

LOWER SCHOOL HANDBOOK



AMERICAN SCHOOL
OF PARIS

founded 1946



MISSION AND BELIEFS

The American School of Paris is a vibrant, international, family-oriented community. Our mission is to inspire and prepare every student to achieve personal and academic excellence as an engaged global citizen by providing a challenging, innovative program within a compassionate environment.

We Believe That:

- Every person has equal worth.
- Honesty and integrity are central to all we do.
- Individuals are responsible for their choices and actions.
- We best meet the needs of learners when we understand them as individuals.
- Through hard work and determination individuals can achieve their potential.
- Every member of a community has the responsibility to contribute to the greater good.
- Seeking to understand diverse cultures, ideas and practices enriches a community.
- A culture of high expectations and striving for excellence leads to higher achievement.
- Learning is a continuous lifelong endeavor.
- Great schools nurture passion, curiosity, creativity, self-expression and joy.
- Going beyond the familiar and taking risks stimulate growth, innovation and self-discovery.
- In a rapidly changing world, achieving excellence demands commitment to continuous improvement.
- Everyone shares responsibility for our global community and environment.

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THE SCHOOL DAY

School hours are from 8:45 a.m. to 3:30 p.m from Monday through Friday. **Playground supervision begins at 8:30 a.m. and students should not arrive on campus before this time.** Students must go directly outside to play, or to the library to read. At 8:45 a.m. the playground bell will ring for students to enter the building. Students may not enter their classrooms

before 8:45 a.m. unless specifically asked by a teacher.

There is no supervision on the playground after school, and students are not permitted to play unless they are supervised by a parent or guardian. For safety reasons, students may not use the library after school without supervision by a parent or guardian.

DAILY SCHEDULE

ASP runs on an 8-day rotating schedule. During the 8 days, students have P.E. (3 times), Music Class (3 times), Art (1 time), Library (1-2 times), Science (2 times), etc.

Sample Grade K3–K5 Schedule

	1	2	3	4	5	6	7	8
8:30–8:45	recess	recess	recess	recess	recess	recess	recess	recess
8:45–8:55	morning meeting	morning meeting	morning meeting	morning meeting	morning meeting	morning meeting	morning meeting	morning meeting
<i>5 min passing time</i>								
9:00–9:30, 30 min	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
<i>5 min passing time</i>								
9:35–10:05, 30 min	French	French	French	French	French	French	French	French
<i>5 min passing time</i>								
10:10–11:15, 65 min	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
<i>10 min passing time</i>								
11:25–12:30, 65 min	lunch & recess							
12:30–1:00, 30 min	quiet time							
<i>5 min passing time</i>								
1:05–1:35, 30 min	Music	PE	Art	PE	Music	PE	Music	PE
<i>10 min passing time</i>								
1:45–3:25, 100 min	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
3:25–3:30	wrap-up	wrap-up	wrap-up	wrap-up	wrap-up	wrap-up	wrap-up	wrap-up

Sample Grade 1–5 Schedule

	1	2	3	4	5	6	7	8
8:45–8:55	recess	recess	recess	recess	recess	recess	recess	recess
<i>morning meeting</i>	morning meeting	morning meeting	morning meeting	morning meeting	morning meeting	morning meeting	morning meeting	morning meeting
<i>passing time</i>								
9:00–9:45, 45 min	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
<i>passing time</i>								
9:50–10:30, 40 min	French	Music A	French	Music B	French	Music C	French	Music A
<i>passing time</i>								
10:40–11:20	Homeroom	Music B, PE C	Homeroom	Music C, PE A	Homeroom	Music A PE B	Homeroom	Music B, Library C
40 min								
<i>passing time</i>								
11:25–12:40		Homeroom		Homeroom		Homeroom		Homeroom
75 min								
12:40–1:40	lunch and recess							
60 min								
<i>passing time</i>								
1:45–2:20, 40 min	Art A, PE B/C	French	Music C, Library A, PE B	French	Art B, PE A/C	French	Art C, PE A	French
<i>passing time</i>								
2:25–3:30, 65 min	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom

ATTENDANCE AND ABSENCES

If students arrive after 9:00, they will be marked as late and they must report to the Lower School office to sign in. Students are expected to remain on campus during the school day. Students who need to leave school early before normal dismissal time, must have a note from a parent.

Parents who come to collect their child early must come to the Lower School office to sign them out. If someone other than the parent/guardian is collecting the student, the school must be informed before the student will be allowed to leave the school.

Students are expected to be in attendance each school day. The school is aware that students on a few occasions will be unable to be in attendance due to illness, family matters or emergencies. **It is strongly recommended that travel and vacation plans be scheduled to avoid missing any school days.**

EXCUSED ABSENCES

Absences due to unforeseen situations or emergencies, such as illness, death of a family member, accident, or other family emergency are excused.

Absences due to out-of-school events may be either school sponsored (like athletic competitions/academic events, field trips) or community events (non-school related athletic or artistic competitions, community service, etc.). **For community events, a note requesting permission must be provided to the Lower School in advance of the absence.**

Please follow the procedure detailed below to communicate with the School about these absences, and collaborate us to support your child's learning during their absence.

Expectation for Parents:

- Notify the Lower School as soon as possible.
- Contact the class teacher for assignments.
- If the student is able to complete their school work, it is the parents' responsibility to gather all necessary make-up work, either at school or online, and ensure that this work is completed during the student's absence.
- Ensure that students complete as much of their work as possible before returning to school.

Expectation for Teachers:

- Gather make-up assignments and grant additional time for the student to complete those assignments at their discretion.
- Work with the student upon their return to help them catch up with classwork and missed learning where possible.

Expectation for Students:

- Students will complete the work provided by the teacher and turn it in as soon as possible.

UNEXCUSED ABSENCES

These absences that are planned in advance for activities like leisure travel and extended holidays and involve an interruption to the student's learning.

We urge parents to respect your children's time at school. It is unfair to expect your child to do the volume of makeup work that other children have done during your child's absence. Similarly, it is unreasonable to expect your child's teacher(s) to spend additional time preparing make-up work for students with unexcused absences.

Expectations for Parents:

- Respect your child's and teachers' time at school, making every effort to minimize any days of school missed due to travel or holidays.
- Notify Lower School office **at least 5 school days** in advance of the absence.
- Collect assignments from teachers at their discretion.
- Ensure assignments are completed according to an agreed-upon time table.
- Upon your child's return, check with teachers for additional assignments and ensure these assignments are completed.

- Understand that some projects and assignments may not be made up due to time constraints.

Expectations for Teachers:

- Prepare, after proper notification, assignments for the student to complete during their absence.

Expectation for Students:

- Complete work provided by their teachers during their absence.
- Understand that some projects and assignments may not be made up due to time constraints.

CITIZENSHIP AND CONDUCT

Students at ASP are expected to conduct themselves, both on and off campus, in a manner which reflects well on themselves, the school, their families, and their countries. They should maintain standards of conduct that model the school's mission statement and core beliefs. The Head of School and/or the Director reserves the right to take appropriate disciplinary action in the case of a violation of these standards.

ASP DISCIPLINARY PHILOSOPHY

We believe that realizing ASP's mission and core values is a continuous, developmental process. We view mistakes and lapses in judgment as learning opportunities. Our community works to instill ASP's shared values through open dialogue, teaching, and counseling. The ultimate goal for all ASP students is to develop appropriate, autonomous, and self-correcting behavior. All ASP disciplinary procedures are derived from these beliefs.

COMMUNITY EXPECTATIONS

Mutual respect and consideration are the keys to making our school a great place to be. Below are some more specific details that will no doubt create a positive experience for everyone.

Respect yourself and others at all times

- Respect the dignity and integrity of peers, teachers and members of staff. Treating everyone with kindness and compassion makes our community stronger.
- Resolve conflicts through words and appropriate actions. If you cannot resolve a conflict by yourself, seek an adult who can help: teachers, the counselor, or director.

Be responsible and prepared

- Arrive on time to classes with your materials and minds ready for learning.
- Use class time wisely by following instructions and collaborating effectively with your peers.

- Use technology appropriately as instructed by your teachers, avoiding distractions and following our digital citizenship guidelines.

Maintain a safe, calm, and clean school environment

- Facilities are shared during breaks, lunch; please be mindful of other classes and groups.
- Please help the cafeteria function smoothly by keeping food on your plate and chatting calmly with your friends.
- Clean your table and push in your chair, and recycle or dispose of trash in appropriate containers.
- Place litter in trash cans and place aluminum cans, plastic, and paper in recycling bins—out of respect for your colleagues and the environment, it is every student’s obligation to help keep our campus clean and attractive inside and outside the classroom
- Do not run or play with balls in the hallways or interior spaces. Save your energy for the fields and the gym.

Any incident that happens outside of school, but negatively affects the health or well-being of any student will be handled as a disciplinary incident.

BEHAVIOR EXPECTATIONS

BULLYING AND UNACCEPTABLE BEHAVIOR

Bullying is repeated, unwanted, abusive behavior targeted at a specific victim or victims that involves a real or perceived power imbalance. Harassment is abusive discriminatory behavior targeted at a specific victim or victims. Verbal, non-verbal or physical harassment on the

basis of race, national origin, religion, gender, sexual orientation, age, and disability in any form will not be tolerated. Examples of bullying include, but are not limited to, remarks, gestures, physical contact, repeated teasing or taunting, display or circulation of derogatory written or electronic materials or pictures.

Other bottom-line behaviors include: physical violence resulting in the harm or intended harm of another person; the destruction of others’ belongings or school property; stealing; physical or verbal harassment or anything that affects the safety, learning or well-being of any member of the ASP community.

The American School of Paris believes that its Mission, Vision and Core Values represent the central charge from the Board of Trustees and the community it represents to deliver the kind of School they want for their children. Those documents clearly state that the School is to maintain a safe, secure, caring environment and that, when that is accomplished, students at ASP will be young people of high integrity from diverse backgrounds, working together in a friendly, respectful, positive environment.

In light of these foundational statements/expectations, ASP will not tolerate fighting, bullying or harassment behaviors in our school community, including those which may occur outside of school but which impact the victim’s ability to function normally while at school or at school-sponsored activities. In meeting this expectation, the school will work to build an environment in which members not only avoid engaging in such negative behaviors, but in which members of the community who see such behaviors will actively engage in leadership

behaviors to ensure that every member of the community receives the respect reflected in our Core Values.

Once a report of bullying or harassment is received, immediate action is taken. There is an investigation and simultaneously actions are taken to protect the possible victim. Once the offence is confirmed, appropriate consequences are determined for both the aggressor and, when appropriate, for the bystanders as well. In all cases, parents are informed and it is in partnership with the family that the behaviors are addressed.

At ASP we have identified specific steps which include standard due process with the student, parent conference to review the school rules and inform of consequences, the establishment of a behavior improvement plan, and referral to the division counselor.

Consequences for bullying or harassment will vary depending on the severity of the behavior and the individual student's previous disciplinary record. Such consequences might include lunch and/or after-school detention, behavioral essays, temporary suspension, conditional enrollment and, in egregious cases, possible recommendation for expulsion from school or non-renewal of ASP enrollment. All consequences are designed with the intention of protecting the victim and changing the aggressor's undesired behavior.

BEHAVIOR EXPECTATIONS AND STUDENT RESPONSIBILITIES

While disciplinary infraction rates in the Lower School are very low, there are times when students make mistakes. We believe that these are opportunities to help

students learn and grow as young people. The objective in any consequence a child might receive is to change the behavior and to gain an internal understanding of why the behavior was wrong. The consequences are designed to support our high expectations for students and to **reinforce our core values of kindness, empathy, integrity, leadership, inclusion, and resilience.**

Classroom teachers usually handle behavioral violations, but if these violations are serious or repeated, the child is asked to meet with the Lower School Counselor or Director.*

FIRST VISIT: The Director or Counselor will discuss the behavioral violations with the student to decide what would have been a better choice. Consequences may include but are not limited to writing a letter, making restitution, missing a recess to reflect, the student calling their parents, detention, or other consequences at the Director's discretion.

SECOND VISIT: The Director will include the teacher and the student in this visit, and contact the parents. Consequences will be determined depending on the situation.

THIRD VISIT: The Director will request a conference with the teacher, parents, and the student.

***In cases of a serious behavioral violation, a student may be removed from his/her peers, the parents will be notified and a decision will be made on whether a suspension/expulsion from class/school is necessary.**

PLAYGROUND SAFETY RULES

Students should follow basic rules for safe play while on the playground including:

- Play in supervised areas
- Ask the teacher for permission to retrieve any ball
- Ask the teacher before going to the nurse
- Ask the teacher before going to the bathroom
- Refrain from climbing on any of the fences
- Remain on the playground during recess unless permission to leave is given from a teacher
- Follow all school behavior expectations

At the end of recess when the bell rings, students should immediately stop play and form appropriate lines for entry into the building. At the direction of a teacher, students should walk into the building quietly. Students should not stay on the playground after school without appropriate parental supervision.

SCHOOL BUS CONDUCT AND SAFETY

Students are expected to behave safely and responsibly both at school and on the bus. Appropriate conduct is essential to ensure a safe ride to and from school. Students must respect for themselves and others, as well as their own property and the property of others. oneself and others, and respect for own and others' property are the essential elements of responsible student conduct on the bus.

BUS BEHAVIOR EXPECTATIONS:

- Students will sit facing forward, and wear their seat belt at all times.

- Younger students must sit in the front of the bus.
- Students will say "Bonjour" and "Merci" to the bus driver when entering and exiting the bus.
- Students will not consume food and drinks on the bus.

The requests of the bus monitor, whether they are an Upper School student or an adult, must be respected and followed immediately at all times. Inappropriate behavior on the school bus will be reported by the bus monitor to the bus coordinator and the Lower School Director.

Consequences for inappropriate behavior may include: a warning, conference with principal, an assigned seat, or parent notification and suspension of bus privileges for a specified amount of time.

DRESS CODE

We operate on the premise that students can and should be able to choose their own clothing. ASP has no uniform policy, however, students are expected to dress appropriately for school. The expectations for appropriate dress are that students and parents:

- Wear neat and clean clothes
- Do not wear clothing that displays offensive or inappropriate words or pictures
- While in class do not wear hats, including baseball caps, visors, bandanas - unless otherwise stated by the instructor
- Ensure that undergarments are not visible and that shirts, skirts and shorts are of the appropriate length.
- Ensure clothes do not offend any of our diverse cultural sensitivities.

WEATHER APPROPRIATE OUTERWEAR

- Students go outside for recess everyday. Please ensure your child is dressed appropriately for outside play even in inclement weather.
- Students in K3 through Grade 1 are required to keep rain gear (coat with hat or hood and boots) at school for outdoor learning. Rain pants are encouraged as well.
- PE Kits are required for Lower School students in Grades 4 and 5.

The official ASP white t-shirt and navy blue shorts can be purchased [at this link](#) from our online vendor and delivered directly to any home address. There are several other optional items available for purchase, including jackets, sports bags and hoodies. The site requires a personal login in order to view the page.

Students from Kindergarten to Grade 3 are not required to wear PE kits. For any questions regarding PE kits, please contact the PE department.

LOWER SCHOOL PROCEDURES

CAMPUS SAFETY AND EMERGENCY PROCEDURES

ASP has developed a set of procedures to be followed in the case of an emergency.

EMERGENCY DRILLS

We have emergency drills multiple times each year. Some of the drills are announced while others are not.

Since emergencies often occur without warning, students, parents, and teachers are asked to become familiar with these procedures.

Emergency information regarding campus opening or closing is posted on the school website and also sent out via SMS.

ALTERNATE CONTACTS

Please ensure your child's teacher has an alternate contact listed for you in the event that we cannot reach you.

ID CARDS AND SECURITY

Every student, parent, faculty and staff member must have a valid ASP ID badge. ASP ID badges for all adults must remain visible at all times.

Visitors are required to register with security in advance of their arrival. Upon arrival, every visitor will report to security before entering ASP. They will then proceed to reception to present a valid ID. Once verified, visitors will obtain a temporary ASP ID badge for their time on campus. Visitors' ASP ID badges must be returned to the reception upon leaving.

Any vehicle entering ASP must be registered with the security department, and the badge supplied must be visible in the windshield when entering campus. The driver and any passengers in the vehicle must present their ID badges at the campus entrance. Visitors with vehicles must notify security in advance of their visit with the vehicle details, model and plate number.

CLASSROOM VISIT REQUESTS

All visitor requests must go through the Lower School Director. The Director will then inform the classroom teacher as needed.

PHOTOS AND PRIVACY

The School arranges for individual and class photographs for students with a professional photographer during the first semester. These photographs will be used in the school yearbook. Parents also have the option to purchase these photographs.

When on school grounds, it is requested that all persons respect the privacy of all students, parents, faculty and staff and refrain from taking photographs of anyone who has not given explicit permission. **If you do NOT wish for your child's photograph to be taken for school use, please notify the Communications Department at:** communications@asparis.fr.

PERSONAL PROPERTY

Students and parents are kindly asked to label ALL personal belongings that come to school. If items are misplaced, this enables us to return them to the correct owner.

Students are discouraged from bringing expensive personal items to school, such as mobile phones, game consoles or money. Parents are kindly requested to discuss this issue thoroughly with their children and to encourage them to be responsible with their personal belongings. ASP is not responsible for damage to or loss of personal belongings. ASP will provide all necessary technology for teaching and learning—your child is

not required to bring any technology to school.

LOST AND FOUND

There is a large bin opposite the Lower School Library for Lost and Found items. Parents are welcome at any time to check this for lost items. The P.E. Department also keeps a lost and found box in the gym for misplaced items left in the field house. Often items are put out on display at school-based events. Unclaimed items are eventually donated to a charitable organization after a reasonable amount of time. **In order to reduce the number of lost items stored, please clearly label your child's belongings.**

SNACK AND CAFETERIA

Students in Early Childhood – Grade 5 are assigned a specific lunch period. Grade K3 and K4 students must bring a packed lunch from home every day. These grades eat lunch in their classrooms with teacher supervision; microwaves are available to heat up their packed lunches.

Students in Grades K5–5 eat lunch in the Lower School Cafeteria. Students can either join the School's lunch program, or bring a packed lunch from home (microwaves are available with adult supervision). Payment for the lunch program can be made online via the Parent Portal, or by cash/check at the Upper School Cafeteria.

If your child is not signed up for the cafeteria lunch program but needs a school lunch for some reason (if they forget their lunch at home, for example), their account will be charged and you will receive an email that their account balance is negative. You can pay off the negative balance online via the Parent

Portal or by check/cash at the Upper School Cafeteria.

HEALTHY SNACKS

All classes have a 15–20 minutes scheduled recess/snack break during the morning. Please send one small, healthy snack with your child every day, as we want to promote good eating habits. (fruit, vegetables, granola bars, cheese, crackers, etc.) **Grades K3–K5 have an additional afternoon snack.**

Students may also bring a small, reusable, spill-proof water bottle with a lid. Please label the water bottle with your child's name.

Junk food such as candy, soda, chocolate is not allowed at snack time.

CLASS PLACEMENT

Towards the end of the school year it is our policy to make initial tentative placements of students in classes for the coming year. The clear and fairly managed criteria for class placement include:

- Academic range and balance
- Balance between new and returning students
- Behavior needs
- EAL needs within the class
- Friendships and optimal peer relationships
- Gender (in order to maintain a balance in the class)
- Nationality (in order to maintain a spread and a balance in the class)
- Size of the class
- Learning requirements within the class
- Teacher's professional judgement, experience with and detailed knowledge of child

- Academic and personal abilities and needs

Placement recommendations are given very careful consideration by the teachers, and remain tentative until after the arrival and assessment of new students is completed at the beginning of the next academic year.

Please note that until enrolment numbers are established close to the start of the new academic year, it is possible that additional sections within a grade level may be opened.

In most cases, the specific teachers assigned to each section are not accounted for when determining optimal class placement. At an international school there is always a certain amount of movement amongst the faculty: new teachers arrive and others depart, and teachers who remain may request a change of grade level.

There are times, however, when the School will decide on a placement for a specific student with a specific teacher. In these special cases, this decision is made in collaboration with our Learning Support teachers.

Please be assured that the School has your child's best interests at heart in all such decisions.

SCHOOL SUPPLIES

All Lower School students need to have a backpack or school bag for use during the school year. For students in Grades K5–5 who do not participate in the school lunch program, they also need a lunch box or bag in which they can transport their food to the cafeteria daily.

Other school supplies may be requested by students' teachers on a grade by grade basis.

COMMUNICATION

Our goal is for parents to have the necessary information to support their child's learning. The teacher (homeroom or specialist) should always be your first point of contact. If any questions or concerns arise during the year, please make an appointment directly with your child's teacher. As educators, we feel strongly that good communication with parents maximises student learning. We maintain close communication with parents in the following ways:

ASP WEEKLY NEWS

This newsletter contains pertinent information like upcoming events, a section dedicated to the Lower School and important happenings, as well as all other relevant communication that families need to stay well informed.

CLASS AND GRADE-LEVEL NEWS

Class and grade-level newsletters and updates are regularly published once every two weeks, via email and/or Seesaw. They contain specific information on curriculum and activities within the particular grade level and class.

LOWER SCHOOL PARENT COFFEES

These events are opportunities for parents to connect and discuss matters relevant to the Lower School, both as a whole group and within a particular grade level. Each grade-level liaison hosts a welcome coffee in September for parents in their grade, the PFA hosts monthly forums throughout

the year, and the Lower School Director hosts Parent Coffees 5–7 times per year.

PARENT OPEN HOUSE

This event is scheduled in September to enable parents to meet the teachers and learn about the programmes and expectations. Attendance is very important. Details related to these sessions will be sent home early in the school year.

CONFERENCES

As part of our regular reporting procedures, conferences will be scheduled twice a year. These conferences are held in the fall and the spring, with specific dates found on the school calendar.

ASP teachers are available to speak with parents upon request. If parents wish to make an appointment to meet with a particular teacher they should contact this teacher directly via email.

STUDENT AGENDA

Parents should check and sign the student agenda daily as it will contain important notices and messages. Students will also record their homework or project assignments inside the agenda. Student agendas should be brought back and forth to school every day so that teachers and parents can communicate regularly. The agenda, as well as email, is used to communicate dismissal changes (such as playdates or bus changes) to the homeroom teacher.

COMMUNITY DIRECTORY

ASP publishes a family directory once a year and a digital copy is available on the Parent Portal.

IMPORTANT CONTACT INFORMATION

- Nurse: 01 41 12 82 73
- Lower School Office: 01 41 12 82 78
- Transportation: 01 41 12 86 59
- Counselor: 01 41 12 82 75
- Cafeteria: 01 41 12 86 54
- Admissions: 01 41 12 82 45

ACADEMIC INFORMATION

CURRICULUM OVERVIEW

At ASP, we use the [Common Core Standards](#) and [Understanding by Design](#) unit framework (Wiggins and McTighe) to develop and refine our curriculum. Each course contains units of study designed with the desired results in mind.

Instruction in the Lower School is standards-based and developmentally appropriate. Educators use a multitude of best practice strategies for each domain of learning. A combination of large group, small group, and individual instruction supports our goal to personalize learning. Students often work in small, flexible, and dynamic groups. The groups may be based on interest, readiness, or ability, for example, and change often. The grouping depends on the goal of the lesson and the type of learning outcome expected, and allows teachers to differentiate instruction within the larger group.

Another goal of our curriculum is to have cross-curricular units of study that align with the core curriculum. This integration allows children's learning to deepen because the intended learning is taught in more than one learning domain.

Students are assessed throughout the school year. In the first weeks of the

school year, teachers administer benchmark assessments to understand the level of understanding in literacy and mathematics for their class. Many children will have just arrived to ASP and benchmarking therefore helps teachers to know how to adjust the curriculum and pacing to their class.

Internal assessments such as on-demand writing samples, conferring, and rubrics are all used to record progress and to adjust teaching. External assessment data is also used in conjunction with internal assessments to target instruction and to develop strategy groups for differentiated teaching and learning.

UNDERSTANDING STUDENT PROGRESS

STANDARDIZED ASSESSMENT

Students in Grades 3–5 take the MAP (Measure of Academic Progress) test from NWEA at the beginning and end of the school year. This allows educators to measure a student's growth, inform their instruction, and set goals for the year. For more information on MAP testing, please refer to their website: www.nwea.org

PROGRESS REPORTS

A description and appraisal of each child's academic progress is sent home to parents twice per year for all grades (K3–5) at the conclusion of each

semester. K3, K4, and K5 progress reports are narratives which include a written report on all daily subjects as well as specialist courses like Music, French, P.E. and Art.

For Grades 1–5, the following descriptors are used on the progress reports:

WORK HABITS AND BEHAVIOR

Appraisal	Descriptor
Consistently Observed (CO)	The student has this skill and the teacher has observed that they consistently use it. The student is able to do this skill independently without reminders.
Sometimes Observed (SO)	The student has the skill, but it is not yet consistently observable. The student sometimes shows this skill, but at other times needs reminders from adults.
Beginning to Develop (BD)	The student is just developing this skill. This may be due to age, maturity, change of school, etc. This is an area that the student needs lots of reminders and adult support. This may be an area to put forth more effort for the next semester.

ACADEMIC PROGRESS

Appraisal	Descriptor
Exhibiting Strength (ES)	The student has independently shown mastery of grade-level material. The student is working independently at a level that is <i>at least 6 months to one year ahead of grade level expectations</i> . The student takes initiative and is independently motivated to do more than expected in this subject area.
Developing as Expected (DE) ON GRADE LEVEL	The student consistently and independently produces work that demonstrates the grade-level standard. The student demonstrates solid understanding of grade-level skills.
Approaching Grade Level (A)	The student is working toward meeting the grade-level standards and expectations. The student demonstrates partial or inconsistent understanding of grade-level skills. The student is slightly below grade level in this area.
Not Yet Apparent (NYA)	The student is not yet demonstrating grade-level expectations in this area. The student does not show understanding and requires additional support. This is an area of concern, as the student needs heavy adult support with this subject.

CONFERENCES

Student progress is reported to parents at two scheduled conferences which take place during the first and second semester. Extra conferences may be arranged at the request of the parent or the teacher.

The first semester conference is a traditional parent teacher conference. Parents are invited to come to school and discuss their child's progress and areas for growth with their child's homeroom teacher and specialist teachers.

In the second semester (spring), parents are invited to participate with their child in a Student-Led Conference (SLC). We believe that Lower School students must be actively involved in their learning, which includes reflections and reviews of their progress. Students in all grade levels are directly involved in the preparation for the SLC. They work with their teachers to review their progress, to reflect on past goals for each subject, to set new goals, and to report their reflections and progress to their parents during the conference.

LANGUAGE LEARNING AT ASP

While embracing students' mother tongues, the language of instruction is English and all students are expected to become competent in the use of the language as quickly as possible.

Students who speak English are asked to help their classmates improve their English skills by using English while at school. In addition to helping their friends improve, using the common language of English contributes to a feeling of one united school community. Students may use their home languages at lunch and

recess, but should be careful to not exclude other classmates from conversations.

While all core subjects in the Lower School are taught in English, students also have instruction in French every day in all grades.

HOME LEARNING

At ASP, children are actively engaged in rich, purposeful, structured learning experiences during the school day to support their success in school. After 3:30 p.m., we believe that extra-curricular activities and family time are paramount, and children should have some choice in their learning beyond their school day. We also believe that play is vital for a child's well-being, so we try our best to let our kids be kids after the rigorous school day.

We do not regularly assign traditional written homework for Lower School students to complete at home. **That said, daily reading is a division-wide expectation and requirement.** Teachers may also personalize short-term homework assignments for students in need of extra practice and support to improve conceptual understanding, to reach our grade-level benchmarks, or to work toward student goals. In all cases, we will ensure that our students' learning needs are met.

Home learning:

- Empowers students to make choices in their learning
- Includes inquiry, exploration and joy in learning
- Promotes the desire to keep learning
- Acknowledges the importance of developing a variety of talents and interests outside the school

- Fosters intrinsic motivation and self-directed learning

What might Home Learning look like?

- Children engaging in active and/or creative, unstructured play
- Students reading for pleasure for at least 30 minutes each evening
- Parents reading daily to their child(ren)
- Children following their passions and with choice in what they want to learn after the school day

How does research support Home Learning?

- Reading has the single greatest impact on student achievement. It expands vocabulary and broadens knowledge across all curricular disciplines.
- Unstructured, imaginative, child-centered play and physical activity enhance student performance and lead to better behavioral choices.
- Neurological development is dependent upon active play and exercise.

- Students should prioritize authentic reading at home.
- There is no conclusive evidence that generalized, traditional homework increases standardized test scores or improves academic achievement. In fact, there is recent evidence to suggest that it actually negatively affects a child's relationship with school.

How does home learning connect to school?

Learning initiated in the classroom will have natural extensions to home learning. For example, your child may be invited to bring items from home or discuss topics at home to contribute to school projects and facilitate the transfer of learning. In our classroom learning communities, we will celebrate school-home learning connections and invite students to share their passions and learning with others through Inspiration Projects.

INSPIRATION PROJECTS

[Click here](#) for our parent note regarding Inspiration Projects.

LOWER SCHOOL SUPPORT SERVICES

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

EAL support is provided in Grades 1–5. EAL teachers is to work alongside homeroom teachers to support and prepare students to be successful. Students can be supported in their homeroom or in the EAL classroom. Classroom content is followed as much as possible. The EAL program focuses on key language arts areas: listening, speaking, reading and writing. Students

develop English language skills for the classroom, as well as for interaction with peers, teachers and beyond. EAL is usually taught in groups with certain individualized instruction.

Learning an additional language generally follows the pattern of learning a first language. Conversational English is most often learned quite rapidly and enables students to communicate with their peers and become active participants in the school social environment. Research indicates that it may take up to five to

seven years for non-native speakers to develop the academic aspects of the language to the same standard as native speakers. Parents who have questions about payment should contact the Admissions Department.

LEARNING SUPPORT

Learning Support is provided to students in Grades K3–5. Learning Support teachers support students so they are successful in their grade-level classroom. Students can be supported in their homeroom or in the LS classroom. Classroom content is followed with certain scaffolds or modifications. Support can be offered to students in any subject.

Learning support needs are determined by the child's parents, homeroom teachers, specialists and/or evaluations. When academic or developmental questions arise, the school will alert parents of these problems and work with the parents to develop an action plan for their child. Parents who have questions about payment should contact the Admissions department.

COUNSELING

In conjunction with the homeroom teachers, the Lower School counselor supports the physical, emotional, social and academic well-being of all students. The Lower School counselor offers classroom and parent support, and individual and small group counseling. In addition to assisting with personal issues, the counselor is available to help students and parents with social and academic questions or concerns.

TUTORING

If you feel your child needs additional academic support outside of the

classroom, please contact your child's teacher or the Lower School Counselor.

NURSES' OFFICE

ACCIDENTS AND ILLNESS

In the event of an accident, parents will be notified, and if necessary, the relevant emergency service will be solicited. The following information is provided to inform parents of the school health activities and policies as well as the type of medical assistance available. Familiarity with this information is absolutely necessary in order to provide students with the best possible health care.

Three nurses work at ASP. The Nurses' Office is located on the ground floor of Building 3 in room 3010. The office is open from:

- **Monday to Thursday between 8:30am and 5:30pm**
- **Friday between 08:30am and 4:00pm.**

Students may visit the Nurses' Office at any time of the day but **they must inform their class teacher before visiting**, unless it is an emergency situation.

Please feel free to contact the Nurses' Office if you have any questions, or if you require any assistance regarding your child's health and safety at school.

CONTACT INFORMATION:

- **Direct line 0141128273**
- **Or school number Ext 510**
- **Emergency line: 0682828820**
- **Email address: nurse@asparis.fr**

EMERGENCY MEDICATION

With parents' advance written permission, students may be given non-prescription medication during the school day to treat

mild conditions such as headache, a sore throat or minor injuries sustained at recess. A medical evaluation will be requested if a student requires non-prescription medication more than three times per month for the same symptom.

DAILY MEDICATION

Students with diagnosed medical conditions may need emergency medication during the school day. These medications are kept locked in the health department, together with the student's name, class, condition and dosage. **A parental permission slip and a doctor's permission slip are required along with these medications authorizing their use.** If a short-term illness requires the use of antibiotics or other prescription drugs, the parents should, if possible, arrange for such medication to be taken before or after school.

If medication must be given during school hours the medication must be kept in the nurses' office. It must be labelled with the student's name, a current medication form stating the dose, the time it is to be given and parent's signature.

The nurses will assist in giving the student the medication. **Please be aware that students are not permitted to carry their own medication in school or during school trips. In special circumstances, please contact the school nurse.**

No student is permitted to leave the school on account of sickness without permission from the school nurse. Students should not contact their parents due to sickness during school hours, they

should be assessed by the nurse and the parents will be contacted if necessary.

STUDENT ILLNESS

Sick students should be kept home for a number of reasons. Attending school when sick can lead to the illness worsening, an increase in recovery time and spreading the illness to others. Regardless of the illness type, a sick student will always need rest.

The following are the school health guidelines for excluding a student from school:

- Temperature of 37.5°C or above in the past 24 hours
- Nausea, vomiting or severe abdominal pain
- Head lice or nits
- Diarrhea
- Acute cold, sore throat, persistent cough
- Red, inflamed, or discharging eyes
- Acute skin rashes or eruptions
- Suspected scabies or impetigo
- Swollen glands around jaws, ears, or neck
- Earache
- Any weeping skin lesions unless protected and diagnosed as non-infectious
- Other symptoms of severe illness

EXCLUSION FROM ACTIVITIES (PHYSICAL EDUCATION)

If for some reason, (illness or physical disability) a student cannot participate in physical education activities, he or she must bring a doctor's or parent's note to school stating the condition and length of time the student is excused from this activity.

STUDENTS RETURNING AFTER ILLNESS

Please report any infectious conditions such as chicken pox, infectious diarrhoea, scarlet fever, tuberculosis, impetigo, meningitis, mononucleosis/glandular fever or hepatitis before the student returns to school. Students with these conditions

should return with a doctor's note stating they are no longer contagious, or stating which special precautions must be taken. Students with head lice should not attend school until they are effectively treated and nurses will evaluate when students are able to return to the classroom. This procedure is necessary to protect the health of the others in school.

EXTRACURRICULAR ACTIVITIES

Students across ASP are invited to participate in our richThe ASP campus buzzes with activity long after the final bell rings, and our rich extracurricular program offers students a world of choices in the arts, athletics, and other fun activities. From Musical Theater to Soccer and Volleyball, from LEGOs and Yoga to Science and Digital Media clubs, there is something for everyone! After school activities are available every day for students in Grades 2–5. Activities are available two days per week for students in Grade 1 and one day per week for students in K3–K5. Costs vary for after school activities. For more information, please look [online](#) or email the Lower School Office at lsoffice@asparis.fr, Rebecca Rankin, the Activities Director at rrankin@asparis.fr, or John Kim, the Athletics Director, at jkim@asparis.fr.

FIELD TRIPS

The costs of trips during the school day are covered by tuition. Parents are asked to sign a permission form for all field trips individually.

- Parents will be notified in writing a week or more in advance of field trips.
- Students not attending field trips are expected to remain at home for the duration of the field trip.

- Students on field trips are representatives of the ASP community at all times and are expected to act accordingly. Teachers who organize the trip, along with the Director, may establish additional criteria and guidelines for student expectations as appropriate to the trip. The school undertakes a major responsibility by taking students on field trips and we must be assured that the students will behave properly.
- All school rules apply during field trips. Students violating behavioral policies on the field trip may be sent home if feasible, and they will receive disciplinary consequences for their behavior. Students who must be sent home from a field trip will be done so at the parents' expense.
- In order to ensure readiness for the field trip, students are expected to attend school the day before a field trip. Students are also required to be present following the field trip.

OVERNIGHT AND EXTENDED SCHOOL TRIPS

The same basic criteria apply to school trips as for field trips and excursions. In the Lower School, all students in Grades 3–5 participate in overnight extended trips.

- Parents are required to attend the overnight field trip meeting prior to the field trip in order to be fully informed about the special circumstances of the trip.
- Extended field trips in each of the Grades 3–5 are vastly different. If you have questions about a child’s field trip, his or her teacher is the first point of contact.
- Updates about an extended field trip are posted on SeeSaw. Specific details will be given at the parent meeting prior to the trip.

BIRTHDAY PARTIES

The School will distribute invitations at the end of the day for birthday parties, **only if one of the following guidelines are met:**

- Invitations are sent to all students in the classroom, OR
- Invitations are sent to all the boys, or all the girls in the class.

Invitations to students in other classrooms are to be distributed outside of school. The School will not distribute invitations to students outside of the child’s homeroom.

If you are hosting a party, which does NOT occur immediately after school, but is on a school day, you are responsible for making transport arrangements for students to attend the party.

SPECIAL EVENTS

Students may be involved in several special events throughout the school year including:

- Music and instrumental concerts
- Grade-level and Lower School assemblies
- Seasonal parties or celebrations

Parents may be invited to school for some events to participate, watch, and/or volunteer.

LIBRARY - LA BIBLIOTHEQUE

The Library is situated on the ground floor of our Lower School facility. It currently houses the Lower School library collection and offers classroom research facilities. Library services are provided by a teacher-librarian, and a part-time library assistant.

OPENING HOURS

Classes visit the Library one to two times over the 8-day schedule. K3 children check out one book at each visit. Grades K4 and K5 may check out three books, and Grades 1–5 are allowed up to five books.

The Library is open between 8:30 a.m. and 5:00 p.m. from Monday to Thursday, and from 8:30 a.m. to 4:00 p.m. on Friday. It is not open on the weekends, school

holidays or public holidays. Please note that after school hours students **must be supervised by a parent when they are using the Library.**

THE COLLECTION

The Library has a collection of approximately 19,000 titles. The English book collection is divided into the following sections: Fiction (Junior Fiction, Easy Readers and Picture Story Books), and Non-Fiction (Secondary Non-Fiction, Junior Non-Fiction, Secondary and Junior Reference). There is also a large French Fiction and Non-Fiction collection. A small collection of picture books and fiction books in Dutch, Italian, Spanish and Japanese also exist to support mother tongue programmes. Any donations to

these collections would be appreciated. The library subscribes to a number of magazines and periodicals.

LIBRARY CHARGES

The Library does not issue overdue fines, but reserves the right to charge the replacement and processing fee for **any long overdue items**. An item is deemed long overdue if it has not been returned within three months of issue. At the end of the school year students need to have returned all library materials or made a payment for lost materials in order to receive their progress report.

LIBRARY AND FOREST AREA BEHAVIOR POLICY

The Library is shared by students, staff and other members of the ASP community, thus all users are requested to behave responsibly and respectfully. Food or drink are not allowed. Unruly behaviour or actions which result in damage or injury are strictly prohibited. In order to maintain a pleasant and enjoyable learning environment we also ask that users clean up after themselves. The computers/tablets in and around the

library are for educational use and student research only. These rules apply to before, during, and after school hours, **including before and after the library itself is open.**

PARENTS

Parents may borrow items from the library but must return any item immediately if needed for school learning purposes. Parents borrow under their own name at school and have the same loan period duration as students.

Finally, we encourage returning parents to check out books for the summer in order to keep the children reading over the long break.

ONLINE ASSISTANCE

The library collection is accessible through our website, which also offers several online databases and research sites including Kids Discover, Learn 360 and Ebsco.

We encourage use of each of these databases in order to assist developmentally appropriate student research in accordance with school usage.

PARENT FACULTY ASSOCIATION (PFA)

The PFA is a vibrant organization that provides support for the advancement of the school, its parents and students. We promote a sense of connectedness by offering various all-school community activities, events and volunteer opportunities.

We have an amazing group of parent volunteers who serve as the governing body and grade-level liaisons for all PFA groups. Here you will find key information

about our activities and events, information about our monthly meetings and various opportunities to get involved and connect with other parents.

The Lower School's PFA welcomes parents of new and returning students to join in their support of school initiatives. For more information, please see the [Community Portal on ASP's website](#).

PARENT VOLUNTEERING OPPORTUNITIES

Parents are occasionally invited to volunteer in the Lower School, whether in a classroom or in other areas such as the library. This can be done on a regular

basis or intermittently for special events such as field trips or class parties. Parents who are interested in volunteering should inform the classroom teacher, grade-level liaison or Lower School Director.

TECHNOLOGY

We believe that every child must learn to be a safe and responsible digital citizen and an effective, independent digital learner. We aim to use technology to support, enrich and extend learning where most appropriate, and to provide an environment where students gain the technological skills and knowledge needed to be successful in their learning - both now and in the future.

There are many benefits of technological integration for student learning. Technology expands the range of resources available in the classroom and provides tools for teachers to better meet individual learners' needs. It enables students to take more responsibility for their learning, solve problems themselves, explore their own creativity and pursue their own passions.

At ASP we provide ready access to technology for learning to all students, taking an age-appropriate approach to devices. iPads, computers and other technology are used to support learning.

RESPONSIBLE USE POLICY

Personal electronic devices of different types are common features in the lives of all members of the ASP community. These electronic devices, when used

appropriately and conscientiously, can be a benefit to education. However, personal electronic devices can also serve to distract and detract student learning when used inappropriately and without regard to others in the community.

Student personal electronic devices--referred to in this document as cell phones, portable communication devices, laptops, wireless, devices, personal listening devices, PDAs and smartphones--must be used in ways that enhance a student's educational opportunity at ASP, and must not be used in any ways that detract from the educational opportunity of any student.

All use of electronic devices - including mobile/cell phones - by lower school students must occur outside of school hours. It is recommended that students leave their devices at home as ASP carries no responsibility for lost, stolen or damaged personal electronic devices. In all cases, students are required to leave their personal electronic devices in their backpacks and they should not be used in the classroom at any time.

PRACTICAL INFORMATION

CULTURAL EXPECTATIONS

The French government has granted the American School of Paris the privilege to exist as an international school. As such, we have agreed to abide by French laws and regulations. Both on and off campus, students, parents, and teachers are asked to be positive representatives of the American School of Paris.

WITHDRAWAL FROM ASP

Please contact the Admissions Office, inform your child's homeroom teacher and fill out the Student Withdrawal form, indicating the child's last day of attendance and the new address. When the form has been submitted, other offices will be notified to make the necessary arrangements. It is best to give at least

two weeks' notice so that report cards and other records can be properly prepared and provided to families before their departure. Please make sure that library books and other materials are returned by the student's last day of school, and that you settle all financial accounts before departure.

For potential future school placements, parents may request that recommendation forms be filled out by their child's teachers. Upon completion, the Lower School office will send the recommendation form directly to the potential school to protect confidentiality. It is best to allow one to two weeks for recommendation forms be completed in order to have sufficient time to respect deadlines.

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