Dismissal Procedures**

Notes from parents requesting early dismissal are to be submitted to the Elementary Office in the morning upon arrival to school. Requests should include the following:

- A legitimate reason for early dismissal.
- The time the student will be dismissed.
- A parent/guardian signature.
- A telephone number where the parent/guardian may be contacted for verification during the day (cell, home or work).

Students granted early dismissal will be sent to the school's gate with an Early Dismissal Permission slip once the Elementary office has been notified that their parent/driver has arrived at the gate to pick them up.

Parents invited to school events who wish to take their children home with them when leaving school must also obtain an Early Dismissal Permission slip from the Elementary office.



## Academic Information

### Grading and Testing:

The emphasis in the American System is NOT on final exams, but rather on an ongoing day-to-day evaluation system.

> The grading system in the Elementary School, grades 1 to 5 is based on an accumulation of information compiled by the class teacher. This information comes from class participation, class work, homework, group work, oral and written quizzes, projects, performance assessment (centers), portfolios, and the daily evaluations by the teacher on the student's progress. Written quizzes are given frequently, covering daily lessons, chapter or unit tests, specific topics under study, etc...

> Students of grades 2, 3, 4 and 5 are given Quarterly exams in Language Arts and Mathematics to assess skills rather than knowledge.

> Grades 4,5 students are given Mid-Year and End-of-Year exams in Language Arts and Mathematics. Students' exam scores on the mid-year exam count as 10% of the final grade and the end-of-year exam counts as another 10% of the final grade.

> Arabic Exams: Elementary students from grades 2 to 5 will be given Mid-Year and End-of-Year exams in Arabic. G1 students will be given an End-of-Year Exam only. Grades 4 to 5 students will also take the Arabic National Social Studies Mid-Year and End-of-Year Exams.

### The Grading System

#### Grade Levels 1, 2, 3, 4 and 5

<b>GRADE</b>	<b>Range</b>	<b>GPA VALUE</b>
<b>A</b>	<b>93 - 100</b>	<b>4.0</b>
<b>A-</b>	<b>90 - 92</b>	<b>3.7</b>
<b>B+</b>	<b>88 - 89</b>	<b>3.3</b>
<b>B</b>	<b>83 - 87</b>	<b>3.0</b>
<b>B-</b>	<b>80 - 82</b>	<b>2.7</b>
<b>C+</b>	<b>78 - 79</b>	<b>2.3</b>
<b>c</b>	<b>73-77</b>	<b>2.0</b>
<b>c-</b>	<b>70-72</b>	<b>1.7</b>
<b>D+</b>	<b>68 - 69</b>	<b>1.3</b>
<b>D</b>	<b>63 - 67</b>	<b>1.0</b>
<b>D-</b>	<b>60-62</b>	<b>0.7</b>
<b>F</b>	<b>59 and below</b>	<b>0.0</b>

## Progress Reports

These are sent home with students after the fourth week of each quarter to all students for the first and second quarter of the school year. During the third and fourth quarter progress reports are sent home only to those students who are failing or are in danger of failing a subject. Progress will be reported as follows:

- M = Mastering Objective
- E = Meeting Expectations
- P = Progressing and Developing
- N = Needs Improvement

Parents are encouraged to schedule a conference with the teacher if they have concerns about the progress report sent home. All conferences must be scheduled through the office.

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## Report Cards

We believe that children learn skills and concepts at various rates. In addition, that students are learning on a continuum and our report cards reflect this. The school year is divided into 4 quarters of approximately 40 to 45 days each. Written reports are sent home at the end of each quarter.

### Grades 1 to 6

Grades in all subject areas are reported to parents and students at the end of each quarter. Grades for the subject areas of Language Arts (Reading, Grammar/Writing, Spelling, and Oral Communication) and Mathematics, Science, Social Studies, Arabic, French, and Computer Science shall be reported as numerical averages according to the grading system.

### Academic Student Report Card (Grades 1-6)

60-100 - Passing

0- 59 - Failing

Grades in other subject areas (Physical Education, Art, and Music) shall be reported with an effort grade using E - excellent, S - satisfactory or N - needs improvement.

Effort, Student Attitude, and Behavior marks for grades 1-6

Use the following grading system:

- O - Outstanding
- S - Satisfactory
- U - Unsatisfactory

A student's *Final Grade* at the end of the year in core subjects is based upon the following weight distribution:

	<u>Quarter 1</u>	<u>Quarter 2</u>	<u>Quarter 3</u>	<u>Quarter</u>
Grades 1, 2, and	25	25	25	25%

	<u>Quarter 1</u>	<u>Quarter 2</u>	<u>Mid-Year</u>	<u>Quarter 3</u>	<u>Quarter 4</u>	<u>End-of-Year</u>
Grades 4 to 6	20	20	10	20	20	10

Please review your child's REPORT CARD. We would greatly appreciate your help in doing the following:

- Review the Report Card very carefully with your son/daughter.
- Please attach a PHOTO to the folder, and insert the correct DATE OF BIRTH.
- If you have any questions or wish to meet with the class teacher, please telephone the Elementary Administration: (+2)38832143 / (+2)38832144 / (+2)38832104 / (+2) 38833144 / (+2)38833133

## Promotion Criteria

A student is promoted to the following academic year according to his/her attendance and ability to meet the objectives set for English and Math with a minimum of D (60%) mastery of skills and knowledge. The skills and knowledge are examined and evaluated continuously using ongoing tests, quizzes, homework, class work, projects, research papers, and rubrics.

Students will be promoted to the next grade according to the following criteria :

- 1- A total minimum of D or 60% in Language Arts
- 2- A total minimum of D or 60% in Math.
- 3- A total minimum of 50% in Arabic for the whole year. However the student should score not less than 30% on the End-of-year exam to get promoted.
- 4- Grades 4 and 5 a total minimum of 50% in Arabic National Social Studies.
- 5- A student should not be absent for more than 20% of the school year to be promoted to the following year.

Students who fail to meet all above three criteria will not be promoted to the next grade.

### Standardized Testing Programs

TAC American Division uses the *Measures of Academic Progress (MAP)* tests of Mathematics, Reading, and Language Usage for Grades 2 to 6. These computerized assessments are unique in that they adapt to each student's ability, accurately measuring what a child knows and needs to learn. In addition, MAP tests measure academic growth over time, independent of grade level or age. Most importantly, MAP test results provide educators with timely information that guides instructional planning and school improvement.

STAR (Standardized Test for the Assessment of Reading) .The purpose of the STAR assessment is to provide information to teachers about student growth and achievement in reading for grades 1-12. Students take a10 minute computerized reading assessment that is scored automatically by the software and provides an approximate measure of each students' reading level. Test results are intended to aid with developing curriculum and instruction by providing feedback about each student, classroom, and grade level progress.

### Homework:

Homework provides an important carry-over of learning into areas outside the school setting. Homework provides reinforcement of information and ideas introduced in class or can be the basis for class follow-up and discussion. Homework promotes individual responsibility, independent practice, and good work habits.

As a general guideline, KG classes do not receive formal content homework, although parents may be asked to work with their children in simple reinforcement activities and to make sure that they read each night. In grades 1 to 5, homework increases at each grade level and may vary from thirty minutes to two hours each night.

### Homework Logs

Grade 1-6 students use the "Elementary Homework Log" to keep a daily record of their homework assignments and due dates. In addition, teachers use the homework log as a channel of communication with parents. Parents should check their child's homework log daily for homework assignments and any notes from the teacher. In addition, parents are responsible for verifying that their child has completed their homework assignments by signing their child's homework log daily.

### Missing Homework

Students will be given a two day grace period to turn in late homework. Parents will be notified in the child's homework log of any late homework assignments. Homework handed-in after the due date will result in a deduction of homework marks. Failure to hand-in a homework assignment after the grace period of two days will result in a mark of zero for timeliness of homework. Please refer to the homework rubrics.

## **Homework Rubric**

Homework is graded on timeliness, completion, student work, accuracy, and format with a maximum of 13 to 16 points per assignment. The grading rubric for homework is stated below:

CATEGORY	3 POINTS	2 POINTS	1 POINT	0 POINTS
Timeliness	The assignment was submitted on time.	The assignment was 1 day late.	The assignment was 2 days late.	No homework was turned in.
Completion	Homework is 100% complete. It is clear that the student attempted every question/problem.	Homework is 70% complete. The student attempted most questions/problems.	Homework is 50% complete. The student attempted a few questions/problems.	No homework was turned in.
Student Work	Student work is thorough, clear, and legible for all questions/problems. Student included all relevant information.	Student shows an adequate amount of work for each question/problem and it is legible. Student included some relevant information.	Student shows some work, but it is inadequate. Student did not include relevant information.	Student shows no work.
Accuracy	Homework is 85% accurate or student has made corrections on all incorrect or missed questions/problems.	Homework is 75% accurate or student has made corrections on some incorrect or missed questions/problems.	Homework is 50% accurate. The student did not make corrections on incorrect or missed questions/problems.	All questions/problems are incorrect.
Format		<b>1 Point</b> <b>Copybook work:</b> Student used the proper copybook and wrote name, date, period, and HW# in the upper right hand corner. On the first line student wrote the page number and then the original questions or problems down. <b>Handouts:</b> Student submitted handout in proper file and wrote name, date, period, in the upper right hand corner. <b>Practice Book:</b> Student wrote date in the upper right hand corner. <b>All work is written in pencil.</b>		Student did not follow the homework format.
Pop Quiz	Answers are 100% correct and show a strong understanding of concept/lesson.	Answers are 75% correct and show a sufficient understanding of concept/lesson.	Answers are 50% correct and show a lack of understanding of the concept /lesson.	Answers show no grasp of concept/ lesson.

## Parent-School Communication

The Elementary School believes that maintaining good communication between the school and parents is critical to students' success.

### How school will communicate with parents

#### > Parent Orientation:

- Parent Orientation allows teachers and administrators the opportunity to introduce and describe the curriculum, programs, and activities planned for the year.

#### > Class Weekly Work Letter:

- A weekly plan is sent home to show what will be covered during the coming week.

#### > Teachers' WebPages

- Each teacher has a webpage accessible through the school website ([www.tis-schools.com](http://www.tis-schools.com)) that is maintained and updated weekly.

#### > Homework Logs:

This is a daily record of homework assignments. It is also a means for teachers and parents to write any messages to and from each other. Please read and sign your child's log daily.

**> Home information File:**

- All grades KG-5 teachers and the Elementary Office use this file for sending correspondences (memorandums/permission slips/messages) to parents.

**> American Division KG and Elementary Website:**

- Our website ([www.tis-schools.com](http://www.tis-schools.com)) allows parents to view the latest Elementary news, events, and teachers' web pages.

**> Progress Reports:**

- Progress reports are sent in the middle of the first and second quarter.

**> Report Cards:**

- Report cards are sent at the end of each quarter.

**> Parent-Teacher Conferences:**

- Conferences are an opportunity for parents and teachers to discuss an individual student's growth and needs. Parents conferences are held in the Fall and Student-Led Portfolio Conferences are held in the Spring.

**≥ Please Check and Read:**

- Homework Log (daily)
- Weekly Work letters

**≥ Please Check, Read, Sign, and Return:**

- Any letter (asking for your signature) from school administration or teacher
- Quizzes
- Progress reports
- Quarterly report cards

**Contacting Teachers**

Parents are encouraged to meet with their child's teachers to discuss their concerns about their child. However, appointments are to be made through the Elementary Office Administration so that a meeting can be scheduled that is convenient for both you and the teacher. Parents, please be considerate of classroom routines, time constraints, and the privacy of teachers by not interrupting a teacher when class is in session or asking teachers for their personal phone number.

## **Parent Teacher Association – PTA**

A parent-teacher association (PTA) is a formal organization composed of parents, teachers, and administration that is intended to facilitate parental participation in school. Parents in KG1 to Grade 5 will be asked to volunteer to be their child's class representative. Interested parents should submit their names for a class vote to determine who will represent their child's class in PTA meetings. All class parents will be asked to vote for a class representative of their choice.

PTA meetings are scheduled each quarter and will include all class representatives, the Elementary Headmistress, administration, class teachers, and student council members. PTA meetings are an opportunity to allow parents and students to present suggestions, concerns, and recommendations for their class and the school in general. We hope that PTA meetings will bring about a closer relationship between all members of the school community and result in a genuine and positive school spirit.

## **The Elementary Student Government**

The Elementary Student Government will follow bicameral parliamentary system, meaning that there are two law-making bodies or groups. The first of these is the Students' Council, which is made up of elected members called Students' Council representatives. The second is called the Leaders' Senate, which is made up of appointed members called Senators.

### **The Students' Council :**

Student Council consists of elected student class representatives from grades 3, 4, and 5 who help share

students' ideas, interests, and concerns with teachers and administration. It allows students to

participate in the formatting of school policy and to contribute their input about class procedures as well as instill a sense of responsibility and commitment to their school. Each class will elect a boy and a girl representative to meet with teachers and administration, and to participate in PTA meetings. The responsibilities of a Student Council member are:

- Be a role model for fellow students.
- Attend student council meetings.
- Represent students at the PTA meetings scheduled throughout the year.
- Actively participate in student council projects.

### **The Leaders' Senate:**

The Leaders' Senate will be up made of appointed students who excel in one subject area. The Leaders Senate is the "Think Tank" of our school- they are a human resource for all students and adults, the Student Council and other clubs. Each student becomes an expert at something, writing, reading, drawing, swimming, math,

social studies, science, storytelling, sports or anything else, and eventually share ideas and help others to reach their

goals. The responsibilities of the Leaders' Senate members are:

- Be role models for fellow students.
- Listen to and give help to students that are struggling with a challenge.
- Give peers extra help in area of expertise.
- Attend student council meetings and actively participate in their projects.

## Special Events and Extra-Curricular Activities

### School Events and Celebrations

The last Thursday of each month is our monthly “Event Day”. Some of the School Events held throughout the year are: Costume Day, Sports Day, Treasure Hunt Day, Egyptian Culture Day, Science Fair and our Annual End of Year Event.

This day is also an official Out-of-Uniform Day when that we also celebrate all the students’ birthdays for that month. Parents of students who had a birthday during the month may bring cake and refreshments to share with their child’s class. Please notify the class teacher in advance if you plan on bringing something into school to share.

### Extra-Curricular Activities Leaders Program

TAC Elementary Division compliments the academic program with a number of lively and diverse extracurricular activities which are aimed at stimulating and encouraging students’ energies and leadership. We have found that students can amaze us when given the opportunity to lead. Students will lead by choosing the extra-curricular activity they excel at and eventually act as mentors and coaches to other students initiating school activities and events in the one area of their expertise. Eventually the Leader Senate and the Extra Curricular Activity members become the “Think Tank” of our school - they are a human resource for all students, adults, the Student Council and other clubs. The choice of activities is wide- ranging, providing sports, clubs, and performing and creative arts.

- Leaders Clubs are offered to KG to Grade 5 and include drama, outdoor games, cooking, puppets, board games, art and crafts, computer, community service, etc... These activities are scheduled once a week from 11:40pm to 12:40 pm during normal school hours.
- Sports Activities are offered to grades 3, 4,5 and 6 and include basketball, soccer, and tennis.  
These activities will be scheduled once a week
- Boys / Girls Scouts will be offered to grades 3, 4, and 5 once a week

### Field Trips

Field trips and excursions are an integral part of the school life in the American Elementary Division. The American Elementary division believes in developing a child’s education outside of the school community. Field trips are planned to extend classroom activities by enhancing the concepts and theories being taught in the classroom and providing hands-on realistic experience. Prior to any field trip, parents will be notified and their written permission is required. On field trips, parents are often invited to join the class and assist with supervision.

### The Book Fair

The Book Fair is a non-profit book sale. It is a time when students have an opportunity to purchase specially selected books ordered from several suppliers. Information about the “Book Fair” is provided in the weeks prior to the event.

# School Health Services

## Health Services

At the beginning of the year, we will ask you to fill out a medical information form. This form should provide us with information on any illness or physical conditions your child may have, and most important, any medication your child is taking on a regular basis. All students requiring any prescription medication **MUST** inform the school doctor and provide written instructions for this. At no time are students allowed to carry medicine with them at school.

## School Clinic

The school clinic is available to students during school hours and is staffed by a medical doctor who assists students concerning illnesses and injuries. A copy of the doctor's report will be sent home with the child. If the nature of the illness is such that the child should go home, efforts will be made to notify parents. Any illness/injury requiring more complex diagnosis or treatment will require that the Elementary Office first notifying the child's parents and then taking the child to either the school approved hospital or one designated by the parent.

## Assisting with Medication

All medication (prescription and non-prescription) must be submitted to the school in the ORIGINAL CONTAINER. The parent must give written permission to the school office authorizing us to administer medication, including the dosage amount and time and an explanation of the necessity for the medication during the school day. Students will not be allowed to keep medication with them in class. Medication will be administered through the school clinic or Elementary office.

## Controlling Head Lice

The following procedure will be used by clinic staff/school administration when a student at school is observed to be infested with live head lice:

1. The parent will be notified by the end of the school day.
2. A fact sheet on the treatment of head lice will be sent home. This will include a statement to be signed by the parent that treatment was done.
3. For a student to be re-admitted to school following live lice infestation, he/she must be checked, have no live lice, and have a statement signed by parent that treatment was done.
  - a. If no nits are found, further rechecking will not be done.
  - b. If nits are found, the student will be admitted and rechecked in 8-10 days. • If live lice are found, the student will not be readmitted and the entire procedure will need to be repeated.



# Miscellaneous Information

## Campus Security

Visitors are requested to enter and exit the school grounds only through the main entrance. Visitors will be given a visitor's pass which they will be asked to carry with them while on the school premises. The main purpose of these procedures is to provide a safe environment for students and teachers and increase our awareness of guests on school's grounds.

## Elementary Library

The Elementary School Library is well equipped with a large selection of fiction and non-fiction books, reference material, and learning material selected to meet the ability and requirements of Elementary students. In addition, the librarian organizes reading contests and games that encourage reading and promote the development of critical thinking and research skills.

### The Library Circulation Policy and Procedures

- Books may be borrowed for one week.
- Borrowed material may be renewed.
- A maximum of one book may be signed out to a student in Grades KG to 2.
- A maximum of two books may be signed out to a student in Grades 3 to 5.
- Reference materials are not circulated.

### Policies Regarding Overdue/Lost materials

- A student who is late returning a book will be denied borrowing any books from the library until the missing book is returned and a late fee of 5 POUNDS per day will be applied.
- If a library book is lost the student is charged with a replacement fee.

## Healthy Snack Policy

Healthy snacks are important for children to help them grow and give them energy for learning.

Snacks should include a variety of snacks everyday from the following food groups:

Grain Products; Vegetables and Fruit; Milk Products; Meats and Proteins.

As part of a healthy snack please provide your child(ren) with:

- A cold drink (juice or milk)
- Plenty of water
- Fresh fruit / vegetables
- Sandwich / crackers, etc.

**NOTE:** Pepsi/Coke, potato chips, candy, and chocolate are not allowed at school!

### **School Canteen**

The American Elementary Division supports students eating healthy snacks during school, and encourages students to bring healthy homemade snacks from home. Since students are not allowed to buy sandwiches, canteen purchases should only supplement the healthy snacks that they bring with them from home. Elementary Students from Grades 1 to 6 may only purchase from the designated canteen menu of approved items listed below:

#### **American Elementary** **Canteen Menu**

Water
Juice or Milk Box
Cappy Juice
Pizza Slice
Brownies
Carrot Cake
Croissant/Pate/Danis
Biscuits
Sun Bites
Popcorn

The canteen uses a coupon system, students must first purchase coupons available in 5 LE from the canteen before buying canteen items.

KG students are not allowed to make purchases from the school canteen. \_

### **Lost and Found**

Parents should take precautions by clearly labeling their child's personal items (jackets, book bags, lunchboxes, etc...) with their child's name and class in permanent ink.

Items that are found without labels are placed in the "Lost and Found" box located in the Elementary office. Students who have reported a lost item are referred to the "Lost and Found" box. Periodically, throughout the year parents should check the Lost and Found box for any items their child might have lost.

### **Money and Valuables**

Every effort is made to ensure a safe school environment for students. Therefore, we advise that students do not bring excessive money or valuables to school as we cannot be held responsible for lost or stolen items. Students should not bring objects to school which are of significant monetary or sentimental value. **Mobile Phones** are not allowed in the classrooms and if they are brought to school they must be handed into the Elementary office in the morning and will be returned at the end of the school day.

### **Personal Items**

Students may not bring "nuisance items" to school. By "nuisance items" we are referring to:

- Toys
- Game boys, PSPs, etc...
- Walkmans, i-pods, CD players, beepers, etc...
- Water pistols or guns of any kind,
- Laser lights
- Skateboards or rollerblades.
- Sling shots and other similar items
- Balls

Any of these or similar items found with students will be confiscated and returned later

## **School Uniform**

The Elementary School hopes that students will take pride in their appearance. Students must wear the proper school uniform at all times. School uniforms are the same for both girls and boys.

### ≥ Hair & Accessories

- Girls: Long hair is to be pulled back.
- Boys: Hair is to be short above the ear with no gel.
- No necklaces, bracelets, or expensive watches.
- Girls are allowed to wear short/ stud earrings.

### Supplies / Books and Materials

The school provides all of the basic supplies for children to start the school year.

- Copy books (Parents need to purchase certain kinds of copybooks from school)
- Practice books
- Homework log
- Reading log
- Home Information file

### Extra Supplies

Additional supplies will be specified by the class teacher and subject teachers at the beginning of the school year. Parents must purchase these extra supplies for their children.

### Textbooks:

Textbooks are issued on a loan basis. Students will be expected to pay for replacement of lost or damaged textbooks and library books. Each parent is requested to check out their child's textbooks from the Elementary Book Office according to certain procedures (refer to "Rules to Checkout Textbooks"). All textbooks must be returned at the end of the academic year and each parent is responsible for books signed out to their child's student number.

Practice books for Language Arts, Grammar, Spelling, Math, Science, French, German and Arabic books are given to students by the class teacher and are not returned at the end of the academic year.

### Rules to Checkout Textbooks

Please follow the procedures listed below to receive your child's textbooks:

1. Present receipt for payment of first school fee installment (25%) to the Elementary Book Office.
2. You will receive a card identifying your child's name, his/her grade in school and student book identification number which is the number used on all his books.
3. You will then receive your child's textbooks and sign a receipt for the books you receive with a list showing the titles of the books signed out to your child.
4. All textbooks must be returned at the end of the academic year and you will be responsible for books signed out to your child's student book identification number.

## Visitors

All guests and visitors are welcome to visit the Elementary campus; however, they are requested to schedule an appointment through the Elementary School office first. Friends of students wishing to visit during regular school hours must be first arranged ahead of time with the school headmistress.

## **Elementary Code of Conduct**

### > **Rules:**

What the expected behaviors are.

### > **Consequences:**

What the student chooses to accept if a rule is broken.

### > **Rewards:**

What the student receives for appropriate behavior.

## **School Wide - Rules**

The function of a rule is to prevent or encourage behavior by clearly stating student expectations. Rules are school-wide and consist of two kinds of rules:

- Specific Rules: classroom, playground, and bus rules
- General Rules

## **Specific Rules for All Students**

### **Classroom Rules**

1. Follow directions the first time they are given
2. Raise your hand and wait for permission to speak.
3. Stay in your seat unless you have permission to do otherwise.
4. Have all materials ready to use when the bell rings.
5. No cursing, fighting or teasing.
6. Complete all assignments
7. Speak in English

\* Teachers may have additional rules for their classroom.

## **Playground Rules**

1. Use playground equipment safely and carefully
2. Play in designated areas under adult supervision
3. Keep hand off others when at play
4. Show good sportsmanship
5. Toy houses are for KG and grades 1,2&3 students only.
6. No soccer in playground.
7. Use appropriate language
8. Respect others' feelings
9. Remember to collect belongings
10. Sit on benches in table area.
11. Put trash in the trash can.
12. Wait for his/her turn at the canteen.
13. Speak in English.

## **School Bus Rules**

Students are entitled to ride the school buses provided by TAC as long as they conduct themselves properly and obey the following regulations:

1. Remain seated while the bus is in motion.
2. Keep hands, feet, and head inside the bus.
3. Do not open and close windows or doors. (only the driver may do this)
4. Do not eat or drink in the bus. (water is allowed)
5. Do not damage or deface bus or any of its equipment.
6. Engage in quiet talk.
7. Keep books, packages, coats and objects out of aisles.
8. Do not throw anything out of the bus windows.
9. In case of road emergency, remain on the bus unless requested to leave by the driver of the bus.
10. All school rules apply and are enforceable on the bus and on any other form of transportation to or from school or any school related event.
11. Students who refuse to obey the directions of the driver promptly, or refuse to obey regulations, give up their right to ride on the bus, usually for 3 days for the first offense, and up to 10 days for the second offense.
12. Students may be permanently denied transportation after a formal hearing.

## **General Rules for All Students**

1. Students are not allowed to go out of the classroom without permission.
2. Students are not allowed to move from one classroom to the other (Computer Lab, Art room, Library, etc.) unsupervised.
3. Students are not allowed to bring toys to school.
4. Students are not allowed to bring large sums of money to school
5. Students are not allowed to bring Mobile phones to school.
6. Students are not allowed to bring or chew gum at school.
7. Students are not allowed to bring Pepsi/Coke, chips, and candy to school.
8. Students are expected to wear complete and proper school uniform at all times. Accessories such as sunglasses, colored shoes are not allowed.
9. Students are expected to keep the bathrooms clean.
10. Students are expected to play soccer only on the football pitch.
11. Students are expected to line up: line up to and from the morning assembly, line up to and from P.E., Art, and Computer classes, line up for buses upon dismissal of school.
12. Students are expected to speak English at all times.

## Our Reward System

The American Division promotes the “reward” system. Good conduct, hard work, and team spirit are qualities to be admired in students and recognized accordingly. Students earn rewards when caught following directions, earning good grades, or presenting good work. A student earns rewards accumulatively by all his/her teachers:

Students are awarded certificates at the end of each quarter for “Best Grades,” “Best Behavior,” “Best Effort,” “Best Reader,” “Most Improved,” and “Best Attendance.”

## Our Consequence System

Each classroom has a Behavior Log which all teachers use to record students' infractions of class rules. The behavior log is to serve as documentation and justification to administration and parents for why disciplinary actions were taken. Should a child choose not to follow classroom rules, the teacher will follow the steps listed below:

1. The student will be given two verbal warnings.
2. The infraction will be recorded in the classroom behavior log

Date	Infraction	Action taken	Comment	Teacher Signature	Student Signature
	<input type="checkbox"/> Not following directions <input type="checkbox"/> Talking / moving without permission <input type="checkbox"/> Unprepared for lesson <input type="checkbox"/> Unacceptable language, fighting, or teasing <input type="checkbox"/> Incomplete assignment or work <input type="checkbox"/> Not speaking in English <input type="checkbox"/> Disruptive / uncooperative	<input type="checkbox"/> Student/Teacher Consult <input type="checkbox"/> 1 <sup>st</sup> Detention <input type="checkbox"/> 2 <sup>nd</sup> Detention <input type="checkbox"/> 3 <sup>rd</sup> Detention <input type="checkbox"/> Disciplinary <input type="checkbox"/> Yellow card			

3. The action taken will depend upon the number of infractions that have been recorded. The consequences will increase with each infraction.
4. Students that commit more than 3 infractions in one week will be referred to the Elementary office and a disciplinary warning will be sent home.
5. Students who continue to commit infractions and are referred to the Elementary office for a second week will receive a second warning and a behavior plan will be implemented.
6. Students who receive third weekly disciplinary warnings from the Elementary office will be placed on "Yellow Card Report" and denied extracurricular activities. A parent/teacher conference will also be scheduled to address the student's behavior.
7. In addition, severe infractions of school rules will automatically result in “Yellow Card Report.” Please refer to the section General Rules and Consequences.

# GENERAL RULES AND CONSEQUENCES

As well as the classroom rules and playground rules, there are important rules specific to the Elementary School. Breaking these rules will result in the following consequences.

## Attendance

IF STUDENTS	CONSEQUENCES
Are absent one or two days	Students are required to bring a letter from parents immediately upon their return
Are absent three or more days	A doctor's certificate or official medical certificate must be brought in to school immediately upon their return
Fail to present proper documentation for extended and repetitive absences.	Students will be given one chance to turn in late homework. Parents will be notified in the Child's homework log of any late homework assignments. Homework handed after the grace period will result in a deduction of 25% of the homework mark. Failure to hand-in a homework assignment by the end of the quarter will result in a mark of zero.
Exceed the limit of days of absences allowed (which is 20% of school days) without proper documentation	Failing subject/ subjects for that quarter

► Medical certificates must be authentic. The school may require a second medical opinion from a doctor of the school's choice.

## Punctuality

IF STUDENTS	CONSEQUENCES
Arrives after 7:55 am	Tardy slip will be issued with parent signature required. If this occurs 3 times in one week parents will be contacted by the Elementary Office.
Are late to lessons during the day	1st Offense: <input type="checkbox"/> parent notification <input type="checkbox"/> short time detention 2nd Offense <input type="checkbox"/> Parent notification <input type="checkbox"/> longer time detention 3rd Offense: <input type="checkbox"/> parent notification <input type="checkbox"/> student is placed on 'Yellow Card Report' exclusion from sports extra-curricular activities <input type="checkbox"/> concurrent with the report.

## Uniform

IF STUDENTS	CONSEQUENCES
Wear anything other than the correct school uniform without a proper parental note.	1st Offense: verbal warning. An "Out-of uniform" permission is given for genuine reasons. 2nd Offense: Parent notification
Wear jewellery other than the allowance of one pair of stud earrings and a wristwatch	Jewellery is confiscated, placed in an envelope with student's name, class and date written and given to headmistress to place in the safe and returned at end of school day.
Nail polish	1st Offense: Verbal Warning and nail polish removed. 2nd Offense: Parent notification

## Bus Conduct

IF STUDENTS	CONSEQUENCES
Misbehave in any way	1st offense: Verbal warning 2nd offense: Warning and parents notified 3rd offense: 1 day suspension from the bus 4th offense: 2 to 3 days suspension from the bus 5th offense: loss of bus privilege for the remainder of the quarter.

## Equipment

IF STUDENTS	CONSEQUENCES
Forget books, copybooks, stationary any other necessary equipment.	1st Offense: Verbal warning. 2nd Offense: <input type="checkbox"/> Parent notification 3rd Offense: <input type="checkbox"/> parent notification <input type="checkbox"/> Break detention
Listen to music in class	Equipment is confiscated and returned at end of school days.

- Students are not allowed to listen to music in school hallways.



## Homework

IF STUDENTS	CONSEQUENCES
Forget homework	1st offense: <input type="checkbox"/> Verbal warning <input type="checkbox"/> Student/teacher consultation to know the reason why <input type="checkbox"/> H.W to be handed in the following day. 2nd Offense: <input type="checkbox"/> parent notification <input type="checkbox"/> break detention to complete work 3rd Offense: <input type="checkbox"/> Parent notification <input type="checkbox"/> Parent/Teacher Conference <input type="checkbox"/> If continuous repetitive pattern student is placed on "Yellow Card Report" <input type="checkbox"/> Exclusion from extra-curricular activities

## Internet and Computer Facilities

IF STUDENTS	CONSEQUENCES
Fail to comply with rules and regulations for proper use of the internet and computer facilities	1st Offense: Verbal warning 2nd Offense: <input type="checkbox"/> Break detention <input type="checkbox"/> Parent notification 3rd Offense: <input type="checkbox"/> Parent notification <input type="checkbox"/> Student is placed on ' Yellow Card Report' <input type="checkbox"/> Exclusion from computer classes

## Using Foul Language

IF STUDENTS	CONSEQUENCES
Obscene, vulgar, abusive, or disrespectful language, gestures, or behavior	1st Offense <input type="checkbox"/> disciplinary conference with administrator <input type="checkbox"/> student is placed on 'Yellow Card Report" <input type="checkbox"/> exclusion from extra- curricular activities concurrent with report <input type="checkbox"/> parent notification 2nd Offense and subsequent offenses <input type="checkbox"/> potential up to 3-days suspension <input type="checkbox"/> Parent notification

## Fighting, Inappropriate Physical Contact

The school administration encourages both parties in a conflict to say their side of the story to reach a fair ruling. Teachers will train students in the conflict resolution process

IF STUDENTS	CONSEQUENCES
Are engaged in acts of violence	1st Offense <input type="checkbox"/> Verbal Warning <input type="checkbox"/> Student/Teacher conference <input type="checkbox"/> Break detention to all students involved <input type="checkbox"/> Parent notification 2nd Offense and subsequent offenses: <input type="checkbox"/> Disciplinary conference with administrator <input type="checkbox"/> Student is placed on "Yellow Card Report" Exclusion from extra- curricular activities concurrent with report <input type="checkbox"/> <input type="checkbox"/> Parent notification

## Bullying

IF STUDENTS	CONSEQUENCES
Bullying: Behavior Intended to Ridicule, Humiliate or Intimidate other student/s	1st Offense: <input type="checkbox"/> Disciplinary conference with teacher <input type="checkbox"/> Parent notification <input type="checkbox"/> Consequences determined on a case to case basis <input type="checkbox"/> Parent notification 2nd Offense: <input type="checkbox"/> Parent notification <input type="checkbox"/> Student is placed on 'Yellow Card Report' Exclusion from all extra-curricular activities concurrent with report <input type="checkbox"/> 3rd Offense: <input type="checkbox"/> Disciplinary Conference with parent <input type="checkbox"/> Suspension

## Infraction of Academic Integrity (Cheating)

IF STUDENTS	CONSEQUENCES
Cheat in any form (across all subjects)	1st Offense: <input type="checkbox"/> Verbal warning 2nd Offense: <input type="checkbox"/> Student/Teacher conference <input type="checkbox"/> Parent notification 3rd Offense: <input type="checkbox"/> Parent notification <input type="checkbox"/> Disciplinary conference with administrator <input type="checkbox"/> Parent notification <input type="checkbox"/> No credit received for the assignment

## Lack of respect & courtesy toward individuals in school community

IF STUDENTS	CONSEQUENCES
Refuse to adhere to staff member directions; Open Defiance of a Teacher or Any School Employee	<p>1st Offense:</p> <input type="checkbox"/> Verbal warning <input type="checkbox"/> Student/teacher/administration <input type="checkbox"/> parentnotification <p>2nd Offense:</p> <input type="checkbox"/> Parent/teacher conference <input type="checkbox"/> Placed on 'Yellow Card Report' Exclusion from extra-curricular activities concurrent with report <input type="checkbox"/> <p>3rd Offense:</p> <input type="checkbox"/> Removal from class <input type="checkbox"/> Disciplinary conference with administrator <input type="checkbox"/> Parent notification <input type="checkbox"/> Potential suspension

## Vandalism

IF STUDENTS	CONSEQUENCES
Cause any damage to school property	<p>1st Offense:</p> <input type="checkbox"/> Verbal warning <input type="checkbox"/> Parent notification <input type="checkbox"/> Restoration or compensation required <p>2nd Offense:</p> <input type="checkbox"/> Student is placed on Yellow Card Report' <input type="checkbox"/> restoration or compensation required <input type="checkbox"/> parent notification <input type="checkbox"/> disciplinary conference with school administrator excluded from all co-curricular and extra-curricular activities concurrent with report <input type="checkbox"/>
Damage other students' belongings	<input type="checkbox"/> Verbal warning <input type="checkbox"/> Student will be asked to pay for or replace item. <input type="checkbox"/> Parent notification
Are involved in theft of property	Disciplinary conference with teacher or administrator with consequences determined on a case by case basis <input type="checkbox"/> <input type="checkbox"/> Conference with school counselor.

**Miscellaneous**

<b>IF STUDENTS</b>	<b>CONSEQUENCES</b>
Eat inside the class (not during break time)	Students are asked to put food away or throw it in the bin immediately.
Throw litter on the ground or in the classroom	Students are asked to collect it and dispose of it in the appropriate way
Chew gum or roasted seeds	Students must dispose of it in the trash can immediately
Bring to school any of the following: metal rulers, electronic games or instruments, toy weapons, fireworks, Swiss knives, laser pointer, balls.	<input type="checkbox"/> Parent notification <input type="checkbox"/> Break detention The item will be confiscated and given to the office coordinator and returned <input type="checkbox"/> 1st offense: 1 day 2nd offense: 1 week

# CURRICULUM OUTLINE

The objectives of the American Elementary Division's curriculum is to educate and develop students who will meet society's future needs through:

- Preparing students for the 21<sup>st</sup> century by providing opportunities for learning through modern technology.
- Developing strong interpersonal and communication skills.
- Providing academic support in all areas including time management.
- Instilling the concept that education is a life-long process and that the skills of creativity, critical thinking, and problem solving are crucial to success.
- Providing exposure to art, music, and drama as well as an opportunity to participate in various sports and activities.
- Instilling a sense of integrity, responsibility, self-respect, and respect for others empowers students to achieve their goals.
- Providing ongoing training for all staff members to ensure teaching quality and administrative efficiency.
- Encouraging "community service" to instill a better understanding of privilege and a stronger awareness of the issues facing our world today.

## Kindergarten

Children are taught skill-based learning (HOW to think, not WHAT to think). Positive self-esteem and work habits are encouraged through structured, well planned, and organized activities. We also foster independent thinking skills through hands-on practical activities and field trips.

## Language Arts

The TAC American Division uses The Common Core State Standards for English Language Arts in Kindergarten through Grade 10. Language Arts" expectations are organized into five strands, which are: Reading Literature, Reading Information Text, Speaking and Listening, Language (grammar and spelling), and Writing. The program in all grades is designed to develop a range of essential skills in reading, writing, and oral language. This includes a solid foundation in spelling and grammar; the appreciation of literature and the ability to respond to it; and skills in using oral language accurately and effectively. Students will also learn to use critical and analytical skills to respond to communications and media, and will develop skills in using technology to search for and share information. A variety of instructional methods and assessments are used to aide each child's language development.

Our Language Arts program consists of:

### **Reading Program**

1. Guided Reading

Teachers use McGraw-Hill Reading Wonders and Collections stories to teach reading strategy skills.

2. Semi-Guided Reading

Reading A-Z combines instruction in reading strategies with opportunities for students to practice each reading strategy independently at their individual reading level or in small groups.

3. Independent Reading

students independently read books of their choice.

### **Writing Program**

1. Guided Writing

Teachers use different genres of writing and the 6 traits of good writing to teach writing strategies and skills.

2. Semi-Guided Writing

Writer's workshop is a program that is used to build students' fluency in writing through continuous, repeated exposure to the process of writing.

3. Independent Writing

Journaling allows students to develop their own writing ideas and writing fluency.

## **Mathematics**

The mathematics program is based on a progressive spiraling approach promoting mathematical growth and awareness through daily experiences. Its goal is to develop mathematical insight and reasoning in each student. Students are exposed to repeated real-life problems and situations, and are encouraged to develop various solving strategies. Math usage is found throughout the day in all subject areas. Data collection and analysis, mental math, estimation and probability help to clarify and deepen student understanding of key mathematical ideas through "My Math book". Students are encouraged to work collaboratively and individually in finding more than one way to use math on a daily basis.

## **Science**

The science curriculum focuses on three areas of study: Life Science; Earth Science; and Physical Science. Students are encouraged to learn concepts through practical observation and experimentation. Hands-on activities, group and individual research, and field trips aid students in applying scientific knowledge to real-life experiences.

## **Social Studies**

The Social Studies program emphasizes an understanding of community development, world geography, and world history. Students learn how location and geography help to create and form a culture; how individuals work together for the benefit of a community; and how actions affect the outcome and future growth of a community. Regional historical events reflect upon a culture's growth and world-wide influence.

## **Egyptian Culture**

Students study various aspects of Egyptian Culture and learn how ancient Egypt influenced Roman and Greek civilizations in the surrounding geographical region. Themes include studies in geography, history beliefs, customs and traditions including traditional music, dance, and art.

## **Languages: French\German and Arabic**

French | German: is taught to all classes in grades (K) through (6). Students are taught the appropriate communicative language skills and aspects of French\German culture.

Arabic: begins in first (k) grade and continues through (6) grade. Students study the various aspects of the Arabic language, concentrating on reading, writing, and listening skills. Our Arabic curriculum uses the Egyptian Ministry of Education, and includes religious study.

## **Art**

Art classes allow students to express themselves through the use of various mediums, including two and three dimensional art works. Students learn how to use color, texture, shapes, application techniques, and different materials to study the effects and usage of art in all cultures. The development of aesthetic perception, awareness, and creativity enhances student self-expression and an understanding of visual and functional art.

## **Music**

Our music program provides each student with an opportunity to develop his/her interest and ability in a variety of musical experiences. Students are given the opportunity to play various instruments, and learn musical techniques of tone, pitch, volume, rhythm, tempo, duration, and meter.

## **Computer Science**

At TAC, we believe that Technology is a fundamental component of learning; hence, it is integrated within all curriculum areas. The computer curriculum has been developed to provide students with opportunities to acquire computer skills and knowledge so they can function effectively in today's technological society. Students will develop basic computer skills through keyboarding, word processing, drawing and graphic programs, and the usage spreadsheets and database. Computers provide another medium to assist students with different learning styles. Internet access allows students to acquire up to date information and aids in research projects. Computer access and programs are used to introduce, develop, and illuminate curriculum concepts.

## **Physical Education**

Our P.E. program provides a meaningful physical education program that includes a safe, health promoting environment. Students will develop an understanding of physical fitness, health, and well-being and the factors that contribute to them. As well as, the basic movement skills they require to participate in physical activities throughout their lives.

## **Special Education Services**

The Elementary School Student Services Department supports students with identified learning differences. The extent to which support is provided is dependent upon the needs of the students and the ability of the school to meet those needs.

The Student Services Team recognizes that all students have innate abilities and varied life experiences with differing rates of learning and behavior. These differences may be accommodated by the flexible use of resources and curriculum options. At all grade levels, student services personnel assist teachers in making curriculum modification and adaptations. In addition to the consultative service, they may provide direct services to identified students. Students are identified through our evaluation process, which begins with a referral that is made to the team by either a teacher or parent. A meeting is held where all people concerned are present, and decisions are made collaboratively.

At the present time, the elementary school team includes resource room teachers, resource room coordinator, and the school psychologist.

## English as a Second Language (ESL)

The English as a Second Language (ESL) program serves students in grades ONE to SIX whose English skills limit full access to mainstream material.

Providing a program which combines pull-out and inclusion, ESL teachers support their students in both settings. ESL and classroom teachers work together to create a language-rich environment where students feel comfortable taking risks and where individual needs are accommodated. All students are assessed each semester by both teachers and moved into the mainstream as they demonstrate readiness.

Because emphasis is placed on early-language development and because lessons are naturally contextualized in the kindergarten classes, there is no

Formal ESL instruction for those grade levels.

The ESL program enables students:

- To acquire communicative and academic English skills needed to function successfully in the mainstream program.
- To learn English through active engagement in meaningful experiences.
- To follow a course of study that integrates reading, writing, listening and speaking.
- To practice in a range of activities with their classroom peers.

The ESL Program includes

\* A curriculum that closely reflects the mainstream language arts curriculum.

- ESL teachers and classroom teachers focus on each student's stage of development and individualizes the program as necessary.
- Pull-out classes where teaching focuses on the development of language skills.
- Inclusion lessons where classroom teachers and ESL teachers jointly provide lessons which are delivered to the class as a whole