



American Embassy School



Student Handbook
SY 2019-20



**ELEMENTARY SCHOOL
STUDENT-PARENT HANDBOOK
2019-20**

(PRE-KINDERGARTEN-5)

**American Embassy School
New Delhi, India**

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What We Believe

Mission

The American Embassy School provides a balanced education defined by a joyful pursuit of excellence in academics, athletics, arts and service. We enable each student to be an inspired lifelong learner and a responsible, compassionate global citizen.

Core Values

We believe that everyone:

- has intrinsic value
- needs safety, trust and respect
- is responsible for his or her choices
- learns and grows through challenge
- lives more meaningfully when pursuing his or her passions
- thrives in an environment of honesty and integrity
- is enriched by diversity
- is strengthened through service
- flourishes in a community that is caring, collaborative and nurturing
- has the power to create a more peaceful world

Inclusion Statement

The American Embassy School is a community of diverse learners. We celebrate the strength of our diversity and are committed to nurturing a culture of belonging.

All members of our school community actively support every learner's academic, social and emotional growth.

We are committed to:

- nurturing the intellectual, physical, social and emotional development of each student
- fostering each student's potential to achieve and to make a difference
- helping students make transitions to, within and from AES
- developing a service ethic and practice
- protecting nature and the environment
- improving student learning through research, reflection and innovation
- practicing transparent and collaborative decision-making while maintaining effective governance

Goals of the Elementary School

Guided by the mission of the American Embassy School, the Elementary School provides an American curriculum that will:

- establish a firm foundation in the core curriculum of reading, writing, mathematics, social studies, and science;
- enrich the curriculum through age-appropriate participation in subjects including physical education, art, Indian studies, world language and music;
- enable students to gain an understanding and appreciation of India and the cultural diversity found in the AES student body;
- offer an environment that celebrates and promotes maximum growth and development of children;
- instill an interest in and an eagerness for learning permitting children to realize their fullest potential;
- recognize and respond to the individual intellectual, aesthetic, physical, emotional and social developmental patterns of children;
- identify and provide for special learning needs;
- develop a program of active, child-centered learning based on a progression from concrete to more abstract thinking;
- and, offer opportunities through service learning for students to develop personal and social responsibility for family, school, and the local community.





Pre-Kindergarten and Kindergarten Philosophy

We believe that each child is a unique individual and will develop at his/her own rate. We aim to foster curious, responsible and caring global citizens. Early childhood is an important stage of development when students learn to communicate, socialize, work and negotiate with others through purposeful play and play-based experiences in a safe and nurturing environment. **We believe that play is essential to a child's academic, social and emotional development.** Cultivating students with strong social and emotional skills is an important focus of our work. We encourage a socially collaborative environment where students are viewed as thinkers who explore, make choices and make mistakes as part of the learning process. **We believe that children thrive in an environment that is warm, caring and rich with resources and opportunities.** Our teachers design experiences that are aligned with our students' interests and that allow our students to begin to develop a base in academics, the arts, and physical education.

Pre-Kindergarten Program Description:

Our multiage Pre-Kindergarten program offers an outstanding educational program that allows each student to grow and be challenged at their individual level of readiness. Pre-Kindergarten students learn important social and emotional skills as well as early math, literacy and science concepts. They also attend daily specialist classes which include art, music, physical education, Indian studies and library.

Our nurturing, hands-on and project-based approach is rooted in play and inquiry. Our program takes its inspiration from the Reggio Emilia philosophy and is grounded in the Creative Curriculum. Some fundamental principles of Reggio Emilia that we employ are:

- Children are capable of constructing their own learning and they are driven by their interests to investigate, understand and to find out more.
- Our program focuses on social collaboration. Our students learn about

themselves and their place in the world through their interactions with others.

- Communication is a process. Our students ask questions, play, investigate and discover new things using language.
- The environment is the third teacher and is recognised for its potential to inspire children. Our Pre-Kindergarten environment is filled with natural light and open spaces free from clutter, where every material is considered for its purpose.
- The role of each of our teachers is to observe our students, listen to their questions and their stories, understand what interests them and then provide them with opportunities to explore these interests further.
- Our Pre-kindergarten teachers document and display children's thoughts and their progression of thinking. Our teachers make our students' thinking visible in a variety of ways which may include photographs, scribing children's thoughts and explanations, drawings and sculptures,

Our Creative Curriculum units follow a two-year cycle. In year one, the unit studies are centered around the topics of Balls, Buildings, Trees, Clothes, and Reduce, Reuse, Recycle. In year two, the topics are Signs, Insects, Sand, Tubes and Tunnels, and Simple Machines. Literacy and Cognitive skills are embedded in these units of study in order to provide a developmentally appropriate framework for academic success.

Pre-Kindergarten School Hours

PK 3:

8:30 am - 1:00 pm: August 7- 30

8:30 a.m. - 3:25 p.m: September 2 onwards

PK 4:

8:30 a.m. - 3:25 p.m.

Pre-Kindergarten is a full day program which runs from 8:30 am - 3:25 pm, Monday, Tuesday, Thursday and Friday, with an early release during the month of August for students in Pre-K 3. The program runs from 8:30 am - 2:30 pm on Wednesdays for all students. Pre-Kindergarten students must turn 3 or 4 years old prior to August 31 of the current school year.

Elementary School Curriculum (Kindergarten- Grade 5)



The aim of the elementary school curriculum is the development of the whole child. Students are engaged in a balanced curriculum focused on skills and concepts in academics, arts, athletics, and world languages. We also strive to develop a connection and understanding of our host country through our Indian Studies program.

All curricular programs are designed around standards in order to provide students with consistent, clear, and research based learning progressions. Standards are founded in scholarly research from the US and internationally, as appropriate to the respective discipline and learning. They provide teachers with a consistent progression of measurable, real-world learning goals on which to base instruction.

Literacy: Our balanced literacy approach is characterized by meaningful, authentic experiences designed to engage and motivate students in the development of reading and writing. Students learn concepts and skills guided by the Common Core progression and develop habits to become proficient and lifelong readers and writers. The elementary school literacy program offers focused instruction in reading, writing, language, word study, speaking and listening and also integrates literacy instruction and practice throughout the learning day.

Mathematics: Our mathematics program is a Common Core standards based curriculum which provides a strong focus on interconnected concepts at each grade level. As such, students develop conceptual understanding, computational skills and fluency focusing on application. To develop a conceptual understanding, students at all grade levels use a concrete, hands-on approach with a variety of manipulatives. Once students have a visual framework for concepts, teachers gradually remove the concrete supports to focus on the numbers and symbols of mathematics, or the abstract. Students practice computational skills to develop flexibility, speed, and accuracy with calculations. Application of these concepts and skills by students in authentic

problem solving requires mathematical skill and understanding.

Science: Learning in science leads to life's innovations and creations that make for a better future for us all. For this reason, AES uses the Next Generation Science Standards (NGSS) to develop knowledge and understanding in three dimensions; practices in science and engineering, crosscutting concepts, and disciplinary core ideas. Units engage students in each of the three science domains: life sciences, physical sciences, and Earth and space sciences. Each unit will integrate knowledge about and build understanding of engineering, technology, and/or the applications of science.

Social Studies: Our concept based program prepares students to be active participants in a global society. Related concepts that focus on understanding the relationships among people, places, and history remind students that we are all connected. These units develop a deeper understanding about what it means to be a global citizen while focusing on the habits and skills we need for a more collaborative and peaceful world.

Music: Students explore music through active participation in singing, playing instruments, creative movement and rhythmic speech. The music curriculum draws upon the creativity inherent in each child-musician, and seeks to foster the capacity to be an independent music maker. Our music curriculum is based on a sequential, spiraling model building on the child's knowledge of musical elements, connecting prior knowledge to new learning.

Art: The Elementary Art Program guides children in developing skills with materials in five areas: drawing, painting, printmaking, clay work, and multimedia. The students view, discuss and are inspired by artwork from various artists, time periods, and cultures. Children are encouraged to respond creatively in designing and completing their art projects while incorporating art skills and concepts that grow in complexity each year.

PE: The Physical Education program in the elementary school is dynamic and progressive. Learning opportunities enables individuals to understand, develop, and practice skills and behaviors which are necessary for leading a safe, healthy and physically active lifestyle that promotes overall mind/body wellness.

Indian Studies: Our Indian Studies program seeks to foster an understanding and appreciation of India and its culture. Indian Studies teachers have created theme-based units to enhance awareness about the rich diversity and varied traditions of India through active engagement and hands-on activities. Through the study of India, which includes Hindi vocabulary as well as geographical and historical concepts, each student develops a strengthened understanding of their role as a global citizen and responsible human being.

World Language: The World Language program in the elementary school focuses on oral fluency in English, Spanish, or French language skills and seeks to develop an understanding of the culture. Lessons are taught in the target language and actively engage students in a variety of aspects of the cultures in which the languages are spoken, while building their written and conversational skills.

Elementary School Hours and Schedule

8:30 am-3:35 pm-Monday, Tuesday, Thursday, and Friday (Kindergarten-Grade 5)

8:30 am - 2:30 pm - Wednesday (Kindergarten - Grade 5)

The Elementary School follows a six-day letter rotation schedule (A– F).

- Our six day rotation allows an average of two specials classes per day.
- Letter days are posted around the Elementary School campus and noted on the school-wide activities calendar.
- Children should dress appropriately on those days that they have physical education (PE) class. Clothes should be comfortable and flexible to participate in physical activity with appropriate sports shoes. Students must wear a swimsuit during swim units.

Sood Library

The AES Sood Library houses over 30,000 titles available to AES students, families and teachers. The elementary library exists to provide both the atmosphere and a diversity of high quality materials that will foster in each child a lifelong love of learning. The library curriculum promotes inquiry through information literacy instruction that enhances and reinforces classroom content. The library offers an extensive collection of fiction, non-fiction and reference books. Students, families and teachers can also access databases and on-line resources that are appropriate for elementary age students on the elementary library blog (<http://aeslibrary.esblogs.aes.ac.in/>).

- Students may borrow books before school, after school and during recess.
- Students in grades KG-3 visit the library each six-day rotation for 45 minutes.
- Students in grades 4-5 visit the library each six-day rotation for minutes.
- After dismissal at 3:30 p.m., and on Saturday mornings, an adult must accompany and supervise children when they visit the library.

Attendance Policy & Expectations



Students are expected to be in class when school is in session. We ask that you do not extend school holidays because it puts your child and the entire classroom at a disadvantage. Our experiential learning approach in the Elementary School cannot be replicated if your child misses school.

We will enforce the AES Elementary Attendance Guidelines per Board Policy.

- Students must be in attendance at least 85% of the instructional days each semester.
- Students who have not been in school the required number of days may not receive progress indicators on the report cards for the semester, including students that enroll late in the semester. In these cases students will only receive comments on their report cards.
- If your child is absent due to illness, please call the Elementary office extn. 3405/3411 before 9:00 a.m. to inform us, otherwise the ES Office will contact all parents/guardians of absent students.
- If a child must be absent due to family circumstances, parents must inform the Elementary Administration in writing requesting an approved absence other than for illness. The Administration will take into consideration extenuating circumstances of the request.

Tardy Policy:

- Students are expected to be in class by 8:25 a.m. and ready to begin the day by 8:30 a.m.
- Students are marked Tardy in our student information system when they arrive after 8:30 a.m.

Leaving School Early:

If you need to take your child out of school during the school day, please inform your child's teacher by either email or written note. You will need to collect a Gate Pass from the ES office. The security guard will not allow the student to leave campus without the Gate Pass. If there is a change in the pick-up plan, please notify your child's teacher by email as well as the ES Office, as early as possible.



Student Support Services

Supporting Students with Exceptional Learning Needs

Students admitted to AES bring a wide range of multiple intelligences, learning styles and needs. The school aims to provide the support needed for all students to succeed within the daily classroom structure and program at AES. When a student is identified as having exceptional needs that cannot be met within this framework, the school will strive to meet these needs through differentiation, accommodation if needed, modification of AES's established curriculum and instructional methodology. The learning needs of students are identified in both formal and informal ways at AES including the initial admissions process, parent referral, teacher observation, student self-referral and systematic review of available assessment data. Additional evaluation may be performed by our school psychologist and/or our school speech pathologist.

The programs created to meet the exceptional learning needs of students are based on best educational practices. When a student's exceptional learning needs cannot be fully met at AES, the school will work with the family to identify resources and services outside of school as possible options to meet these needs. The school will not assume responsibility for any costs associated with these outside services.

English as an Additional Language (EAL)

The AES Elementary School English as an Additional Language (EAL) program provides support for students learning English. The sheltered immersion model is based on the belief that English Language Learners (ELLs) are an important part of our school community and that their needs are best met in the mainstream classroom with its language-rich environment. It is a collaborative program between the grade-level teachers and the EAL specialists to help ELLs learn English at the same time they learn the

academic content. Direct support is provided in the grade-level classrooms, as well as in World Language English and Beginner English classes. Indirect support occurs via co-planning and in-service training for teachers. As students progress through the language proficiency levels, EAL support is gradually released.

Support varies by grade level:

Kindergarten - ELLs participate in a full immersion classroom. Classroom teachers differentiate and scaffold instruction to make content accessible to all children without support from the EAL Department.

Grades 1-5 - ELLs participate in a sheltered immersion approach to instruction. The classroom teacher and EAL specialist co-plan and co-teach to ensure all children can access the content and develop their academic English. Students identified as beginning ELLs attend a Beginners Class during the literacy block each day. In addition, all students study a World Language. ELLs attend World Language English classes, where they focus on building academic language related to the grade-level content.

Learning Support Department

The Learning Support Department provides additional help for students who are experiencing learning differences. A formal referral process provides the teacher and parents an opportunity for input into decisions for children with learning needs. Parents are invited to meet with their child's teachers and a counselor if they have concerns about their child's learning issues or performance.

Speech-Language Pathologist

The Elementary School SLP diagnoses and evaluates speech issues, such as fluency (stuttering), articulation, voice disorders as well as language problems, such as aphasia and delayed language and related disorder.

Guidance and Counseling Program

Guidance and Counseling services are available for all students.

- Our counselors support the teaching of problem solving, conflict resolution and collaborative group skills through consulting with teachers and working with small groups and classroom groups as needed.
- In addition, the counselors work closely with classroom teachers and individual students in order to address specific individual concerns.
- The counselors are available to meet with parents regarding their child's academic, social and emotional needs.

School Psychologist

The school psychologist serves students in Pre-Kindergarten through Grade 12 by assisting with the identification of learning differences, the design of appropriate individual programs, and to provide consultation and support to students, parents and faculty.



Health Unit

The Health Office has a staff of one nurse, one Health Services Coordinator and a secretary. The working hours are 8:00 am- 5:00 pm, Monday through Friday. Other events outside of these hours also have nurse coverage, e.g. MESAC events, WOW trips and invitational tournaments. There is a physician on staff here for AES Employees, their families and student emergencies..

The function of the Health Office is to promote the health and safety of the AES community. Responsibilities of the school nurses include assessing students' illnesses and injuries and providing basic first aid/care as needed, reviewing and maintaining student health records, control of communicable diseases and prevention and administering daily medications as required and written permission is given by a parent. The Health Office provides health information to students, staff, and parents, as well as local referral information if a student is identified as having possible difficulties with vision or hearing or any other difficulty observed by a teacher, counselor or nurse. The nursing staff assists in the management of students with asthma, diabetes, or other health conditions. The Health office (in cooperation with Administration, Facilities and Security) helps in creating and maintaining a safe school environment, which includes regular training in CPR, First Aid and emergency preparedness

If the student has an injury or illness and needs to go home, the parents will be contacted with the phone numbers provided in Powerschool. The student must be picked up from the Health Office by a parent or other adult whom the parents have given written or verbal permission to. If a student requires outside medical assistance during school hours, the school nurse will contact the parent/guardian in order to refer for medical evaluation. In the case of a life-threatening or urgent situation and the parent cannot be reached, the student will be transported to an appropriate hospital by school vehicle or ambulance. In that case, the parents will be notified to meet the child at the hospital.

Student Health Records

New Students:

To attend school a new student must comply with the following **health requirements before the first day of attendance at AES:**

1. Have current immunity against diphtheria, tetanus, pertussis (DPT), Polio, measles, mumps, rubella (MMR), hepatitis B, and haemophilus influenzae type B (HIB requirement for Pre-K and KG students only). Parents who object to any immunizations for personal or religious reasons may sign a waiver provided by the school nurse, with the understanding that the child may be excluded from school in the event of an exposure or epidemic.
2. Be free of Tuberculosis. Tuberculosis screening should be done within 3 months prior to the date of admission. A licensed practitioner should complete a) a PPD Mantoux test or b) chest x-ray. This requirement is waived if a child has had a BCG vaccination within the last 5 years. The BCG date must be documented. This requirement is also waived if a student has had a positive Mantoux and fully complied with the treatment and provides documentation by a licensed practitioner.
3. Undergo a full physical examination by a licensed practitioner. This report should be dated within the last 3 months prior to admission. This fulfills the sports physicals requirement.
4. Provide the School with the completed AES New Student Health form, including medical consents to be given to the Director of Admissions before the first day of attendance at AES.

Continuing Students:

To return to AES a student must comply with the following **health requirements by the first day of attendance of new school year:**

- a. Provide the school with a completed continuing student non-compliance form, including immunizations and screening. Parents who object to any immunizations for personal or religious reasons may sign a waiver provided by the school nurse, with the understanding that the child may be excluded from school in the event of an exposure or epidemic.
- b. Continue to be free of Tuberculosis. Tuberculosis screening is required every 2 years. A licensed medical practitioner should complete a) a PPD Mantoux test or b) chest x-ray. This requirement is waived if the child has had a BCG vaccination within the last 5 years. The BCG date should be documented.
- c. Continuing students entering grades 1, 6 and 9 should also undergo a full physical examination. This requirement is waived if we have a record of a previous physical examination within the last 12 months. Athletic physicals for Middle and High School students who participate in sports need to be completed every two years.

Keeping Health Information Current: It is the responsibility of the parent(s)/guardian(s) to keep the Health Office staff informed about any changes to your child's health status/records.

The school nurses manage the health of your child/children, based on the information provided by parents in the Student Health Form. It is important that the form be filled out completely. For significant conditions such as severe asthma, severe allergies, diabetes, or seizures, you should inform the nurses immediately upon the first day of school and supply the Health Office with any emergency medicine indicated. If there is any change in the student's health condition at any time, it is the parent's responsibility to inform the Health Office.

During the year, you may be asked to update your child's/children's health data for MESAC events, WOW, or other class trips. It is important that chaperones for each event have the most recent emergency contact and health information, as some information may change since you last submitted a form.

Students' health records are reviewed by the nurses and kept in the Health Office. Health alert information is entered into our student information system. Records are confidential but certain information, such as a severe allergy, may be shared with teachers on a "need to know" basis.

The Health Office provides a current list of doctors in New Delhi if your child needs a physical examination, immunizations, TB screening, or health care in general. Remember to take the Health Form and your child's immunization records with you for the physical examination when you visit the physician. It is the parent's responsibility to send the dates for immunization and TB screening to the Health Office. It is advised by the Health Office that copies of your child's health records be kept in an electronic file, if possible, for easy access and safe-keeping.

Keeping Contact Information and Temporary Guardianship Information Current: It is the responsibility of the parent(s)/guardian(s) to keep the Elementary School secretaries informed of any changes to your contact information, including your physical address, email address and both home and mobile numbers.

An updated Temporary Guardianship form must be completed and approved by the Elementary School Principal each time both parents/guardians are out of Delhi and the children are in the care of a non-parent/guardian.

Medications

Students are not allowed to carry medicines and self-administer medication while at school. Medication must be given by our Health Office staff. If you would like the nurse to administer daily or emergency medication to a student (such as antibiotics, cold medicine, inhalers, Epipens), you must provide the Health Office with the medication in its original container, the prescription and a completed Medication Permission Form provided by the Health Office. If a student is responsible for taking a medication during school hours please notify the Health Office staff.

The Health Office has a limited supply of over-the-counter medications that can be given to the student without calling you first, if you have already signed the New Student Health Form. This permission can be changed at any time the parent wishes to do so.

When to Keep Your Child at Home

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

Possible or diagnosed contagious illness such as chickenpox, mumps, measles, strep-throat, or any other infectious disease. Following such an illness, the health office staff may request medical clearance from a clinician before a student may return to school.

Notify the teacher and the Health Office (nurses@aes.ac.in) of any contagious illness, and the following:

- Fever of 100F or 37.7C, with or without any other symptom
- Vomiting (more than one time) or diarrhea (more than one time, very loose like water)
- Scabies or lice (children may attend school after treatment and the nurse has checked for live lice)
- Severe cough
- Severe sore throat
- Red eyes that are crusting or with discharge (pink eye, conjunctivitis)
- Body rash, unless you present a note from the doctor that the child may attend school
- Severe “common cold” symptoms—stuffy nose, body aches, cough, thick nasal discharge
- Whenever your child looks noticeably unwell

Students who come to school with any of the above symptoms will be sent home if determined by evaluation from the nurse indicating it is appropriate. If a student is slightly unwell, but able to come to school, please ensure that we can contact you during the day if the symptoms become worse.

The following information is provided to assist you in fulfilling immunization and TB screening requirements and recommendations.

- AES policies regarding immunizations, tuberculosis screening and physical examinations may be found in Board Policy 6.102.

If your child is absent from school, please notify your child’s teacher and the ES Office. If you do not communicate with the ES Office, an ES secretary will call home to confirm the absence and to understand the nature of the absence.

Restitution



At AES, we practice a school-wide approach to discipline called Restitution Self-Discipline. Restitution is a problem solving technique for helping students develop self-discipline. It is based on the belief that human beings have basic needs: survival, love and belonging, power (sense of competence), freedom and fun. As each person learns to meet these needs within the social context of a classroom or in life, mistakes will occur. Mistakes are not seen as failures but as opportunities to problem solve and to learn a new way to meet one's needs without compromising someone else's needs.

Restitution within the school setting is also based on the belief that as a child learns to solve problems and ways to "fix" a mistake, the child is strengthened. He or she begins to see himself/herself as a problem solver and as an individual who can build relationships with others as well as to strive to become the person he/she wants to be. At the beginning of each school year, every class develops a social contract based on their shared beliefs. Many of the beliefs reflect the universal values of respect, responsibility, honesty and caring. This social contract is the basis of the Classroom Agreement which guides students' behavior within the classroom and school.

Restitution in Action

When a mistake is made a teacher will ask the student specific questions which help him/her self evaluate. For example, if a student is not doing his work and walking around the classroom, the teacher might ask, "John, what are you doing? What is your job right now? Can you do that? Is there something you need to help you do your job?" When a teacher asks these questions in a non-threatening manner, a student is provided the time to think about what he is doing and to consciously make the choice to get back to his/her work.

There may be times in which more lengthy private conversations or problem solving discussions with the teacher or principal are required. During these

discussions the student is given time to reflect on what his/her needs might be, what he/she believes and to develop a plan to fix the mistakes. Some of the questions which might be asked at this time might include the following:

1. What do we believe at AES or in your classroom about_____?
2. Do you believe this is important?
3. If you believe that, do you want to fix it?
4. What do you need right now to fix this problem?
5. What will you do when you go back to the classroom so that you will not have the same problem?
6. If you fix this problem, what does it say about you?

After the details of the plan are worked out, the student returns to the classroom, having solved his/her problem ready to begin anew.

Bottom Line Behavior

Our bottom lines were created to preserve the AES Elementary School values of Respect, Responsibility, Honesty and Caring. Particularly, they are enacted by sending the student to the office to meet with the administration. Bottom lines are consistently upheld. We believe it is important for students to see that adults are serious about safety and learning. Bottom lines and the consequence of removal are non-negotiable and protect people from being injured, both physically and emotionally.

Schoolwide bottom line behaviors are:

Defiance/Disrespect: Student refuses to follow directions, talks back or delivers socially rude interactions to any person

Physical Aggression (includes property)/Fighting: Student initiates/ engages in actions involving serious physical contact where the intent is to hurt someone/something and injury or damage to property may occur

Abusive/Inappropriate Language Student makes obscene gestures or uses profane language directed at another person

Student delivers disrespectful messages (verbal/gestural/written/email) to another person that includes threats, intimidations.

We at AES believe that our mission is to help our students grow as intrinsically motivated learners and to become positive contributing members of their school and community. The Restitution approach helps us in achieving these goals.

Some examples of Bottom Line Behaviors:

Harassment and bullying:

AES believes that every child has the right to learn without fear in an atmosphere of mutual trust and respect. Every student is expected to be responsible for his/her own behavior, to exercise self-discipline, and to refrain from behavior which interferes with other students' right to learn or endangers the health or well-being of others. AES will not tolerate

harassment or bullying. It is acknowledged that bullying and/or harassment cause distress and fear, and it is recognized that bullying is not a normal part of growing up. Individual children have different levels of tolerance and it is important for all students to understand this and the effect their behavior may have on others' well-being. It is also recognized that while the victim's safety and well-being are paramount, many children who engage in bullying may themselves have emotional or psychological problems which may need to be addressed by their parents and the School.

Harassment is improper behavior that is directed at and is offensive to another student or a member of the staff and that the student knows (or ought to know) would be unwelcome. It includes objectionable conduct, comment, or display on a one-time or repeated basis which demeans, belittles, or causes humiliation or embarrassment, and includes harassment based on grounds of discrimination which are prohibited – race, national or ethnic origin, color, religion, age, gender, marital status, sexual orientation, physical appearance, or disability. Bullying/Cyberbullying is a form of harassment. It is improper behavior by one or more students which is directed at another student and is offensive and interferes with their well-being. It includes teasing, name-calling, threats, unwanted physical contact or violence, often on a repeated basis, which demeans, belittles, humiliates, or frightens the other student.

Consequence: Parents of all parties are notified; Administration conducts meetings with students/parents; Intervention/discipline documented by a principal; Counselor or a principal facilitates restitution meeting between students; Discipline/consequences are enforced; Counselor checks in with the targets, aggressor and parents to ensure closure; Counselor and administration monitor situation.

Physical contact with another student: AES believes that every child has the right to learn in an atmosphere free from the fear of unwanted physical contact. Students are expected to be responsible for keeping their hands and feet to themselves. Fighting is not permitted in the school or anywhere on campus. There should be no unwanted physical contact between students. This applies to fighting and friendly wrestling around. "Pretend" fighting or inappropriate physical contact is not allowed and will be handled as if it were actual fighting.

Consequence: Specific consequences will depend on the intensity of the violation and the number of times this rule has been violated by the individual student.

Parent Communication



Communication between parents and school is a high priority at AES. You will receive notices throughout the year about classroom and school events as well as the weekly Tiger Tales, a school-wide newsletter sent from the Director. A link to Elementary news is at the bottom of Tiger Tales every week. In addition, the classroom blog sites provide a window into the student's learning environment and parents can access general information that will be shared by teachers.

On the first day of school, the Elementary School hosts a "Getting to Know You Day" for parents of students in Pre-Kindergarten through Grade 5. Parents are invited at specified times to share information with the teacher about their child as a learner. A Back-to-School Night is held separately to introduce parents to classroom expectations, a description of the year's curriculum, grade level policies and other details of the functioning of your child's class.

We communicate student progress in both formal and informal ways. Semester report cards and two Student Led Conferences are used to report and discuss your child's academic, social and emotional progress. Informal conferences and telephone conferences are encouraged whenever teachers or parents have concerns. The principal, assistant principal, and the guidance counselor are always available for conferences. We encourage regular home and school contact and suggest you begin your discussion with the person most closely related to the subject. Please feel free to call or visit the Elementary School office and share your suggestions or concerns with us.

Sharing Expertise

- Teachers welcome parental expertise on topics related to the curriculum.
- Parents willing to be guest speakers or to share collections and artifacts should inform the classroom teacher of their areas of interest.

- Some grade levels especially enjoy having parents visit the classroom to read with individuals or small groups.
- Your child's teacher will share more information on this with you.

Visits to the Classroom

- During the academic year, you are welcome to visit your child's classroom.
- As a courtesy, please contact the principal and/or the teacher in advance to plan a visit.





Homework

Beliefs

At AES, children are actively engaged in rich learning experiences for seven (7) hours every school day. For several years, our faculty has researched best practice around traditional homework for elementary school students. Based on educational research and our professional and personal experience, the Elementary School adopted a practice of home learning: reading, passion and play.

At AES, we believe that after school and on weekends our students should:

Read. Reading is important. There is an expectation that children read or are read to for at least 20 minutes each and every day beyond the school day. There is strong research to support the importance of daily, regular reading. It doesn't matter what language your child reads or is read to in - as long as there is reading happening. Research shows a direct link between children who read at least 20 minutes independently every day in English and/or in their home language and overall academic success. Research also supports the benefits associated with being read to by an adult or other fluent reader.

Play. Play is important. Research shows play - unstructured play or organized team play - fosters social development, creativity and persistence, and also helps kids consolidate and strengthen learning.

Spend time with family. Research in education, psychology and sociology identifies a strong correlation between solid family bonds and academic success.

Use their imagination, find and develop their passions, and have a choice in what they pursue. Research on 21st Century learning shows that passion pursuit is key to innovation, creativity and problem solving.

Nightly worksheets are not a regular part of our homework practice in the Elementary School. However, on occasion students may be asked to

• complete work at home that was initiated at school, such as class projects, interviews, etc.

• We understand that there may be natural connections and students may want to extend their learning at home. For example, your child may want to continue practicing math facts on a math application. Your child may want to continue to explore current events after learning about immigration. You child may create something based on something they have learned at school or watched on TV at home. Our classroom teachers will always make time and space for students to share their learning.

• In addition, when it benefits an individual student, the teacher, parent and child may make a plan to address specific learning needs or to reinforce a concept or skill in a way that does provide the student with a choice of how to learn it. We will never allow a child to fail.





Technology

PK-12 Ed-Tech philosophy:

The balanced, authentic and intentional integration of technology empowers students and faculty and is a driver of innovation at AES. It provides opportunities for voice, choice, collaboration, critical thinking and content creation across grade levels and content areas.

The ES 1:1 iPad Program

To support our ES technology philosophy we offer a school based 1:1 iPad program in Grades Kindergarten through 5. The iPad allows for differentiated, diverse and creative learning experiences for students that can be shared with a wider audience. Our students are engaged, responsible, and balanced digital citizens, who learn in an environment that is intentional, free flowing and accessible to all learners. Students in EC have access to classroom iPads but at a higher student to device ratio.

AES ES Technology Goals

The goals of the AES ES technology program are to enable students to:

- Select, and then effectively and creatively use, the best technology tool for the job
- Gather, organize, and analyze information critically and efficiently
- Set goals, assess, reflect and share their learning by making their thinking visible.
- Communicate and present information effectively
- Build relationships with a wider collaborative community
- Use technology mindfully
- Enhance visual / artistic communication skills through design and composition

- Develop an awareness of the integral role that technology plays in our daily lives.

As educators we will accomplish these goals by:

- Integrating technology into the curriculum where appropriate
- Sharing the responsibility for the appropriate integration of technology
- Evaluating our ES technology program on an ongoing basis
- Ensuring that all students are provided with opportunities to learn basic technology skills
- Teaching and modeling the responsible and ethical use of technology
- Providing opportunities:
 - o to gather, analyze, organize and present information using technology
 - o to use technology for solving problems, thinking critically and making thinking visible
 - o for independent and collaborative uses of technology
 - o for visual / artistic communication through effective design and composition.

AES ES Technology Standards

In support of our philosophy, program and goals we follow the The International Society for Technology in Education (ISTE) National Educational Technology Standards for Students (NETS-S).

1. **Creativity and Innovation**-Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. **Communication and Collaboration**-Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. **Research and Information Fluency**-Students apply digital tools to gather, evaluate, and use information.
4. **Critical Thinking, Problem Solving, and Decision Making**-Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
5. **Digital Citizenship**-Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
6. **Technology Operations and Concepts**-Students demonstrate a sound understanding of technology concepts, systems, and operations.

Guidelines for Students

Elementary School Information & Technology:

AES Elementary School Responsible Use Guidelines

The AES elementary school is well equipped with a wide variety of iPads, computers, digital cameras, software and Internet services that are freely available to all students. We work to match these advanced tools with appropriate teaching methods and rich curricular content to provide experiences that enhance student learning, encourage collaboration and facilitate the creation and sharing of products both locally and globally. In order to promote responsible digital citizenship and responsible use of information technology resources, students are expected to adhere to the following guidelines.

Responsible Use Guidelines:

- Students use of technology resources should reflect our AES school values of honesty, respect, responsibility and caring.
- Students will model responsible citizenship in digital spaces by respecting the rights, property and privacy of others and by always being respectful of other people's identities, passwords, projects, and property.
- Students will be responsible users of all AES technology resources and treat those resources with care and respect.
- Students will be responsible users of the internet at all times and follow safe usage practices.
- Students will use all technology resources in the ES for school related projects and may use these resources before or after school hours with teacher approval and supervision.
- Students who choose not to follow these guidelines may lose their right to use the school's technology resources and/or experience other consequences.

Transportation Services



PARAGUAY

Bus Transportation

The American Embassy School has arranged with a private local company to provide air-conditioned bus transportation to and from school for AES students. Please contact our transportation department for more information.

You must send a hand-written note or an email to your child's teacher if he/she is to go home on a different bus or if he/she will be picked up at school or go home with a friend. Without such authorization, your child will be sent home on his/her regular bus.

Bus Rules

Getting children to and from school safely each day is a serious responsibility. It is essential for all bus riders to follow these rules for the safety of all riders. Please make your children aware of the rules below in order to make our bus service as safe as possible.

Riders will:

- arrive at the bus stop at least five minutes early
- stay off the road while waiting for the bus
- avoid walking directly in front of the bus
- be careful getting on and off and finding a seat
- be seated quickly and remain seated throughout the trip
- not distract the bus driver
- keep all body parts inside the bus while riding
- not throw anything inside or outside of the bus
- always use appropriate language and speak in reasonable tones inside the bus

- practice safe, appropriate behavior and set an example for younger students
- be respectful and responsible toward others
- listen to and follow the instructions of the Bus Monitor and other adults
- fasten seat belts while riding the bus.

Offenses on the bus will be reported to the Principals by bus monitors and adult riders. The school reserves the right to withdraw bus privileges due to violation of bus rules.



School Procedures



Cafeteria

- All children eat in the cafeteria with their classmates and students are encouraged to eat a balanced lunch each day.
- The school cafeteria provides hot lunches, a salad bar and sandwiches.
- Parents of children who bring their own lunch may purchase additional food items before school from the Tiger Kiosk.
- Those wishing to use the school lunch program may deposit a fixed amount for a semester or the entire year at the Business Office.
- Menus are available on my.aes.ac.in or in the cafeteria.

Celebrations/Birthday Parties

We encourage sharing special celebrations such as national or religious holidays and birthdays with your child's classmates at school.

- Please discuss the upcoming event in advance with your child's teacher.
- If you are planning a party outside of school that will not include all classmates, invitations cannot be distributed at school.
- Treats should be easy to serve (ie. cupcakes)

Cell Phone Use

Students should not bring cellphones to school. AES is not responsible for lost or stolen cell phones. However we do recognize that there are times when students, outside of school hours, might require the use of their cell phone.

Dress

Students are expected to wear clothing that is respectful to themselves and those around them.

- Inappropriate messages or alcohol/tobacco advertisements on shirts are not permitted.
- Shoes or sandals must be worn.
- Tennis shoes or other rubber-soled shoes are required for physical education (PE). Students may bring PE shoes and change before class.

PLEASE BE SURE THAT YOUR CHILD'S NAME IS PERMANENTLY AFFIXED TO HIS/HER BELONGINGS. Teachers are not responsible for student belongings.

Lost and Found

Items that are misplaced on campus may be found in the Lost and Found location in the P.E. building, near Gate #5.

School Supplies

AES provides all stationery and school supplies for elementary school students. Supplies are communal so your children should leave any personal stationery items at home. Occasionally teachers may request household items for special projects. Children should bring a book bag to school that is clearly marked with their name on it.

Snacks

- Students have a short break at mid-morning to eat a small snack.
- Students should bring a drink and a healthy snack (fruit, crackers). Candy, chocolate, potato chips, etc., and carbonated drinks are not permitted. Please send a water bottle to school with your child EVERY DAY clearly marked with your child's name. Students can refill their water bottle with reverse osmosis (RO) water on campus.
- Elementary students are not permitted to buy snacks at the Tiger Kiosk during the school day.
- If a student in your child's class has a nut allergy, your child may not be able to bring snacks that contain nuts.

Play Equipment/Toys

Please do not send the following things to school:

- skateboards, scooters, roller skates, roller blades or bikes. They may not be used on campus at any time, including weekends.
- valuable items that could get lost or stolen.
- balls, racquets, jump ropes and other play equipment (these are provided by the school for recess).
- electronic items such as iPads, iPods, computer games.

The carrying of offensive and/or dangerous weapons or toys (guns, knives, etc.) into the AES campus or while participating in AES sponsored activities is prohibited.

Adult Visitors

Parents may escort visitors onto the AES campus.

- Such escorted guests/visitors must sign in at the gate, leave a photo ID with the guard, wear a Visitor's Badge while on campus and be escorted at all times by the sponsoring adult while on campus.
- Domestic staff, including maids, ayahs and drivers may enter the campus only with a parent and must be escorted by a parent at all times.
- To insure uniform application of security procedures, guards at all gates are instructed to confirm with the Elementary School Office before allowing entry to anyone other than a parent.
- Do not share your ID card with anyone for any purpose.

Student Visitors

From time to time we receive requests for a child, usually a friend or relative, to attend school with one of our students. Parents of ES students are required to submit a written request at least three days in advance to the ES Principal or Assistant Principal. The Principals will check suitability of the dates with the classroom teacher. Students who have previously attended AES (alumni) are allowed to attend one full day of school. Other guests may attend school for a half-day. (ie. until lunch/recess or from the end of lunch/recess until dismissal).

Parent Responsibilities



Emergency Contacts/Temporary Guardianship:

- Parents/Guardians must identify two emergency contact persons in the event of an emergency when the parent/guardian cannot be reached. Each emergency contact person must be located in Delhi and listed in your child's record in our student information system, PowerSchool. An emergency contact is usually a friend or relative designated by the parent. You can contact the School Registrar or one of the ES secretaries to learn who is listed as your child's emergency contact and also to update your emergency contact information.
- Parents/Guardians must designate a temporary guardian anytime the parents/guardians are absent from Delhi. The temporary guardian is a person chosen by the parents/guardians to be responsible for their child's health and welfare while outside of Delhi. If a parent/guardian is absent for more than two consecutive school days, they must complete a Temporary Guardianship Authorization Form. This form must be signed by a parent and the temporary guardian and approved by the building level principal prior to traveling. The expectation is that the student will be staying at the same residence as the Temporary Guardian. Authorization forms can be picked up in the ES Office or on the my.aes.ac.in portal and must be returned to the ES Office prior to the parent's departure.

Morning Supervision:

AAAdult supervision of Elementary School play areas is provided daily from 8:00-8:30 am.

- Students should not arrive on campus before 8:00 am.
- Please note that our playgrounds are for the exclusive use of our students

daily from 8:30 – 3:35 pm. Therefore parents/younger siblings/visitors are not allowed on the playgrounds during the school day.

Afternoon Supervision:

After dismissal at 3:35 pm, students must be involved in an after-school activity, fully supervised by a parent or leave campus.

- Students are not allowed to play unattended nor are they permitted to use any playground facilities unless supervised.
- Students must be supervised by a parent. Supervision by a domestic helper alone is not permitted.
- Students are not allowed to roam the campus on their own at any time.
- You must let your child's teacher know, in advance, if your child's dismissal routine changes at any time.
- Please be prompt in picking up your child after school. If you or your designee is delayed, please inform the school.
- Children that are not picked-up on time will be taken to the after-care room.



Parent School Association



All parents of AES students are automatically members of the PSA is to provide a continuing channel of communication between parents and school to promote an atmosphere of goodwill and cooperation in support of the school's mission statement. The PSA provides venues for parents, teachers and students to interact (Night Under the Stars, International Food Fair, Parent Night Out) and venues for the expression of views on matters of interest.

Room Parents assist teachers with classroom activities and communications. The PSA identifies room parents in the Elementary School.



Glossary of Terms



Where required distinction will be made in brackets denoting to which division of school an abbreviation or terminology relates.

ES refers to Elementary School (Pre-K to Grade 5)

MS refers to Middle School (Grades 6-8)

HS refers to High School (Grades 9-12)

ACT (HS): American College Test – administered in September, December or May to students in Grade 11 and/or 12 as part of the US college/university admissions process.

Advisor (MS): All students are placed in small groups (8-10), at the beginning of the year with an advisor who is their point person for the year.

Advisory (MS): Time spent in advisory groups during school, three times a week.

AMC: American Math Competition – contests held at AES for MS and HS students for entry to compete in the AIME (American Invitational Mathematics Examination) if they have a high enough qualifying score.

AP (HS): Advanced Placement – US based college-level classes taken in high school. Students take an external assessment and possibly receive college credit.

ASA (MS): After-school activities. There are many activities available to students after school. Most are on a drop-in basis, while others (usually sport and drama) require a commitment to attend all sessions. Most are free, although those traveling with school teams will have to pay for their air tickets.

ASIAC (MS): American Schools in India Activities Conference. Team sports open to all MS students. Students commit to a team sport, academic or cultural team for the season and train two or three times a week. Teams are

usually picked a couple of weeks before the culminating tournament/meet with the American schools in Mumbai and Chennai. Tournaments/meets are hosted between the three schools in rotation.

ASMA (MS): American Scholastic Mathematics Association math contest. An international math competition held six times a year for those interested in participating.

Auxy Gym: The smaller gym located above the main gym and accessed by the steps just inside the entrance of the PEC (Physical Education Center).

Banyan Tree: Large, old tree on the ES playground.

BTS: Back to School Night - Orientation session for parents at the beginning of the school year. Following a general introduction (in the HOP for MS, the theatre for HS), parents move to classrooms for a brief overview from each of their child's teachers. ES parents go directly to their children's classrooms and/or EAL teachers.

BCR: Board Conference Room. Meeting room in the administration hallway on the bottom floor of the Middle School building, across from Reception, often used for meetings.

Breezeway (HS): Enclosed cafe at ground level of the main high school building

CAS (HS): Creativity, Action, Service – a fundamental part of the International Baccalaureate (IB) diploma programme which requires IB Diploma students to engage in activities outside the classroom.

CHS (HS): Computer Honors Society is open to those in Grade 11 and 12 who have demonstrated excellence in the area of computer studies

CIA (MS): Culminating Integrated Activity. An end-of-year project for 7th graders that takes the form of an "environmental summit".

Common Core State Standards: An education initiative in the US that details what K-12 students should know in English Language Arts and Mathematics at the end of each grade.

Community Garden: small circular amphitheatre located by Gate 2, constructed to commemorate AES's 60th Anniversary.

Diwali: Indian holiday in October or November. Sahaliyan (the Indian parent association) organizes a fun event for the community to enjoy the spirit of this holiday.

EAL: English as an Additional Language. This is a program that supports non-native English speakers.

Earth Day (MS): 22nd April is Earth Day and the MS marks the day with a focus on environmental issues.

EE (HS): Extended Essay – a fundamental part of the International Baccalaureate (IB) diploma programme, it is an independent, self-directed piece of research culminating in a 4000 word paper to be completed in the early part of Grade 12.

Electives: Courses chosen by students.

ES Greens: Grassed area near ES office and library.

ES Plaza: Concrete area between the pool and the ES Greens..

ET (MS): Enrichment Time – an opportunity for grade level or advisory extension activities to work on specific curricular or advisory goals.

Exploratory (MS): The exploratory program is a block of six topics taught over six weeks as one teaching period. The program is mandatory for all students in Grade 6 and assessment is via learning habits. The six courses are: Indian Studies, Art, Health, Dance-Exploratory-Body Graffiti, Robotics and Digital Age Literacy.

Friday Night Lights: A community evening combining sports and socializing where students and parents cheer on the MS and HS athletes and those competing in academic and cultural teams. With great food available, it's a fun night for everyone.

GPA (HS): Grade point average. Information considered in the US college and university admissions process.

Holi: Indian holiday of color celebrated in Spring. Sahaliyan (the Indian parent association) organize a fun event for students and parents to enjoy the spirit of this holiday. People throw powdered colors on each other in a safe and fun environment.

Home Base (HS): All HS students are assigned to one particular teacher in a group of approximately 15-20 as an organizational tool for technology, advisory and emergency procedures.

Home Learning (ES): ES students are expected to pursue interests and engage in physical activity during the week after school and to read (or be read to) in any language for 20-30 minutes a day. This is in place of traditional homework.

HOP: Hall of Peace. The large hall next to the MS Office used for meetings, assemblies, table tennis and community events.

HSCR: High School Conference Room. Located in the H.S. Office across from the Breezeway.

The Hub: HS Tech Office located in the Breezeway where students are welcome to drop in to discuss any technological issues they may have.

IB Programme (HS): The International Baccalaureate Diploma Programme is a balanced and challenging programme of education with final examinations that prepare students for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students.

IFF: International Food Fair. One of the PSA's biggest events of the year, IFF showcases the wonderful diversity at AES. Nations come together to build community by sharing delicious food, customs and traditions.

IPOP (ES): After-school activities for elementary students in Grades 1-5. Activities run on a quarterly basis. Some of these activities require an extra fee. Registration is done online each quarter.

ISTA (MS): International School Theater Association. AES students join with students from several other schools for workshops and ensembles at a festival. Opportunity to participate is open to all MS students.

ITS (HS): International Thespian Society. Open to Grade 11 and 12 students who have demonstrated excellence in the theatre arts

The Tiger Kiosk: school-run snack bar located on the ground floor of the Physical Education Building. Near the Elementary School.

KG: Kindergarten

KPSA: Korean Parent School Association.

Leadership Seminars (ES/MS): held twice a semester, an opportunity for students to spend time thinking about and developing their leadership skills.

MAP: Measures of Academic Progress is an adaptive computer-based assessment. Students in Grades 2-9 are assessed twice a year in the areas of language usage, math and reading. AES uses the data to better understand how to help students and as a standardized source of information for parents.

Math Counts (MS): a foundation that strives to engage MS students of all ability and interest levels in fun, challenging math programmes, in order to expand their academic and professional opportunities.

MESAC: Middle East South Asia Conference. Students in Grade 8-12 compete in Junior Varsity and Varsity sports, cultural, and academic teams. Tournaments/meets are hosted in Delhi, Dubai, Abu Dhabi, Doha and Oman.

MHS (HS): Music Honors Society – international society that recognizes Grade 11 and 12 students for their academic and musical achievements, for their accomplishments and service activities, and for their inspiration of other students to excel at music and leadership

Minicourses (HS): all HS students select from a list of exciting adventures within India. They all travel for one week in March in small, cross-grade-level groups of 12-20 to explore and experience the delights of our host country. These trips have either a cultural, service or outdoor adventure focus.

MPR (ES): Multi-purpose rooms are located on the second (MPR 1) and third floors (MPR 2) of the ES Peepal building.

MSCR (MS): Middle School Conference Room located adjacent to the MS Office.

MS Social: A social event for MS students only, held every quarter. The first one of the year is organized by faculty and then each grade has a chance to organize one dance. For those who don't want to dance, there are lots of other activities to enjoy.

MS Field: Sports field located at the entrance to school via Gate 2. Many sports practices as well as social and community events occur here. The school tennis courts can be found behind this field.

MS Office: Next to the HOP, on the first floor of the MS building once you have gone up the stairs from the main admin area.

MS Parent Coffee: A monthly coffee and talk for MS parents, organized by

the MS Counselling office. Topics include general parenting issues as well as school-specific issues.

MS Rising Stars Concert: For beginning students who take band or strings as electives. It's their chance to perform in front of an audience.

MS World Language Week: A celebration of the culture and food of France, Spain and China. Students are encouraged to make dishes and to sell them at lunchtime to raise money for the Hope School.

Moving Up Ceremony (MS): 'Graduation' ceremony for Grade 8 students who are moving up to HS. Held in the last week of May. Formal dress.

MUN (MS/HS): Model United Nations. Students can take part in this after school activity and then can be chosen to represent AES competing against other international schools.

NAHS (HS): National Art Honor Society inspires and recognizes students in Grade 11 and 12 who have shown an outstanding ability and interest in art. It strives to aid members in attaining the highest standards in art scholarship, character and service, and to bring art education to the attention of the school and community.

NGSS (HS): Next Generation Science Standards for K-12, rich in content and practice in science

NHS (HS): National Honor Society open to students in Grades 11 and 12 who have demonstrated excellence in the areas of scholarship, leadership, service and character

No Homework Weekends: No homework is given on the weekends before holidays and these are shown on the school calendar.

NUTS (Night Under the Stars): A PSA organized community event usually held in March. It can be a simple dance, BBQ or large gala. It's all about building community.

One-to-One Program: Every student is issued an ipad in Grades 2-8 and in the HS, every student is issued a laptop.

Open Gym (MS): Periodic evenings when middle school students are invited to come to the gym to enjoy fun activities.

Parent Teacher Conferences: Held twice a year, an opportunity for parents to have individual time slots with each of their child's teachers to discuss progress and set goals. MS and HS held in the gym, ES held in classrooms.

PEC: Physical Education Center – located next to Gate 5. This building houses two gymnasiums, two dance studios, a fitness room and rooftop play space.

Period 9 (MS): An opportunity for students to stay behind after school on Wednesdays and Thursdays and get help on a specific issue or to just work on homework. Period 9 is staffed by different teachers each day so that students can choose which sessions to go to.

POP Project: For Grade 8 students. A capstone project looking at an issue that affects population in India. The project starts in the second semester and ends in the last week of the school year.

PowerSchool: The school's student information system, as well as homework and grade reporting systems for MS/HS students. It is accessible with a personal password that is provided for each community member by the school.

Pre-K: Pre-Kindergarten, 3 & 4 year old program..

PSA: Parent School Association. All parents are automatically members of the PSA. There is an elected committee who meets once a month to organize community events, and there are representatives of the various schools who hold coffee mornings and other events to allow parents to meet each other and share experiences.

PSAT (HS): Preliminary Scholastic Aptitude Test. Taken by all students in Grade 10 as practice for those wishing to take the SAT if applying for US colleges and universities.

The Rocks: Climbing area and hang-out zone for MS kids at lunch and after school.

The Roar: Student-produced newspaper that chronicles all the latest happenings in the high school community as well as global events of interest.

SAT: Scholastic Aptitude Test. A US college/university entrance exam taken by students in Grade 11 or 12 who are considering applying to US colleges & universities.

Saheliyan: Indian Parents social group

Semesters: The school year is divided into two semesters. The first runs from August through December and the second from January to May.

Service: Enter to Learn, Leave to Serve is the school motto which suggests community service is a high priority at AES. Involvement occurs throughout the school, and is evident in a variety of service club opportunities available in the MS and HS.

Spirit: Building a community within the school, between students, teachers and parents. There is a PSA spirit committee that organizes refreshments at sports events and spirit wear (AES t-shirts, etc.) for sale. Helping out with Spirit events is a great way to get involved in the school.

SBGR: Standards Based Grading and Reporting is a system that communicates where a child is in their learning journey in relation to the student's mastery of academic standards. It seeks to improve feedback to parents about their child's academic learning, learning habits, areas of strength and areas for growth.

Student Announcements (HS): a daily communication sent to all high school students from the Principal containing important announcements and information. Available to parents by special request to the HS office or online via the HS section of the AES website.

Student Portraits: A professional photographer takes individual portraits which parents can choose to purchase.

Super Saturday: Like Friday Night Lights, a community social event when students and parents can cheer on the MS and HS athletes and cultural/

performing arts groups who compete and exhibit in different events. With great food available from the Spirit Team, it's a fun Saturday for everyone.

Tiger's Den: The school-run café that is open to all members of the community. HS students can also purchase lunch here. An excellent menu with many veg and non-veg choices, as well as hot and cold drinks. A great place to meet friends and hang out.

Tiger Tales: School-wide communication tool which is updated and published weekly. The one-stop place to find out all that is happening at AES, with individual sections for ES, MS, HS, Athletics/Activities and the Community.

Tiger Turf: The main athletics field located behind the theatre and the high school. Most outdoor sports practices and competitions occur here. The field is floodlit for night-time games and practices.

TOK (HS): Theory of Knowledge. A fundamental part of the International Baccalaureate (IB) diploma programme which allows students to reflect critically on diverse areas of knowledge in their own culture, the cultures of others and in the wider world. Taught as a stand-alone class.

Visiting Artists Series: Visiting Artists Series. AES invites performing artists to come and work with students in areas such as art, music, dance, poetry, etc. Parents and others get the chance to enjoy the artists' work in events usually held in the theatre at the end of the workshops.

WOW (MS): Week withOut Walls. All three MS grades travel out of Delhi for 5 days during the same week in the fall term to experience all that our host country has to offer and to build MS community and friendships.



SOUTH KOREA

"The Banyan Tree"

(Elementary School Song)

Large, twisting trunk,
Connecting earth and sky,
Branches reaching mountains and sea,
Nurture, grow, and live as time passes by,
Connecting life between you and me.

Chorus:

Children of the world unite 'round the banyan tree,
Circle round the tree of life,
Honesty, respect, caring, responsibility,
Connecting life between you and me.

At AES we see the light in one another,
Teacher, parent, sister, and brother,
Learning about our world,
Growing day by day,
Caring for the earth together.

Chorus:

Children of the world unite 'round the banyan tree,
Circle round the tree of life,
Honesty, respect, caring, responsibility,
Connecting life between you and me.
Connecting life between you and me.

Connecting life---- between---- you and me.-----

(Written by Skye Sanford, former AES ES Music Teacher)

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Circle round the tree of life,
Honesty, respect, caring, responsibility,
Connecting life between you and me.
Connecting life between you and me.

Connecting life---- between---- you and me.-----

(Written by Skye Sanford, ES Music Teacher)

PLEASE KEEP THIS HANDBOOK AS A REFERENCE SOURCE