



Elementary School Handbook

2024-2025



ESTABLISHED
1953

Administration

Mr. Jon Zurfluh	Director
Ms. Melissa Schaub	Associate Director for Learning
Mr. Jay Fladager	Elementary Principal
Mr. Michael Sheehan	Upper School Principal
Mr. Luke MacBride	High School Vice-Principal
Ms. HeatherDensley	Middle School Vice-Principal
Ms. Miranda Rose	Elementary Vice-Principal
Mr. James Young	Director of Finance and Operations
Mrs. Marzena Kalbarczyk	Director of Human Resources
Mr. Michael Nieman	Director of Student Support
Mrs. Ewa Woodruff	Director of Admissions and Registrar
Mr. Jason Cuthbert	Director of Athletics
Mr. Stephen Sidaway	Director of Activities
Mr. Geoffrey Derry	Director of ICT
Ms. Agnieszka Świetliczko	Director of Marketing and Communications
Ms. Justyna Bubliewska	Director of Development

Table of Contents

Chapter 1 - ASW Common Handbook

Mission, Core Values, History, Organization, and Accreditation	6
Mission	6
Core Values	6
History	7
Governance	7
Accreditation	7
Child Protection at ASW	8
2024-25 Academic Calendar	9
Communication	10
eNotes and ASW Website	10
School Calendars	10
Parent Coffee Meetings and Presentations	10
Back to School Nights	10
Open Meetings of the Board of Trustees	10
Parent-Teacher Conferences	11
How to Communicate a Concern	11
Admissions, Placement, Enrollment and Withdrawal	12
Admissions Policy, Philosophy, and Procedures	12
Grade Level Placement	12
Enrollment	12
Withdrawals from School and Acquisition of School Documents	13
Exit Packet	13
Daily Schedule	14
School Hours	14
Arrival Before School	14
Dismissal After School	14
Early Pick-Up: Students Departing School Before the End of the School Day	14
Schedule Summary	15
Academics	16
Home Learning (Homework) Policy	16
Tutors and Home Learning	16
Communication Policy	17
Measures of Academic Progress (MAP) Testing	17
Opt Out Procedure	17
Attendance	18
Student Conduct	18
Student Rights	19
Student Responsibilities	19
Parent Rights and Responsibilities	19
Consequence Sequence	20

Table of Contents

Bullying, Harassment, Hazing, and Discrimination	22
Weapons	24
Drugs, Alcohol, Tobacco & Vaping	24
Procedures	24
Consequences	25
Definition of Terms	25
Assembly & Performance Behavior	25
Guests/Visitors	26
Information Technology	26
Digital Citizenship at ASW	26
Use of ASW Network	27
Internet Access	27
Use of Messaging Services	28
Cyberbullying	28
Plagiarism, Piracy and Copyright Infringement	29
Use of School Hardware	29
Student Support Programs	31
English as an Additional Language (EAL)	31
Language Policy	32
Learning Support	32
Learning Support Process	32
Tutoring	32
Library	33
Health Services	33
Dispensing Medications	33
Required Physical Examination	34
Required Medical Information	34
Updating Health Records	35
School Travel Guidelines	35
Service Learning	35
Additional Information	36
School Closure	36
Evaluations and Emergency Drills	36
Emergency Contact Information	36
Insurance, Liability, and Acknowledgement of Risk	37
School Property	37
Personal Property	37
Lost and Found	37
Parent/Guardianship Responsibility	38
Parent Teacher Organization (PTO)	38
Safety and Security	38
Parking and Vehicle Safety	38
School Lunches and Snacks	39
School Photographs and Publication of Student Work	40

Chapter 2 - Elementary School	39
Leadership Team	40
PYP Librarian, Literacy, and Tech Coaches	40
PYP Learning Leaders	40
ES Office Staff	40
Homeroom Teachers	41
ES Specialist Teachers	42
Curriculum	43
PYP Curriculum	43
The PYP	43
Curriculum Framework	43
	44
Approaches to Teaching	44
PYP Exhibition	45
Play	45
Making	45
Guidance	45
4 Day Schedule	46
Reporting Student Program	47
Unit of inquiry Progress Reports	48
ASW Student Achievement Reports	48
Overview of Reporting Student Progress Process over the course of the school year	49
Home Learning	50
PE & Swimming Info	50
Birthday Celebrations at School	51
Field Trips	51
PYP ASA Program	51
Student Responsibilities	51
Parent Responsibilities	51
Attendance	51
Daily Arrival	52
Hand-to-Hand Daily Dismissal	52
Red Tag Playdate	53
Clothing Expectation	54
Technology	54
RUP	55
Personal Digital Devices	56

Mission, Core Values, History, Organization, and Accreditation

Mission

We're determined to be a community that changes the world for the better.

Here, it's all about what you can do rather than what you can't; where every student, at any level of ability, from any culture, is happy and excited because they can choose how they want to learn, not just what they want to learn.

It's a school where asking the right questions is more important than memorizing the right answers; where you make friendships that last a lifetime; and develop life skills that send you out into the world with enough self-belief to change it for the better.



ASW core values



Put the same into life as you put into school.



Work together. Because Without us all, we're nothing.



Make the whole world your classroom.



Bounce back when things don't go your way.



Step forward and make things happen. Don't wait.

History

In August of 1953, ASW opened its doors to the first twelve students and began its operations in a humble church basement. These students were similar to today's ASW students in that they represented a wide variety of cultures and spoke nine languages: a hallmark of an ASW education.

Founded as a private, non-profit educational institution, ASW is established to provide an English language school in Warsaw for children of all nationalities. A secondary objective has been to contribute to international goodwill and understanding through the school's multinational character.

Governance

ASW is currently governed by the eleven-member Board of Trustees: a Board Chair and Vice Chair who are appointed by the US Ambassador; five members selected and appointed by the existing Board; four members of the school association elected by ASW parents. Each elected and appointed member serves for a 2-year term. The school Director is a non-voting (ex-officio) member of the Board.

The primary functions of the Board of Trustees are to select and hire a school Director, to provide guidelines and policies with which the Director and staff can administer the school, to initiate planning processes for the short and long-range development of the school, and to ensure that the resources needed to operate the school are provided through an annually approved budget. Copies of the Board's policy manual are in the ASW library and on the school website. As representatives of the school's parent body, the Board will provide opportunities for parents to express their needs and priorities for the school. Parents and students are welcome to ask questions or address issues to the Board via the Director.

Accreditation

Since 1987 the American School of Warsaw has been accredited by the Council of International Schools (CIS), located in the United Kingdom, and by the New England Association of Schools and Colleges (NEASC), located in Boston. Accreditation is an indication that the school is committed to self-reflection and that it meets the standards associated with high quality international schools around the world. Accreditation by a recognized U. S. agency such as NEASC assures university admission in the U.S. and around the world.

Child Protection at ASW

As an overarching theme at the American School of Warsaw, we believe the safety and security of students is a core responsibility. To that end, a key board policy guides our actions and procedures to assure safety and security at multiple levels. The board policy is as follows:

The Board of Trustees considers child safeguarding to be of serious importance and is committed to the protection of all students in school.

The Director will ensure:

- every member of staff at the School understands their responsibility for contributing to the safety and well-being of students at school and in all school related buildings
- the Child Protection Policy and Procedures are fully implemented consistently throughout the school, including prevention and intervention strategies
- the Child Protection Policies and Procedures are carried out appropriately for all reports and/or suspicions of child protection violations
- the Child Protection Policies and Procedures will be presented to the board and reviewed on an annual basis.

The Child Protection Policy and Procedures shall be regularly communicated to all community stakeholders as well as made available on the school's website.

(Board Policy 8.09, Revised: April, 2017)

This policy is binding for any and all individuals on the ASW campus, including all staff, students, parents, guests on campus, contractors, consultants, associates or any other category of visitor to ASW. As a direct result of this policy, a Code of Conduct was established that requires that all stakeholders commit to this conduct and demonstrate it while on campus at all times.

KEY REMINDERS Regarding Code of Conduct:

Applies to all ASW visitors, volunteers, vendors and service-providers.

Adults are in a position of trust and have a duty to protect children from harm.

The American School of Warsaw is committed to safeguarding and promoting the welfare, both physical and emotional, of every student both inside and outside the school premises.

DO

Do avoid behavior that might be misinterpreted by others;

Do be aware of and comply with policies regarding designated bathrooms;

Do engage with students/children only in open visible areas;

Do report individuals without badges or engaging in suspicious behavior to security.

DO NOT

Do not engage in the unauthorized photography of students on campus;

Do not use bathrooms or locker rooms designated for student use only;

Do not engage in any physical contact with a student/child.

Full code of conduct can be found at the security desk and posted on the website.

ASW

School Year 2024/2025

NO SCHOOL FOR STUDENTS & FACULTY

Autumn Break	Oct. 28 - Nov. 1
U.S. Thanksgiving	Nov. 28 - 29
Holiday Break	Dec. 16 - Jan. 6
Winter Break	Feb. 24 - 28
Spring Break	Apr. 28 - May 2

NO SCHOOL FOR STUDENTS WORK DAY FOR TEACHERS

Full Staff Orientation	Aug. 12-14 & 16
New Student Orientation	Aug. 19
Professional Development Day	Sep. 27
Parent / Teacher Conference	TBD
Professional Development Day	Mar. 28
Parent / Teacher Conference	TBD
Last Day of School (teachers)	Jun. 18

MAJOR POLISH HOLIDAYS (most shops closed)

Assumption Day	Aug. 15
All Saints' Day	Nov. 1
Poland Independence Day	Nov. 11
Christmas	Dec. 25-26
New Year's Day	Jan. 1
Epiphany	Jan. 6
Easter Monday	Apr. 21
Labor Day	May 1
Constitution Day	May 3
Corpus Christi	Jun. 19



ESTABLISHED
1953

August '24						
S	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September '24						
S	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October '24						
S	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November '24						
S	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December '24						
S	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January '25						
S	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February '25						
S	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March '25						
S	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April '25						
S	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May '25						
S	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June '25						
S	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

TOTAL STUDENT DAYS:	179
TOTAL TEACHER WORK DAYS:	187
New Teachers Orientation	Aug. 7-9
First Day of School	Aug. 20
UN Day	Oct. 24
Semester 1 ends	Jan. 24
Semester 2 begins	Jan. 27
Graduation	May 31
Last Days of School (students)	Jun. 17

Communication

We value timely, relevant, and high-quality communication. An informed and involved parent community is an asset in any educational environment. ASW pursues this goal in a variety of ways:

eNotes and ASW Website

All ASW parents receive an electronic newsletter every Wednesday afternoon throughout the school year. These eNotes contain important announcements and information about upcoming events from all areas of the school. Our school's website is also a valuable source of information for the entire school community.

School Calendars

A printed calendar highlighting school events and activities in all divisions that take place from August to June is published and distributed to families early in the school year. As well, we endeavor to connect parents and students with important dates that are posted online within the school's website.

Parent Coffee Meetings and Presentations

Periodically, the Director, Principal, Vice Principal(s), Guidance Counselor(s), IB Coordinators, or the Parent Teacher Organization (PTO) may host morning or evening meetings to present on various topics of interest to the parent community. The purpose of these meetings is to provide the opportunity for all parents to participate in the ASW community; to encourage honest, clear, and effective communication among all stakeholders; to promote positive academic and social environments for our students; and to support each other. All of these meetings are announced through the weekly eNotes sent to all parents on Wednesday afternoons.

Back to School Nights

Back to School Nights for the parents of currently enrolled students, are held within the first few weeks of the school year for all levels. All parents are strongly encouraged to attend in order to meet teachers, learn about the curriculum, and understand operational matters. These events are announced through the weekly eNotes.

Open Meetings of the Board of Trustees

The Board of Trustees meetings are open to the community for the purpose of conducting the business of the school in a public format and, thereby, keeping the community involved in the

ongoing work of the school. Access to a board packet of materials is sent in advance to the community and parents are encouraged to attend. These meetings are typically on Monday evenings (18:00) near the end of each month and a public comment segment is scheduled at each meeting. The dates are listed on the school calendar and website.

Parent-Teacher Conferences

If a parent wished to speak to a teacher, a meeting can be initiated at any time. The school offices help to facilitate such appointments, or a parent may email a teacher directly. There will also be a Parent-Teacher Conference sessions during the year at which parents, students, and teachers can meet to discuss goals and progress. Information for each division will be published in the eNotes, the school calendar, and the school website.

How to Communicate a Concern

The following channels of communication are suggested if students and/or parents have questions or concerns:

- Students should speak to their teachers directly. However, if they have difficulty in doing this, they can enlist the support of their counselor. Students are also encouraged to enlist the support of their parents in speaking to their teachers.
- When parents would like to discuss their child's schoolwork or progress they should begin by contacting their child's teacher. Teachers are committed to working closely with families and will do their best to meet with families at a mutually convenient time between the hours of 08:00 and 16:00. Appointments with teachers may be arranged personally via email or by calling the school office.
- It is recommended that concerns which are unable to be resolved through a conference with the teacher should be discussed with the student's counselor. Appointments with school counselors may be arranged by telephoning or e-mailing the Middle or High School offices.
- If the concern persists or the questions cannot be answered by the aforementioned personnel, then it is recommended to meet with the Principal or Vice-Principal. Appointments can be made through the divisional Office Managers.
- The Director is the Chief Executive Officer of the school and oversees the appeal process if a matter remains unresolved. Policy and Board-related issues should also be addressed to the Director.
- If an issue is not able to be resolved after a meeting with the Director, the concern may be referred to the Board of Trustees according to the relevant policy, and in particular, Policy 9.02 or 10.06. Appeals regarding decisions made by the Director may also be addressed to the Board. Communications in regard to appeals can be directed to the Board in writing and should be addressed to the Chairman of the Board c/o the Director's Chief Administrative Officer.

For detailed information on the Appeals Procedure, see the board policy manual which can be found on the school's website.

Admissions, Placement, Enrollment and Withdrawal

Admissions Policy, Philosophy, and Procedures

The admissions process is articulated on the school website and is a reflection of currently adopted board policy. School enrollment is primarily based on the ability of the School to meet the academic needs of the applicant and nationality limits.

Grade Level Placement

The school determines the proper placement for new students. Students in Pre-Kindergarten – Grade 5 will be placed strictly by age. Placement in Grades 6-12 is determined by evaluating the student's age, development, and previous school experience.

Enrollment

To remain enrolled at ASW:

- Students must be enrolled as full-time students, which means that ES students (PK3-5) attend for the full school day, MYP students (Grades 6-10) are enrolled in nine courses per academic year (Grade 10 has the option for one of those courses to be a self-directed study period), and students in grades 11 and 12 are enrolled in a minimum of six credit-bearing courses per academic year. ASW does not offer part-time, partial, or correspondence pro-grams.
- Students in grade 9-12 must earn the appropriate credits to be working toward graduation. Should a student fail a required course, that student must work with the school counselors and administration to develop a plan to recuperate said credit in order to remain on track to graduate with the ASW diploma.
- Students must be living with their parent(s) or with a designated adult guardian at all times when enrolled at ASW.
- Students and families should adhere to all ASW's policies.
- Students are expected to show commitment to ASW's Core Values and contribute positively to the learning and overall environment.
- Students should attend school regularly as outlined in the attendance policy.
- ASW's High School course of study must be completed before a student reaches his/her 21st birthday.

The enrollment status for students who do not demonstrate ongoing commitment to the above stated expectations may be reconsidered.

Withdrawals from School and Acquisition of School Documents

- A family withdrawing from ASW should first notify the Admissions Office in writing.
- Next, the student or family should contact the divisional Office Manager for Exit Packets.
- In the Elementary, the student or family should notify the ES Office Manager, who will pre-prepare a general exit packet with grade reports.
- In the Middle School the student or family should notify the MS Office Manager who will prepare an exit packet of school documents which will include, among other things, all necessary grade reports.
- In the High School the student should initiate a check-out procedure by notifying the Counseling Office Assistant at least two weeks before the last school day.
- The Office Managers provide the departing student with an official Check-Out Form.
- All ASW resources (e.g., library books, textbooks, laptop computers) should be returned to the appropriate faculty or staff member, who will then sign the check-out form.
- All payments and fines should be paid to the Business Office.
- Reports, transcripts, and grades cannot be released until these procedures have been completed.

In the event that a student is leaving the community, the counselors are available to facilitate the process and fulfil special requests. Students and families should always contact the counselor to help facilitate requests for any recommendations (including those from teachers) and other documents needed for the next school. The counselors are available to meet and offer support to students and families as the departure date approaches.

Please note that if a student withdraws from ASW before the end of a semester in Upper School, only a “progress grade” (to date) can be given. Course credit will not be granted for partial semesters in Upper School.

Exit Packet

The exit packet includes progress reports from all courses, specialists, language teachers, etc. A medical report from the school nurse is included, as well as all the documentation given to the school at the time of enrollment. If the student has received formal testing for special support, such as learning support, or if the student has been in a special support program, then test reports and “Individual Education Program” (IEP) goals and reports may also be included. For students in grade 2-10, Measures of Academic Progress (MAP) assessment results will be included.

Items such as discipline reports, notes from parent conferences and other “internal” documentation is not included in the exit packet. Withdrawing students are entitled to 3 exit packets per person free of charge. Each additional packet costs 50 PLN, payable at the Business Office.

Daily Schedule

School Hours

Students are expected to be on campus and ready to start classes by 8:30 each day for grades PK-10 and 8:20 for grades 11-12. Due to professional development meetings for faculty and staff on Wednesday mornings, classes begin at 9:30 for all students in grades PK3-12. Any changes to the school schedule throughout the year, such as a half-day or early dismissal, will be published well in advance on the school's website and in the weekly eNotes. Parking, transport and safety matters are addressed in other sections in this handbook.

Arrival Before School

All students are welcome to arrive at 8:00 on regular school days. At 8:10, Elementary Students may go to the playground, library, and elementary stairwell area before school where supervision is provided and students may proceed to classrooms at 8:25. Upper School students are permitted to go to lockers, hallways, cafeteria, library, or common areas and also visit or meet with faculty members, if they are available, in classrooms before school. On Wednesdays, all students are permitted to arrive at 8:45; however, ES and MS students are restricted to the cafeteria until 9:10 when they can proceed to areas described above. Students are permitted to arrive earlier when there is a scheduled activity that is advised by a faculty or staff member.

Dismissal After School

Grades PK3-10 are dismissed every day at 15:30, while grades 11-12 are dismissed at 15:20, except on Wednesdays when the dismissal time is 15:30 for all grades.

Elementary Students: Children who are not involved in a supervised activity with a faculty or staff member before or after school are required to be picked up promptly at dismissal time. As safety and security is always a concern, children engaged in after school athletics or activities should also be picked up promptly after the activity. If a parent is late for pick up, Elementary students must wait in the Elementary Office where they can be supervised until a parent or guardian arrives. Elementary Students are not allowed outside, in the library, or cafeteria unless supervised by a parent or guardian. Elementary specific details regarding after school "Hand-to-Hand" dismissal procedures are addressed in other sections in this handbook.

Middle School Students: Students awaiting a parent or guardian should stay in the cafeteria or library; wandering the school building or campus unsupervised is not permitted. Upper School students engaged in the after-school athletics and activities program should depart campus by 17:45.

Early Pick-Up:

If there is a need for a student to depart campus before the end of the school day, parents must notify the appropriate school office by phone or email and the Office Manager or Assis-

tant will prepare an orange GATE PASS for the student. Elementary parents or guardians need to collect their child directly from the ES Office at the time of departure. (Passes will not be provided to students.)

The parent or guardian will hand this gate pass to security personnel at the gate, indicating to them that proper safety protocols have been followed. If this gate pass is not presented to security personnel, departure will be denied. This procedure is in place to help ensure that only authorized adults are ushering children away from campus.

Schedule Summary

Time	Grade Levels	<u>Monday/Tuesday/Thursday/Friday</u>	
			Activity
08:00			Earliest Arrival
08:20	Grade 11-12		Start of Day
08:30	PK-10		Start of Day
09:40-10:00	Grade 9-10		Break
9:40-10:00	Grade 11-12		Break
11:00-11:40	Grade 6-8		Lunch
11:50-12:10	Grade 1, 2, 3		Lunch
12:10-12:30	Grade K, 4, 5		Lunch
12:30-13:05	Grade 9-10		Lunch
13:10-14:00	Grade 11-12		Lunch
15:20	Grades 11-12		End of Day
15:30	Grades PK-10		End of Day
			<u>Wednesday</u>
Time	Grade Levels		Activity
08:45	Earliest Arrival	Cafeteria waiting area (Cafeteria open)	
09:10	Release (Grades PK-8)	Dismissed from Cafeteria	
09:30	All Students		Start of Day
10:45-10:00	Grade 9-10		Break
10:45-11:05	Grade 6-8		Break
11:30-11:50	Grade 4,5		Lunch
11:50-12:10	Grade 1, 2, 3		Lunch
12:10-12:30	Grade K		Lunch
12:15-12:55	Grade 9-10		Lunch
12:20-12:45	Grade 11-12		Lunch
13:35-14:15	Grade 6-8		Lunch
15:30	All Students		End of Day

Academics

According to the ASW Assessment Policy, assessment is vital to creating a culture of learning because it supports student development, impacts teaching and learning, and connects the learning community. Assessment provides evidence to guide decisions about how to best meet the needs of our learners.

We believe assessment is:

- Intentional and grounded in learning goals
- Embedded in the learning process
- Varied, dynamic, and comprehensive

The curriculum at ASW is standards based; assessments are developed and utilized to collect evidence of student learning against these standards. Across many subject areas, standards have been adopted that cover the curriculum from PK-12.

Home Learning (Homework) Policy

At ASW, through our core values, we strive to “make the whole world our classrooms” and “to put the same into life as we do into school.” With these values in mind, we seek to be highly purposeful, thoughtful, and strategic before assigning any home learning assignments so that students may develop academically, physically, socially, and emotionally.

Before assigning any home learning, teachers will consider the following questions:

How does the assignment tie directly to a learning target from the current unit?

What is the plan for students to receive specific, timely, and actionable feedback on the assignment? (Feedback may include peer, self, and/or teacher feedback.)

How is the assignment personalized to a student’s needs, self-assigned, or made in such a way that it cannot be copied or Googled?

Can the student complete the assignment independently with no/limited involvement from parents and/or tutors or can families get involved in a positive/interactive way?

How have the social-emotional aspects of the student been considered including overall workload, extra-curricular activities, family obligations, school trips, etc.?

Refer to Individual divisional sections for additional procedures in regard to home learning.

Tutors and Home Learning

Use of a tutor to assist with home learning should be considered with caution; it is important that the specific purpose of a particular home learning assignment is kept clearly in mind at all times, and that the work handed in for assessment is the work of the student alone. Work judged not to be the student’s own will constitute a breach of ASW Academic Integrity policy.

Communication Policy

Under the following conditions, teachers will communicate with students and families about their academic progress:

- Trend in Achievement Grades in Progress getting lower
- Trend toward missing deadlines or unproductive work habits
- 1-3 on individual summative assessments
- Other academic concerns

If any of the above circumstances arise, the following actions will be taken:

- The teacher will meet with the student to discuss the declining or poor performance;
- The teacher will contact home;
- The teacher will document the conversation and to notify the counselor and Principal;
- A Student Support Team (SST) meeting could be suggested if this student trend/concern is widespread.

Measures of Academic Progress (MAP) Testing

The MAP or Measures of Academic Progress are computerized adaptive tests offered in Reading and Math. The difficulty of each question is based on how well the student answers all the previous questions. If answered correctly the test items become more difficult, if answered incorrectly, the questions become less difficult or adapt to the level of the student

Students in Grades 3 - 10 take the MAP tests twice each year; fall and spring. The results provide teachers and students with a measure of student growth in achievement and allow for more focused teaching and learning. It is additional evidence to support best teaching and learning. MAP results are not included in ASW grades but are available to parents upon request and will be sent home when results are available after each testing session.

Opt-out Procedure

ASW proudly offers a curriculum that is diverse and inclusive in nature and therefore appropriate for all learners. We believe that by stimulating educational curiosity, an understanding of multiple perspectives, and by growing students' knowledge to make informed decisions prepares students with the skills to be successful adults and to meaningfully contribute to a diverse society. ASW rigorously prepares, evaluates, and communicates our curriculum and resources on a cycle. Through this process, the Learning Council identifies and approves age-appropriate sensitive topics as areas for advanced communication with parents and provides the opportunity for parents to opt out of the identified topic. ASW does not support selective opting out of materials or content beyond the topics identified by the Learning Council.

Attendance

ASW's curriculum and learning activities emphasize interactive, hands-on experiences and discussions which are integral to a student's overall academic progress. These day-to-day experiences cannot easily be replicated following student absence. To maximize the learning opportunities at ASW, students must be present and prompt and fully engaged in each class. Consistent attendance will afford students the most educational benefit from our rigorous academic curriculum and expansive co-curricular programs.

- Elementary School: Elementary School students may not be absent for more than 18 days in one academic year. Not adhering to this policy could affect recommendation for a student's grade promotion or continued enrollment at ASW.
- Middle School: Middle School students may not be absent for more than 7 class periods in any given course per semester. Not adhering to this policy could affect recommendation for a student's grade promotion or continued enrollment at ASW.
- High School: High School students may not be absent for more than 7 class periods in any given course per semester. Credit may not be granted to students for courses in which students do not meet the attendance requirement, which could adversely affect progress toward graduation and recommendation for continued enrollment.

At ASW, all absences are equal. An absence for an illness, doctor's appointment, CEESA sports trip, club sponsored trip, family vacation, and all other absences will be counted in the student's total. School mandated trips will not count against a student's total. School holidays are published months in advance and families are strongly discouraged from planning extended absences for students outside these published dates.

When mitigating circumstances arise that force students to miss more than the allowed absences, the School Director reserves the right to make reasonable exceptions to this policy on a case-by-case basis.

Refer to Individual divisional sections for procedures in regard to attendance.

Student Conduct

Student conduct and behavior reflect upon the entire ASW community. Student respect for rules, regulations, and procedures greatly influences the educational atmosphere at school and reflects positively on the entire ASW community. Respect for one another, cultural sensitivity and understanding are essential elements in an international community and school.

The conduct of ASW students on and off campus shall reflect ASW's Core Values and the standards of citizenship expected by members of the community and the people of Poland. The ultimate goals for students are self-discipline and responsibility for one's actions.

Students shall respect constituted authority. This shall include conformity to school rules and regulations, community standards, and those provisions of Poland that apply to the conduct of juveniles or minors. Students shall respect the rights and privileges of others and co-operate with members of the school community.

ASW rules and regulations are applicable at all times on the campus (including weekends), during school-sponsored events off campus, and in the immediate vicinity of the school.

School officials are authorized to question any student concerning their behavior while the student is under school supervision. All property in school, including laptops, lockers, or items brought onto the school campus by students or others, is subject to search by school officials at their discretion.

Requests by non-school officials to see students while under school supervision must be referred to the Director, Principal, or appropriate school official. The Director, Principal and/or school official will be present throughout such interviews. When possible, parents will be notified by telephone prior to the requested interview.

Student Rights

Students have the right to:

- Study and learn in a safe and secure environment that is free of harassment, prejudice and intolerance
- Express their points of view regarding matters which affect them
- Participate in the use and exercise of democratic methods and freedom of speech, providing they observe their responsibilities
- Take advantage of the full program offered at ASW including student activities and athletic programs, providing they observe responsibilities
- Fair, impartial and consistent application of rules, rights and responsibilities
- Be taught by qualified personnel
- Receive feedback and/or a grades on submitted work and have it returned within a reasonable time

Student Responsibilities

ASW expects students to be respectful, tolerant, and supportive of every member of the school. If a student chooses to behave irresponsibly, then there are consequences that will be enforced. Students have the responsibility to understand and adhere to the handbook and other policies of the school as well as to model ASW's Mission and Core Values at all times.

Parent Rights and Responsibilities

The ultimate success of our students is dependent upon mutual cooperation and partnership between parents and school personnel. A successful partnership begins with parents supporting the school's policies. For example, parents need to ensure that their child arrives at school on time, has regular attendance, and is equipped with the necessary materials. In the event any concern should arise, a timely communication identifying the concern will be sent home.

Concerns with a class or schoolwork should first be communicated with the teacher directly . If there is a need for further conversation or resolution, the next step is to discuss the concern with the counselor. If the issue is not resolved with the help of a counselor, then it is important to reach out to the Vice-Principal or Principal. We also request that if you do need to meet with a teacher an appointment should be scheduled. Teachers have a full teaching load and when they are not teaching, they are often involved in unit planning or in scheduled team and department meetings. An appointment will allow teachers to give full attention to a concern. We request that all parents and visitors first check in at the applicable Divisional office before proceeding to the meeting.

Consequence Sequence

It is important that students understand the results and consequences of behavior inconsistent with the above code of conduct. Discipline with a focus on student accountability and growth is emphasized at ASW. Follow-up counseling and dialogue will be used to assist students in better understanding their responsibilities and the importance of making good decisions. Each division will provide age-appropriate examples of consequences and actions in their divisional sections below.

Bullying, Harassment, Hazing, and Discrimination

It is the policy of the American School of Warsaw that students, employees and volunteers should not be subjected to forms of bullying, harassment, hazing, or discrimination while at school or school-sponsored activities. Furthermore, the policy's intent is to address this issue in a proactive manner through the establishment of a system for educating students and staff at the school level regarding the identification, prevention, intervention, and reporting of such anti-social acts. The responsibility for effective prevention and response to acts of bullying, harassment, hazing, and discrimination lies within a collaborative effort of administrators, teachers, school staff, students, parents, school communities.

Visitors and parents also are expected to comply with the policy, including the prohibition against harassment and bullying of students or employees. This policy applies to, but is not limited to, the following situations:

- while in any school building or on any school premises before, during or after school hours
- while on any bus or other vehicle as part of any school activity
- while waiting at any bus stop
- during any school function, extracurricular activity or other activity or event
- when subject to the authority of school personnel
- while using school or personal electronic communications
- any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in the school

Bullying (or Harassment) includes negative actions on the part of one or more other persons with the intention to harm. These actions are repeated and over time and include an imbalance

of power that makes it hard for the child who's being bullied to defend him/herself. This difference in power can be physical—the child who bullies can be older, bigger, stronger; or several children can gang up on a single child. It can also be psychological, which is harder to see but just as potent—the student who bullies can have more social status or a sharper tongue, for instance.

Verbal bullying or harassment includes name-calling, insulting, intimidating, mocking, threatening, and making racist, sexist, or sexual comments. Different from taunting, teasing in severity only. When does teasing cross the line and turn into bullying? The answer often lies in perspective of the person being teased or bullied.

Physical bullying or harassment includes a variety of behaviors such as hitting, kicking, shoving, and taking or destroying property.

Relational bullying or harassment uses relationships to control or harm another person, excluding her from the group or events, talking behind his back, spreading rumors, telling lies about her, giving him the silent treatment, etc.

Cyberbullying utilizes all of the electronic paraphernalia of modern life—cell phones, instant messaging, videos, email, chat rooms, blogging, social media—to threaten, insult, harass, spread rumors, and impersonate others. Because it can continue 24 hours a day, 7 days a week, and because perpetrators remain anonymous, invisible, unpunished, and distant from the impact of their actions, cyberbullying can be even more harmful than ordinary bullying.

Hazing means any intentional, knowing, or reckless act directed against a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in a social group, organization, club, or athletic team whose members are or include other students.

Discrimination means any act that unreasonably and unfavorably differentiates treatment of others based on their membership in a socially distinct group or category such as race, ethnicity, sex, religion, age or disability.

Students who feel they are experiencing Bullying, Harassment, Hazing, or Discrimination should:

1. Communicate to the harasser that the behavior should stop, if the student is comfortable doing so. If the student needs assistance communicating with the harasser or bully, the student should ask a teacher, Counselor or Principal to help.
2. If the behavior continues after this intervention, write down exactly what happened, keep a copy and give another copy to the teacher, Counselor or Principal including:
 - What, when and where it happened
 - Who was involved
 - Exactly what was said or done, either at the time or later
 - How the student felt
 - How the bully or harasser responded

Weapons

Possession of weapons or replicas of weapons in the school environment is a threat to the safety of students, staff, and faculty and is prohibited. A weapon is defined as any gun (including pellet, BB, air pistol, or toy), laser pointers, tasers, mace, knives of any kind, or any other instrument used to intimidate, threaten, or harm a person. Explosive devices such as fireworks and ammunition, which may cause physical harm to a person, will be considered weapons.

Drugs, Alcohol, Tobacco & Vaping

The Board of Trustees and the school administration are committed to health, safety, and well-being of our students. Our school's curriculum and policies are designed with this commitment in mind. We firmly believe in maintaining a drug, alcohol, tobacco and vaping-free learning environment.

Alcohol: Possessing, using, selling or being under the influence of alcohol by students on school premises, at school functions, and at school-sponsored parties, wherever they are held, is prohibited at all times.

Drugs: Possessing, using, selling or being under the influence of illicit drugs by students on school premises, at school functions, and at school-sponsored parties, wherever they are held, is prohibited at all times.

Tobacco: Possessing, using, or selling tobacco products by students on school premises, at school functions, and at school-sponsored parties, wherever they are held, is prohibited at all times.

E-Cigarettes/Vaping: Possessing, using, or selling vape or vape paraphernalia (both tobacco and tobacco-free versions of the traditional cigarette) by students on school premises, at school functions, and at school-sponsored parties, wherever they are held, is prohibited at all times.

**School premises include anywhere inside the school grounds property, as well any areas that can be viewed outside the school grounds property from inside or when approaching the school property

Procedures

The following procedures have been established to protect the health and welfare of students:

- ASW reserves the right to search students or lockers where there is sufficient cause to warrant such action.
- ASW reserves the right to require testing for drug and/or alcohol abuse if circumstances make such testing appropriate.
- ASW school officials, serving as enforcement agents to these guidelines, have the responsibility and authority to decide which circumstances warrant a search and/or demand testing for possible substance abuse.
- While these stipulations apply to all ages, ASW requires all students in grades 6 through 12 along with their parents to acknowledge that they are aware and will support the substance abuse policy and its potential consequences as a prerequisite to enrollment at ASW.

The appropriate consequences for infringement of substance abuse rules will be decided by the Principal. Appeals of such decisions, as outlined in Board Policy, will be decided by the Director.

Consequences

Tobacco or E-Cigarettes or Vaping: Students found in violation of this policy may be suspended. Violation will initiate a set of procedures: parents will be informed, and a disciplinary letter will be placed in the student's file. A second violation will result in suspension and a parent conference before the student may return to class. If circumstances warrant, the Principal may suspend a student for an extended period of time for any violation. Repeated disregard of school rules and regulations may result in extended suspension or expulsion.

Alcohol or Drugs: A student found in violation of either of these policies will be immediately suspended from school for a review period. In any incident involving a violation of either of these policies, parents will be contacted as soon as possible. The student will be released only into their custody or that of another responsible, authorized adult. The suspended student may be required to undergo appropriate testing and/or counseling. Depending on the severity of the first violation, a student could face expulsion; however, a second violation of this policy will result in a recommendation to the Director for expulsion.

Definition of Terms

Illicit drugs: Illicit drugs include marijuana, cocaine, narcotics, hallucinogens, and other substances and items commonly accepted as 'controlled substances. The terms also included the use of prescription drugs by persons other than the person for whom the prescription was written and the use of commonly available substances (such as glue) for mind-altering purposes. The terms also includes drug paraphernalia: all equipment, products, or materials designed or intended for packaging, storing or using controlled substances.

Suspension: Students will not be permitted on campus or at any school-related function. Participation in school events and on school terms will be prohibited during the suspension period.

Expulsion: The student will be permanently removed from the school.

Transfer: Transfer includes the sale, distribution, or transfer of physical possession (not ownership) from one individual to another.

Assembly & Performance Behavior

There are many opportunities to meet during assemblies, and to support one another in performances. It is an expectation that students conduct themselves in a mature and responsible manner during these times and minimize distracting behaviors by remaining seated, refrain

from placing their feet or knees on the furniture, calling out or making noises. Electronic devices should be switched off at all times unless otherwise instructed. Food and drink must not be brought into the theater.

Guests/Visitors

Permission for a student to host a guest in class should be obtained from the Principal at least two days in advance of the visit. A permission slip must be signed by the ASW student host's parent and all of the host's teachers for the day of the visit. The ASW student host and their parents are responsible for the guest while on campus and for advising the guest to abide by the same regulations that apply to ASW students. Guests' visits are limited according to the division and age of the child. At elementary, these visits are short and limited to no more than a half day, while at the upper school level, visits may be no longer than 1-2 days.

Information Technology

We are pleased to offer students access to computers, wireless access to the internet, and an array of technology resources to support and enrich student learning. Each student is responsible for their use of technology. While using school and personal technology resources on or near school property, in school vehicles and at school-sponsored activities, as well as using school technology resources off-campus, each student must act in an appropriate manner consistent with school guidelines. It is the joint responsibility of school personnel and the parent or guardian of each student to educate the student about their responsibilities and to establish appropriate expectations when using technology.

School technology resources are provided to students to conduct research, complete assignments, and communicate with others in furthering their education. This focus does not allow the use of the network system for commercial, political, or personal entertainment purposes. Access is a privilege not a right. General rules of school behavior apply when using technology. Access to these services is given to students who agree to act in a considerate and responsible manner. Just as students are responsible for good behavior in a classroom or a school hallway, they must also be responsible when using school computer networks or school computers.

Technology provides a wealth of educational opportunities for students. Access to these resources requires responsible use. It is important that students understand their responsibilities when using the American School of Warsaw (ASW) technology resources.

Digital Citizenship at ASW

All students at ASW are expected to use technology resources and services in a manner appropriate to a school setting and in keeping with the ASW core values. At all times, ASW students are expected to conduct themselves in a manner which is cognizant of the rights, feelings and freedoms of others as well as themselves. When using technology, both at home and at school, due consideration must be given to the effects one's actions may have on other members of our community and global society in general.

Use of ASW Network

- The school reserves the right to access any information on ASW computers, network, and Internet services accessed through the network or on the ASW computer.
- Students are responsible for their individual accounts and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a student provide their password to another person.
- Students will not attempt to log on or connect to the ASW network under any identity other than their own username.
- Students will not attempt to gain unauthorized access to the ASW network system or to any other computer system through the ASW network system or go beyond their authorized access. This includes attempting to log in through another person's account or access another person's files. These actions are inappropriate, even if only for the purposes of "browsing" and may result in disciplinary action.
- Students will immediately notify a teacher or the system administrator if they have identified a possible security problem
- Students will not make deliberate attempts to disrupt or harm the computer system and its hardware or destroy data by spreading computer viruses or by any other means.
- Students can expect their laptops to be periodically inspected for possession of unlicensed or pirated software or files
- Students will use their personal server storage to store only files that are educational in nature and related to course work.
- Students will use the school resources (e.g. printers, cameras, etc.) only for educational and course related purposes.
- Students will not attempt to install any personal hardware devices on any computer or part of the ASW network system without first gaining approval from Technology Service Center.
- Students should expect routine monitoring and filtering of computer usage and Internet browsing while logged on to the ASW network.
- Parents have the right at any time to request to see the contents of their son/daughter's files

Internet Access

- All students will have access to the internet through computers connected to the school network.
- ASW actively uses filtering software to keep inappropriate content from being accessed and holds the right to block certain websites. Filtering software is not a perfect science and it may be possible for users to access inappropriate sites.
- Students will not use the ASW network system to access inappropriate material including sites that display profane or obscene (pornography) material, that advocates illegal acts, encourage the use of drugs, or that advocates violence or discrimination towards other people (hate literature).
- If students mistakenly access inappropriate information, they should immediately tell their teacher or Principal.

Use of Messaging Services

- School computers and networks are to be used for educational purposes only. Non-educational purposes include for example, Facebook and social networking sites. Students may not access Facebook or social networking unless the access is for legitimate educational use. Teachers shall decide what constitutes legitimate educational use.
- A spam filtered email account is provided to students for educational purposes
- Students will promptly disclose to their teacher or other school employee any message or information they receive that is inappropriate or makes them feel uncomfortable while on the web, using email, chat rooms, forums or other forms of messaging services.
- Students may not send messages with a false identity or alter forwarded mail out of context.
- Students will not use defamatory, inaccurate, abusive, obscene, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or prejudicial language in public or private communication.
- Students will not repost a message that was sent to them privately without permission of the person who sent them the message.

Cyberbullying

As stated in the section Disciplinary section of this Handbook, ASW expressly forbids cyberbullying, which utilizes all of the electronic paraphernalia of modern life—cell phones, instant messaging, videos, email, chat rooms, blogging, social media—to threaten, insult, harass, spread rumors, and impersonate others. Because it can continue 24 hours a day, 7 days a week, and because perpetrators remain anonymous, invisible, unpunished, and distant from the impact of their actions, cyberbullying can be even more harmful than ordinary bullying. For the purposes of this policy, “cyberbullying” shall mean using the communication capacities of computers, the Internet and/or other digital communication devices to bully others by:

- Sending or posting cruel messages or images;
- Threatening others;
- Excluding or attempting to exclude others from activities or organizations;
- Starting or passing on rumors about others;
- Harassing or intimidating others;
- Sending angry, rude or vulgar messages directed at a person or persons privately or to an online group;
- Sending or posting harmful, untrue or cruel statements about a person to others;
- Pretending to be someone else and sending or posting material that makes that person look bad or places that person in potential danger;
- Sending or posting material about a person that contains sensitive, private or embarrassing information, including forwarding private messages or images; and/or engaging in tricks to solicit embarrassing information that is then made public.
- Taking, sending, posting, or sharing photos or videos without consent.

Plagiarism, Piracy and Copyright Infringement

- Students will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours.
- Students will not download or install pirated software, music, video or files that infringe on copyright laws onto computers.
- Students will respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, you should follow the expressed requirements.
- If you are unsure whether or not you can use a work, you should request permission from the copyright owner. Copyright law can be very confusing. If you have questions, ask a teacher.

Use of School Hardware

A laptop computer is made available for authorized use to students in Grades 4 through 12. Students are responsible for the safe and appropriate operation and care of the laptop computer. Expectations for the use of the laptop computer and care of the laptop package (defined herein as laptop computer and charger) are as follows:

- The laptop computer is for educational purposes.
- The student cannot install any applications, browser add-ons, or games unless they are asked to do so by their teachers. If they wish to download something, they must ask their teachers.
- Only the assigned student will operate the laptop package. The student will not give his/her password to any other person. The student is ultimately responsible for all material accessed and/or transmitted.
- If and when the student takes the laptop home, he/she will charge the laptop computer that night and must bring the charged laptop back to school the next day.
- School hardware should not be left unattended.
- The student must immediately report to their teacher any mechanical problems with the laptop package. No attempt should be made to repair the laptop.
- Parents/guardians accept full responsibility for the return of the laptop package in good condition at the end of the school year and have authority over the school hardware in their home.
- If any part of the laptop package is stolen or lost, the student or parent/guardian should immediately notify their teacher and/or the Technology Director and/or the Technology Coach for their school.
- Careless and/or willful and/or malicious damage to any part of the laptop package will result in a cancellation of privileges, disciplinary action and/or reimbursement for repairs and/or replacement cost of the laptop computer, the charger (as applicable by computer model).
- Damage includes but is not limited to, physical damage and/or unauthorized alterations to the laptop, attempts to destroy data of other users or the network, and the uploading or creation of computer viruses.

- The parent/guardian will be held financially liable for damage, loss or theft of the laptop package.
- When not in use or during after school activities, students should keep laptops in their locked locker or their assigned storage location.
- Parent/guardian will monitor use of the laptop package, including E-mail and Internet privileges outside of the school hours.

Failure to abide by the terms of this policy will include one or more of the following actions:

- Parents will be contacted
 - Meet with appropriate or relevant administrator
 - Detention
 - Loss of laptop privileges
 - Conference with parents and grade level team
 - Suspension
 - Cost of repair/replacement
 - Other Consequences
-
- Unsupervised laptops will be confiscated by staff and taken to the appropriate division office, and disciplinary action against the student will be taken
 - In the event there is a claim that a student has violated the policy relative to the use of the ASW network system, the student will be provided with a written notice of the suspected violation and an opportunity to present an explanation before an administrator.
 - If a student is found to have violated this policy, the consequences will be, but not limited to, restrictions being placed on their network account, restrictions in their use of school hardware, and loss of school laptop privileges. Disciplinary action within the school will be at the discretion of the Principal.

Student Support Programs

English as an Additional Language (EAL)

The EAL department is an open door to the many paths of learning offered at ASW. EAL learners from kindergarten to graduation are supported to develop and refine communication skills for social, academic, and instructional language. They are supported by a qualified team of EA specialists, classroom teachers and co-teaching models. ASW uses the WIDA MODEL English language proficiency assessment in grade 1 through grade 12 to determine English language proficiency. The EAL Director along with the EAL department analyzes the WIDA proficiency level scores to track progress through the year. Proficiency levels describe a student's ability to use (speak and write) and process (read and listen) social and academic language. These proficiency levels can be viewed as a continuum of English language development. After their level is determined, learners may be placed in an English for Academic Purposes (EAP) class, a Beginner English class, and/or receive in-class support from EAL teachers through our Inclusion Model.

The Beginner English (BE) program is offered in Elementary (grades 1-5) which consist of small group instruction where new non-English speaking students are given individual attention to help them adjust to a new school and new language. New English language learners are re-assured to see that there are others like them (who don't speak English yet) and this has important emotional value in getting them settled and ready for learning. EAP courses are offered in our Upper School (grades 6-12). These are structured courses which provide strategies, scaffolds, and general discourse for application in core course subjects. In addition, they establish a foundation for further academic communication and assessment in the IB Diploma programme. The Inclusion Model of co-teaching and differentiation strategies of in-class support help bridge the gap between language understanding and accessing the academic content in English.

Language Programs

At the American School of Warsaw, language is the key to understanding ourselves, our community, and it is our means of engaging with the world. Language is essential to the learning of all subjects, thus all teachers are language teachers, and all students are language learners. The American School of Warsaw is committed to an integrated approach to language development. English is the primary language of instruction and its educational programs require students to learn additional languages.

ASW's approach to language learning reflects research and best practice in language learning in international schools. In this regard language learning:

- Includes the development of proficiency in home and family languages, English as the language of the school, additional languages and literacy.
- Is considered an essential vehicle for the construction of meaning.
- Is a shared responsibility.
- Is integrated into each subject in a way that gives students an opportunity to engage in

real world learning.

- Is a means of affirming and expressing cultural identity and developing international-mindedness.

Learning Support

The purpose of learning support is to ensure that students who have learning differences receive the support they need to reach their unique academic, social-emotional and physical potential within the capacity of the school. Understanding that all students learn, grow, and develop in different ways, following ASW's Learning Support Process, the Learning Support Department provides support services for students who are struggling and students with identified learning needs within the context of the ASW curriculum. As an inclusive school ASW serves a managed number of students representing the full range of learning differences: mild, moderate, highly able and when resources permit, intensive needs.

Learning Support Process

Students are initiated into the Learning Support Process by recognition of a learning difference with the Inclusion Team in the Elementary School and the Student Study Team (SST) in the Upper School. These teams consist of learning support teachers, counsellors, subject teachers, the principal and vice-principal (when appropriate). Students are first supported through classroom strategies and consultation with teachers. When students require more support to be successful, they may receive additional support by a member of the Learning Support Department. Assistance may be in the form of short-term intervention, in-class support, evaluation and/or formal learning support services and classes.

Tutoring

By prior arrangement, all faculty members are available to students during the regular working hours for a review and explanation of work not mastered. Some students at ASW engage with professional tutors, individuals inside or outside our community who charge a fee to work with students outside of the school day. These professional tutors are arranged privately by parents. Such fee-based tutoring may not be administered by a student's own teacher.

A word of caution about using tutors: Per our Academic Honesty Policy, the use of a paid tutor service that provides work completion services would be viewed as a serious breach of academic trust, and consequences for this violation may include suspension or expulsion. Families should pay special attention to the nature of assistance provided by tutors to students. It is an expectation that all work completed by students, with tutor support, is their own.

For certain students within the learning support process, tutoring may be recommended however this not provided or coordinated by the Learning Support Department. Arranging tutorial assistance is the responsibility of the parents. The school recommends that parents coordinate between the tutor, teacher and learning support case manager.

Library

The ASW library exists to foster a love of reading and inquiry. Through the people, places, collections and services it provides, the library supports and extends teaching and learning. The Librarian and the library resources support classroom inquiries that develop media literacy and research skills. The library collection includes over 46,000 print, audio, and video materials as well as a variety of Electronic Databases to support research. There are computer stations to facilitate the searching of the library catalogue and Electronic Databases. The library has an up-to-date collection of contemporary fiction and nonfiction books to support personal reading interests. The library also offers eBooks and audiobooks that can be downloaded to iPad, iPhone, and other devices. The library's collection is updated continually, and the library welcomes recommendations for new materials. Students and parents may check out up to six books at a time.

Library hours are Monday, Tuesday and Thursday 07:30 to 16:30, Wednesday 9:10-4:30 and Friday 07:30 to 16:00.

Health Services

Nursing care is available Monday through Friday from 08:00 to 17:00. The School Nurses:

- Offer assistance in the case of illness, accident or sudden illness
- Dispense medications when needed
- Monitor and communicate the spread of the communicable diseases
- Create and implement Emergency Care Plans
- Collect and maintain up-to-date health records for each student
- Act as health resource
- Monitor and communicate air quality levels

The School Nurse handles students' health complaints or sudden illness that occurs during a school day.

For general visits Upper School students drop by the Nurse's Office by themselves. All Elementary School students will be provided with a Health Room pass which the School Nurse will need to see prior to treatment (unless an emergency) the pass will be returned to the classroom teacher, so the teacher knows of the complaint and next steps. Completed passes can be sent home by the classroom teacher. In the Early Years adults will accompany a child to the nurse.

In case of an accident or any type of emergency, the student's teacher and the nurse should be notified immediately. An ambulance service is contracted during the school day and for school functions.

Dispensing Medications

During the school day the School Nurse may administer prescription medications and over the counter medications when needed to relieve fever, headaches and minor discomforts. Students from Pre-K up to grade 5 may not carry any medication to school. The parent/legal guardian

must bring all medications to the school nurse's office. No staff member other than the school nurse, may administer medications to Elementary School students. Students are prohibited from carrying and sharing any medications either over the counter, homeopathic or prescribed.

Over the counter medications administered may include: Paracetamol (Panadol), Acetaminophen (Tylenol, APAP), or Ibuprofen (Advil or Motrin), cough drops and lozenges, Fenistil cream, analgesic creams, antispasmodic (No Spa), aviomarin, eye drops, antihistamine (Claritin), cold medication and homeopathic remedies.

Prescription Medication

Students in Pre-K to grade 12 with diabetes must carry their Insulin kit with them at all times.

ADHD, migraine, seizure and other controlled medications (e.g. Ritalin or Methylphenidate, anti-convulsant, antidepressants, barbiturates, codeine) are stored in the Nurse's office. Parents must bring the medication in the original container, along with the dosage instructions from a licensed medical doctor's order to the Nurse's office. The parent/legal guardian must sign a permission form that is available at the Nurse's office giving authorization for the School Nurse to administer the medication.

With parent/legal guardian permission, students in grade 6 to 12 may carry an inhaler, EpiPen injection, Insulin Pen and migraine medication when required. The permission form is available from the nurse's office and must be signed by parents.

The parent/legal guardian and child must understand the importance of taking medications at a right time which means coming to the Nurse's office at designated times.

The School Nurse will inform teachers in writing about the medication and schedule for when it will be administered.

Required Physical Examination

A physical examination is required for each child entering school and must be updated before continuing to grade 1, 3, 6, and 9. In addition, annual physicals are required for students in grades 6-12 who will be participating in after-school athletics and overnight trips of any kind. The form, available on PowerSchool and must be completed by a qualified and licensed Doctor/Medical Care Provider in English. This form must be submitted to the Nurse's Office during the first week of school each academic year.

Required Medical Information

The following information needs to be on file in the Nurse's Office for every student

- Completed medical questionnaire in OpenApply including vaccination information.

Required vaccinations include:

- Diphtheria/Pertussis/Tetanus (DPT or Td) -- 5 shots
- Tetanus Booster (at 11-12 years of age)

- Polio vaccine (IPV) -- 4 shots
 - Measles, Mumps & Rubella (MMR) -- 2 shots by age 12
 - Hepatitis B Vaccine -- 3 shots
 - Hepatitis A Vaccine -- 2 shots
 - Tuberculosis BCG vaccine
- Record of student's current physical exam to be completed in English by a licensed medical doctor (see grade level requirements).
 - TB screening is not required if your child has been vaccinated with BCG (Bacille Calmette Guerin Vaccination) within the past 7 years. Proof of date of BCG is required.
 - Telephone numbers for home and place of work of both parents/guardians and at least two telephone numbers of persons to contact in case the parents cannot be reached.
 - Doctor's summary and recommendations dated within previous six months for children with chronic recurring conditions such as asthma, diabetes, attention deficit, etc., including and limitation or precautions and medications that may be needed at school.

Updating Health Records

The nurse's office should be informed whenever

- The child has had any new vaccinations.
- The child has had any serious illness or injury during holidays or weekends (including summer holiday).
- The status of a child's health undergoes changes, about which the school should know.

School Travel Guidelines

Any student participating in a school-sponsored field trip must have written permission from a parent or guardian, and obtain this permission in compliance with the procedures indicated by the school. While the school does cover the costs of travel for the aforementioned educational field trips, we do not financially support student travel related to the Athletics and Activities program. At the beginning of any athletic season or activity, participants are informed of anticipated financial costs

Students who have encountered disciplinary problems may be prohibited from attending out-of-town field trips at the discretion of the chaperones with concurrence of the Upper School administration. Similarly, students experiencing academic difficulty may be restricted from participation in such trips.

Service Learning

To support students in understanding themselves and their communities our Service program provides an opportunity for all students from the early years to grade 12 to take developmentally appropriate meaningful and intentional action by developing real-life connections within the school and the local and global community. Service learning is an integrated part of our IB programmes. In the PYP students take-action in response to their inquiries and this lays the foundation for service as action in the MYP and creativity, activity and service (CAS) in the Diploma Programme.

Additional Information

School Closure

If ASW is forced to close for an emergency reason, we will attempt to contact each family to provide them with details of the closure. Emergency closure information will be sent by SMS to all members of the community and also be posted on the ASW website. There is also a phone tree protocol in place whereby designated faculty or staff members will make phone calls to every student in the school.

Evaluations and Emergency Drills

In case of fire or other emergency, students should know the nearest exit and the designated outside meeting place. The Elementary Meeting Point is near the Elementary Playground; the Middle and High School meeting points are on the outdoor field near the 400-meter track. The announced and unannounced fire drills will take place at different junctures during the year. Upon hearing the alarm, students should immediately leave the building in silence under the supervision of their teacher. The building may be re-entered when the all-clear signal is given. If an evacuation is declared parents will be called to pick up their student(s) from a secure location. Students evacuating from the pool area will have access to insulated nylon ponchos to assure warmth.

Lockdown drills are carried out as a means of practicing preparedness in the event of an intruder or criminal act. An announcement is given that the building is going on an immediate lockdown. At that point, all occupants present at the time of the drill go to a room and lock all doors and windows tight. They must remain still until a “clear signal” has been issued.

Emergency Contact Information

ASW stresses the importance of providing a safe and well-balanced school program. However, we recognize that even with the most thorough preparations, accidents and emergency situations may occur. It is important that each student’s parent(s) provide the school with the most current information that will assist in the event of an emergency.

Parents are asked to confirm the accuracy of this information in PowerSchool and make amendments as needed. Please understand that the school should have two emergency contact numbers for each family. These numbers should be in addition to the parents’ mobile or home phone numbers. Completion of the Guardianship form in PowerSchool is required if a parent will be away from Warsaw for any period of time and another adult is assigned the responsibility for supervising students outside of the school day. Please contact the school office for additional information

Insurance, Liability, and Acknowledgement of Risk

ASW has insurance that provides a specified amount of coverage for students in the event of death or disability both inside and outside of Poland as well as limited coverage for emergency medical expenses and transportation when travelling outside of Poland. This insurance coverage is not intended to replace the insurance coverage of each family and child. Every family is required through the enrollment contract to maintain medical insurance providing medical care for their children.

School Property

The school provides electronic equipment (iPads, laptop computers), textbooks, library books and lockers on the understanding that students will return them in good condition. It is the responsibility of the student to make sure that school materials or equipment are not stolen or damaged beyond reasonable wear and tear. Students who are unable to return, in reasonable condition, materials or equipment provided to them by the school will be required to pay the replacement cost, including the cost of shipping.

Students are also responsible for appropriate use of other school property: the buildings, furniture, computers, library, science, and PE equipment. Any loss or damage to school property, whether accidental or deliberate, may require, as part of disciplinary action, restitution for the cost of replacement or repair.

Personal Property

Students must assume responsibility for personal property and items brought to school. These should be appropriately labeled. We strongly advise that parents not send large amounts of money or valuable personal items with their children. Lockers and locks are provided to every student in the Upper School to store their personal and school-issued items. ASW is not responsible for loss or theft of personal belongings on campus.

Lost and Found

Small or valuable items that are found at school should be taken to the Front Security desk or Divisional offices. Those seeking such items should request assistance from the school office personnel. Other items such as clothing are placed on the "Lost and Found" table near Divisional offices or other designated locations - e.g. outside the gym. Items not claimed are periodically given to charity.

Parent/Guardianship Responsibility

Parents or legal guardians are the only persons recognized by the school to:

- Give permission for participation in school activities.
- Sign school related forms, write notes of absence.
- Allow students to return home in case of illness.
- Pick up children from school.

Persons designated to perform any of the above activities must have written authority from a parent or legal guardian for each instance. By School Policy, parents must notify the school when they will be out of town and leaving their children with a designated guardian, and appropriate legal documentation of that temporary guardianship must be provided to the school in advance.

Parent Teacher Organization (PTO)

The PTO provides support for ongoing activities of teachers in individual classrooms, grades, and all three of the school divisions that comprise ASW. All parents of students at the school and the ASW faculty make up the general membership of the PTO.

Among the PTO's activities are parent coffees, educational forums, hosting special school events, general membership meetings, and fundraising. Traditionally the PTO organizes two major events for all school families: a barbecue in September and a Spring Fair in May/June. PTO activities depend on the generosity of time and effort from parent and teacher volunteers.

General PTO activities are organized and coordinated by an Executive Board and representatives from each school. Each spring the Executive Board is selected from the general membership for a one-year term. For everyone's convenience the names and telephone numbers of the PTO Board are listed on the ASW website. Members of the Executive Board are available for questions and comments about PTO activities.

Safety and Security

Please be advised of the following safety and security concerns and responsibilities:

- Parents are requested to keep the school apprised of current phone numbers, addresses, and emergency contacts.
- School ID badge must be worn and visible at all times while on campus.
- Parents are asked to drive carefully in the vicinity of the school and exert great caution when picking up and dropping off children as school.
- Security of personal property on the streets near our buildings, or even in the school parking lots, cannot be guaranteed. Parents should be sure to lock vehicles.
- Cars parked off campus are not monitored by the school's security guards, so owners do so at their own risk.
- Bicycles brought to school are parked at the student's own risk. All bicycles should be

locked. We strongly encourage all bicycle riders to wear helmets. In addition, bicycles must be walked and not ridden on campus at any time.

- Skateboards, scooters, and inline skates are treated similar to bicycles and should not be used while on campus.
- Security guards are on duty 24 hours a day, seven days a week.
- Students should only be on campus after school or on weekends if attending or participating in a supervised activity.

Parking and Vehicle Safety

On campus parking is provided for parents and visitors as required for school business and events. Parking is allowed on a first come, first served basis with overflow parking available outside the school's rear entrance. The school provides for the safe management of traffic through the supervision of the school security team who have broad authority to assure that parents and visitors follow basic guidelines for safe use of the parking facility. The first row of parking near the elementary entrance is reserved for staff for safety reasons to ensure that vehicles are not backing into traffic or high-volume pedestrian areas during pick up and drop off times.

The school maintains yellow zones that are NOT to be used for parking, but can be used for temporary waiting for the morning drop off and after school pick up of students, as long as general traffic flow is not obstructed. Periods of wait beyond a certain limit require that the parent park and free space for other patrons to use. The school's Kiss and Go areas are meant for quick drop off of students in the morning and should never be used for longer term waiting. In the afternoon, parents may wait with their vehicle in these zones, but are requested to turn engines off in order to protect air quality. This is also in compliance with ordinances that local law enforcement would otherwise enforce.

Staff supervisors and security guards have full authority in the parking areas at all times. Failing to follow the directions of staff or security guards at any time will result in recording of the vehicle's license and denying that vehicle and driver from accessing the campus in the future for a period of time determined on the basis of the severity of the concern. The school highly recommends that parents consider carpooling options and alternatives to parking on school grounds.

Student use of the parking facility requires the same registration process as for parents and special student ID will be issued for use at school entrances. Drivers must also be processed for identification by the school and must adhere to the above stipulations equal to parents and staff.

School Lunches and Snacks

A variety of hot lunches and soup/salad/sandwich options are available daily from our lunch service provider. The cafeteria is also open before the school day for quick breakfast items, and after school for snacks. Information about menus, signing up and payment plans is available from the school cafeteria.

School Photographs and Publication of Student Work

Photography and videography of students engaged in school activities on and off campus are done throughout the school year. As written in School Policy and acknowledged by all parents in the Student Enrollment Agreement, the American School of Warsaw reserves the right to use these images for the purpose of educating students, promoting the school and education, and to highlight the achievements of our students on our website and in promotional and educational materials. To protect the security of our students, we will not publish students' last names without the written permission of the parents, with the exception of the school's yearbook which is published each year as a part of a high school course. A professional school photographer is used to take individual and class pictures. Packets of pictures are available for purchase soon after all photos have been taken. Check the eNotes and the school's website for purchasing information.

Elementary School Program at ASW

Elementary School Pedagogical Leadership Team:

Elementary Principal: Jay Fladager

Elementary Vice Principal: Miranda Rose **PYP Coordinator:** Heidi Laffay-Zarzeczny

Elementary Counselors: Jamie Hamlin and Kelsey Kidd

PYP Librarians and Learning Coaches:

Angela Dachpian, Brenda Rupp - Librarians

Greg Stewart, Kira Fladager, Sara Rainey, Heather Breedlove, Callie Bush – Learning Coaches

PYP Learning Leaders:

Early Years – Lisa Sapp and Ania Lothamer

Grade 1 – Emily Dunnagan

Grade 2 – Monika Smith

Grade 3 – Maggie Collins

Grade 4 – Jess O’Hanley

Grade 5 – Mike Martin

Single Subjects - Mike Kim

Additional Languages – Monika Bar

Student Support - Erin Smolenska

OPAL Play Coordinator - George Benson

PYP Coaches – Greg Stewart

ES Office - Dorota Buksowicz

PYP Playworker Leads – Noli Embradora and Wioleta Moren

PYP Garden Lead - Kelli Griffin

Elementary Office Staff:

Office Manager - Dorota Buksowicz

Office Assistant - Agata Wrzoł-Kurnicka

Homeroom Teachers:

Homeroom Teachers:		Room #	Teaching Assistants
PK 3	Edyta Sobocińska	E066	Joanna Kazmierczak-Ladeira
PK 4	Miyoung Julien	E069	Urszula Tkacz
PK 4	Lisa Sapp	E068	Anita Biskup
Kindergarten	Ania Lothamer	E076	Danusia Doromiejczuk
Kindergarten	Crystal Litz	E073	Ramona Mihai
Kindergarten	Dana LaQuay	E074	TBD
Grade 1	Emily Dunnagan	E023	Afra Aras
Grade 1	Lisa McKay	E046	Kasia Siedlecka
Grade 1	Stephanie Wright	E022	Ola Dragowska
Grade 2	George Benson	E011	Kasia Giersz
Grade 2	Monika Smith	E012	Monika Szkoda
Grade 2	Emily Zurfluh	E013	Aga Janek
Grade 3	Nina Merritt	E133	Ola Dydo
Grade 3	Maggie Collins	E131	Agnieszka Maj
Grade 3	Sharon Ocaya Gamon	E132	Zuzanna Czerwoniak
Grade 4	Marisa Villarreal	E145	Noli Embradora
Grade 4	Jess O'Hanley	E146	Malgosia Matera
Grade 5	Carmen Reyes	E147	Wiktoria Kubiak
Grade 5	Michael Martin	E112	Maja Jensen
Grade 5	Jason Greenway	E113	Bartosz Skrzypczak
Grade 5	David Jordan	E121	Agnieszka Nieman
Grade 5	Kate Munro	E111	Cosmina Popescu

Elementary Specialist Teachers

Elementary Specialist Teachers		Room Number
Polish Native Language	Aleksandra Cechnicka	
	Anna Gozdecka	
French Language	Monika Świerczewska-Bar	
	Monika Harasimowska	
	Anna Grzegorowska	
	Kasia Podlewska	
Language Teaching Assistant	Agnieszka Kurella	
English	Magda Gałazka	E021
	Magda Kluczek	E021
	Kelly Griffin	E021
	Melody Phipps	E021
	Kim LaBaw	E021
Music	Laura Long	E031
	Jennifer Shaw	E047
Art	Helen Arnold	E033
	Chantelle Cook	AA118
Physical Education	Pawel Eleryk	C071
	Michael Kim	C071
Specialists Assistant	Sasha Bodnarchuk	C071
Library Assistant	Bożena Żukowska	Library
Learning Support	Mark Gaspersich	E021
	Rachel Nichols	E021
	Peter Harrison	E021
	Marcin Skoczylas	E021
Speech & Language	Erin Smolenska Keane	E021
Learning Support Assistant	Wioleta Moren	E021
Coaches	Sara Rainey, Heather Breedlove Greg Stewart, Callie Bush, Kira Fladager	
Guidance Counselors	Kelsey Kidd	Elementary Office
	Jamie Hamlin	Elementary Office

What We Do

Our Curriculum

The International Baccalaureate® (IB) Primary Years Program (PYP) is for students aged 3-12.

The PYP prepares students to become active, caring, lifelong learners, who demonstrate respect for themselves and others and have the capacity to participate in the world around them. It focuses on the development of the whole child as an inquirer, both within and beyond the classroom.

The PYP Curriculum

The PYP curriculum contains three key components, which explain how students learn, how educators teach, and the principles and practice of effective assessment within the program.

Inquirers
Knowledgeable
Thinkers
Communicators
Principled
Open-minded
Caring
Risk-takers
Balanced
Reflective



The PYP:

- addresses students' academic needs and their social and emotional well-being
- encourages students to develop independence and to take responsibility for their own learning
- supports students' effort to gain an understanding of the world and to function effectively within it
- helps students to establish personal values as a foundation on which international mindedness will flourish.

Curriculum Framework

The PYP Curriculum Framework is based on the interaction between the learner, learning and teaching and the learning community. All students will experience growth and development in their understanding of themselves as learners, their ability to identify questions and problems and they will have chances to to apply and share their learning in real world situations. As students own their own learning, they will have voice and choice in what, how and when they learn as well as how to represent their understanding. All students will build:

- knowledge, which is both disciplinary, represented by traditional subject areas (language, maths, science, social studies, arts, PSPE) and transdisciplinary
- conceptual understanding, which students explore through structured inquiry in order to develop coherent, in-depth understanding, and which have relevance both within and beyond subject areas
- skills, which are the broad capabilities students develop and apply during learning and in life beyond the classroom
- ability to take-action, which is an expectation in the PYP that successful inquiry leads to responsible, thoughtful and appropriate

Approaches to Teaching

The PYP is driven by specific approaches to teaching. It identifies how schools should teach the PYP. The PYP is committed to structured, purposeful inquiry that engages students actively in their own learning. The program supports students' efforts to construct meaning from the world around them by:

- drawing on their prior knowledge
- providing provocation through new experiences
- providing opportunities for reflection and consolidation.

This approach respects students' developing ideas about how the world works. It encourages them to question, consider and refine their understanding of the social and natural world.

In addition to inquiry-based learning, the PYP includes teaching that is

- Focused on conceptual understanding
- Developed In Local and Global Contexts
- Focused On Effective Collaboration
- Differentiated To Meet the Needs Of All Learners
- Informed by assessment

What are the purposes of assessment in the Primary Years Program?

The purposes of assessment are to:

- promote student learning
- provide information about student learning
- contribute to the successful implementation of the program.

Through assessment, the IB helps schools teaching the Primary Years Program (PYP) to identify what students know, understand, can do and value at different stages in the teaching and learning process.

In the PYP, learning is viewed as a continuous journey where teachers identify students' needs and use assessment data to plan the next stage of their learning. Teachers use a wide range of assessment strategies to document, monitor, measure and report on learning of each individual student ongoing and authentic ways.

The PYP Exhibition: encouraging in-depth, collaborative inquiry

In the final year of the PYP, Grade 5 students carry out an extended, in-depth, collaborative project known as the PYP exhibition.

This involves students working collaboratively to conduct an in-depth inquiry into real life issues or problems. Students collectively synthesize all of the essential elements of the PYP in ways that can be shared with the whole school community. It also provides teachers with a powerful and authentic process for assessing student understanding.

The exhibition represents a unique and significant opportunity for students to exhibit the attributes of the IB learner profile developed throughout their engagement with the PYP. It also provides schools and students with a wonderful opportunity to celebrate the transition of learners to the next phase of their education.

Play

Play is essential for physical, social, cognitive and emotional development and wellbeing. A playful and responsive learning environment nurtures imagination, curiosity and meaning making. The skills and dispositions developed through true play enable and enhance academic learning. Play is a 'right' for all children in their development.

Making

Making is a learner 'right'. Making is a vehicle for inquiry, play and purposeful creation that demonstrates and expands learner knowledge, skills, understandings and the attributes of the learner profile. It provides opportunities for learners to create, invent, discover and problem solve in authentic ways.

- Making can be connected and inspired by curriculum.
- Safety/responsible use is taught, however, learners learn by doing.
- Less Us: They DO
- Time to use, try, experiment, play and reflect is important for student growth

Guidance (Personal, Social, Emotional Education)

Elementary Guidance Counselors serve as a resource to ensure the social, emotional and academic success of our students.

The Counselors work with teachers, teaching assistants, and parents to support students in reaching their full potential and help them enjoy a positive school experience. Program support is delivered in many formats, including classroom lessons, school-wide initiatives, individual counseling, group counseling, and consultation with teachers and parents. Counselors teach students coping strategies, skills, and mindfulness techniques to handle various challenges. The most prevalent issues that are addressed through the guidance program are the development of social skills, conflict resolution strategies, effective communication, cooperation, and self-esteem.

4 Day Schedule

2022-23: The Elementary School will implement a 4 Day schedule.

Important Features of the Schedule:

- **4 Days Rotate:** This helps to ensure that the same classes are not missed due to Monday/Friday holidays. The rotation provides students and teachers with opportunities to work together on different days of the week. The schedule aligns with the 4-day system in Middle School and High School for ease of cross-over and whole school scheduling.
- **Single-Subject and Additional Languages:** On the rotating 4-Days, all grades will have PE blocks, Music blocks and Arts blocks. Additional Languages will have daily blocks which include a built in Polish Culture and Language component (PCL).
- **Open Doors:** We will have “Open Doors” once a week for an extended block in all grades. In Open Doors time, students choose areas of interest to inquire deeper with the support and facilitation of an adult. All staff support Open Doors facilitation in some way. Some are regular group leaders, others are guest experts. All of the activities are driven by the interests and passions of our learners.
- **Service Garden:** Students have the opportunity to work in our Elementary Garden on a regular basis in the weekly schedule. They learn about ecology and participate as a community member to taking care of our school. Classroom teachers work together with our Garden Leads to embed the learning in our curricular planning.

Reporting Student Progress

At ASW we have a Reporting Student Progress Process to inform the learning community. The RSPP reflects the question “How well are we doing?” at a moment in time. Reporting is based on learning that has been monitored and documented. It articulates achievement of the students’ learning, identifies areas for growth and contributes to the efficacy of the programme. At ASW, in addition to some of our documentation sharing practice such as learning portfolios, we have a process for reporting student progress that includes, but is not limited to, ‘three-way’ conferences and student-led conferences, ‘spotlight-on’ assemblies, inquiry showcases as well as written reports.

Three-way conferences involve the student, parents and teachers. The purpose of these conversations is an opportunity to establish a relationship between the student, parents and teachers, those who are responsible for supporting the student through the learning process. All present at the conference have a role to play in highlighting and identifying achievements, challenges and possible next steps. Students reflect on and share their learning through artifacts and possibly portfolios. Parents have a chance to share their perspectives on their child’s learning with both the student and teacher. The teachers will also share evidence of student learning growth (compared to themselves and grade level expectations or standards) with the parents and child. Goals and concerns for the year to come are collaboratively developed by parents, student and teacher and a learning plan is established.

Student-led conferences involve the student and the family. The students are responsible for leading the conversation, and sharing their learning journey. The purpose of these conversations is to celebrate and reflect on the student’s growth from the beginning of the year, and to allow the child to work together with his/her family to set goals to ensure the student’s continued success. These may involve a student demonstrating understanding through a variety of different learning engagements within the homeroom class and in single subject learning environments.

Spotlight-On Assemblies exist for the community to come together in a performance space to celebrate and share learning stories through various presentation modes. Spot-light assemblies afford our students a chance to learn and practice presentation and communication skills while sharing their learning with an authentic audience. Spotlight on assemblies are student centered in that students have voice, choice and ownership over content and modes of presentation. Teachers support students to prepare and present assemblies in order to give meaningful insight into the diversity of learning across the curriculum to parents and peers. Spotlight on assemblies take place twice annually for each grade level and are scheduled based on the programme of inquiry.

Inquiry Showcases exist for the community, including parents, to come together to learn about the processes of student learning. Inquiry showcases afford our students a chance to learn and practice presentation and communication skills while sharing and engaging in learning with a community outside their classroom or grade level. Inquiry showcases are tied to current units of study and are an authentic window into student growth. Inquiry showcases take place at least two times annually for each grade level and are scheduled based on the programme of inquiry.

Unit of Inquiry (UOI) Progress Reports

Our PYP Programme of Inquiry is made up of 6 transdisciplinary themes. All grade levels engage in units of inquiry in 4-6 themes based on developmental appropriateness. An ASW UOI Progress Report is written after each unit of inquiry. The progress report is directly linked to the learning and teaching outlined in each PYP unit letter at the start of every unit. On each report there is a teacher written statement synthesizing assessment of conceptual understandings, highlighting personal inquiries and describing action taken by the students. In Grades 1-5, there is also a measurement of learning based on what students are able to do at that moment by using “I-Can” statements in relation to grade-level expectations across different disciplines. These reports include input from all teachers across a grade level. UOI progress reports are issued 1-2 weeks following the end of a unit of inquiry. Units of inquiry have flexible timeframes; hence these reports are issued at varying moments across the school. (See RSPB Table below.)

ASW PYP Student Achievement Reports

An ASW PYP Student Achievement Report will be completed as a summary report of the learning journey a student has experienced in an academic year. These reports include student reflections, student language profile and a student photo. They also include a statement written by the teacher describing the child as a learner, evaluation of achievement in relation to grade level expectations and all UOI progress report statements of conceptual understanding.

Overview of Reporting Student Progress Process over the course of the school year.

Grade	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APRIL	MAY	JUNE
EY PRE-K 3-4	Intake	Three-Way Conference		Assembly Progress Report	Inquiry Showcase		Progress Report		Progress Report Student Led Conference		Assembly End of Year Progress Report
EY KG	Intake	Three-Way Conference		Progress Report	Assembly Inquiry Showcase		Progress Report		Progress Report Student Led Conference	Assembly	End of Year Progress Report
Grade 1	Intake & Back To School	Three-Way Conference	UOI #1 Progress Report Inquiry Showcase		UOI #2 Progress Report Assembly		Assembly UOI#3 Progress Report		UOI#4 Progress Report Student Led Conference	UOI #5 Prog- ress Report	UOI #6 Progress Report Student achievement report
Grade 2	Back To School	Three-Way Conference Assembly	UOI #1 Progress Report		UOI #2 Progress Report		UOI #3 Progress Report Inquiry Showcase	UOI#4 Progress Report Inquiry Showcase	Student Led Conference	UOI #5 Prog- ress Report	UOI #6 Progress Report Report of Student Achievement
Grade 3	Back To School	Three-Way Conference Assembly	UOI#1 Progress Report	Inquiry Showcas	UOI #2 Progress Report		UOI #3 Progress Report Assembly	UOI#4 Progress Report	Student Led Conference	UOI #5 Prog- ress Report	UOI #6 Progress Report Report of Student Achievement Inquiry Showcase
Grade 4	Back To School	Three-Way Conference	UOI#1 Progress Report Assembly		UOI #2 Progress Report	Inquiry Showcase	UOI #3 Progress Report	UOI#4 Progress Report Assembly	Student Led Conference	UOI #5 Prog- ress Report	UOI #6 Progress Report Report of Student Achievement Inquiry Showcase
Grade 5	Back To School	Three-Way Conference	Inquiry Showcase	Assembly UOI#2 Progress Report		UOI #3 Progress Report Px Launc Meeting with Parents	UOI #4 Progress Report		UOI #5 Progress Report Student Led Conference	PYPx (UOI #1) Progress Report Inquiry Showcase	UOI #6 Progress Report Report pf Student achievement

Home Learning

Home learning exists as a complement to a child's growth and development at school. Home learning includes all the learning students do that supports holistic and well-balanced living after school hours which includes, but is not limited to: reading, speaking in home language, music, sports, chores, hobbies, family commitments and engaging in activities based on interests or passions. We believe home learning is the responsibility and choice of each family.

At ASW in the ES, we support families by collaborating and communicating with parents to bridge home and school. We know our students well and recognize the incredible learning opportunities in which they engage after school hours. We can provide recommendations and suggestions for school related home learning engagements that are based on classroom, individual and developmentally appropriate needs as options. However, we afford families the choice to engage as it suits their beliefs, time and context. We refer all adults in our community to current research around the negligible impact of homework in elementary school.

PYP PSPE: Physical Education (PE) and Swimming Information

On the days when children have a PE class or after school sports activity, students should be dressed in attire appropriate for extended physical activity and for the weather. Shorts are appropriate when the weather is warm. For safety reasons, athletic shoes with rubber soles are required for PE classes. Students may not be able to participate in gym class if they wear street shoes, sandals, socks or are in bare feet. When elementary students are swimming for PE class, more information about swimsuits, goggles and other equipment will be provided. Swimming clothing needs to include a bathing suit, flip-flops, swim cap (long hair), goggles (if desired), towel and swim bag. Swimming is a mandatory part of our P.E. curriculum and therefore ALL students are expected to fully participate unless they have a valid, documented medical excuse.

The swimming pool is a Pre-K–12 shared space that includes showers and changing rooms, hair dryers and toilets. Several staff members have been trained and certified by the American and Polish Red Cross organizations. We offer water safety and swimming instruction to all students within the PE program for about eight weeks of the school year. We will keep parents informed when swimming instruction begins. All students will need towels and appropriate swimwear: for girls, a one-piece swimsuit is required. Boys cannot wear knee-length trunks or "jams." Goggles (not masks) may be worn if they do not interfere with the lesson. Swimming caps are recommended for anyone with long hair. Flip-Flops are advised.

Birthday Celebrations at School

Birthdays are an important part of childhood. We want our children and families to celebrate in age and school-appropriate ways. To do so, please follow these guidelines:

- If you invite children to a party outside of school, please only give out invitations at school if all of the children in the class are invited. If not, please find another means for alerting parents

- While we cannot host a party at school for any child, teachers will allow a very small healthy treat to be shared with the whole class for a child's birthday. Please communicate with the homeroom teachers directly as teachers will confirm when and how the treat will be shared based on their schedule that day.
- We have too many sweet snacks being brought to school. Please keep treats small and preferably as healthy as possible.

Field Trips

Classes take field trips to many places in the Warsaw area that have a relationship to the study of a particular subject area. Also, some trips may be taken outside of Warsaw. A permission form will be sent home before any scheduled field trip. For a student to participate, the form must be signed by the parent or guardian and returned to the school by the date specified.

Grade 4 students also participate in an age-appropriate overnight trip a few hours drive south of Warsaw during the school year.

PYP After School Activities Program

At ASW, we offer students an opportunity to develop their interests, skills, and physical pursuits as an extension of the regular school day. Our After School Activities program is designed to encourage students to take-action, further develop the Learner Profile attributes and participate in fun, engaging activities allowing students to socialize and make new friends.

*To ensure our youngest students are settled into school, ASAs are not offered for PK or K students until the 2nd session.

Student Responsibilities

After School Activities begin in the ES Gym at 3:30 PM. Attendance is taken prior to moving to activity spaces. Students are expected to go directly from their classrooms to the gym for attendance. In addition, students should be packed up and ready to go home from ASAs. No students should return to their locker after school unless there is a parent present.

Parent Responsibilities

Families sign up for After School Activities using the CHQ system. It is expected that students who are signed up for an ASA participate in their ASA. Repeated absences will result in the ASA spot being given to a student on the waitlist.

If a child will not be attending an ASA, parents should contact the Elementary Office before 3:30 PM. (esoffice@aswarsaw.org 22-702-8530). The ES Office will call parents if a child is absent without a provided reason.

All After School Activities finish at 4:30 PM. Parents should collect students from their activity site at 4:30 PM. Bus riders will be escorted to their bus monitors for the 4:30 PM Activity Bus. Red Tag walkers are expected to leave campus directly after the ASA ends.

The ES Principal will follow up with parents if a student is repeatedly not picked up on time or stays at school past the end of the ASAs.

Attendance

If your child will be absent, the school must be contacted. Parents are requested to email their child's homeroom teacher and teaching assistant before 8:30 AM on the day a child is absent.

If a student is physically well enough to attend school, it is the school's policy that he/she will attend P.E. classes- including swimming- and likewise go out for his/her outdoor recesses. A note from a medical doctor will be required for students to be excused from P.E or recess.

In addition, attendance will be taken on Three-Way Conferences and Student-Led Conference days as students (and parents are expected to attend these important informational updates. Elementary School students cannot be absent for more than 18 days in one academic year.

Not adhering to this policy could affect recommendation for a student's grade promotion or continued enrollment at ASW. The ES Office will send an automatically generated email to parents if a student approaches the absence limit.

Daily Arrival

Supervision is provided for students on a daily basis at **8:10 AM**. **Each Wednesday school starts at 9:30 AM** in order to facilitate Professional Development activities for staff members.

Please ensure that your children arrive to school no later than 8:25 AM as students need to be in their homeroom no later than **08:30 AM**. Students who report to the classroom after 08:30 AM need to pick up a tardy pass in the Elementary Office prior to entering the classroom.

“Hand-to-Hand” Daily Dismissal

Grades PreK-5 dismiss daily at 3:30pm. Staff are required to provide “Hand-to-Hand” dismissal each day. This means, every child is “handed” to another adult. Elementary students are not allowed anywhere on campus without adult supervision before and after school hours.

There are four options for Elementary Students at the end of the day:

1. **Pick-Up- Parents or guardians who are picking their children up at the end of the day should collect their child from the grade level pick up spot outside, including students in Grades 3-5.**
2. **Bus Riders - Staff will escort students to the bus waiting area. Students should wait quietly near the bus supervisors.**
3. **PYP After-School Activities Program or Tutoring - ASW maintains a list of all students enrolled in After-School Activities or who participate in tutoring on campus. At the end of the day- based on this information- ES Staff will escort ASA or tutoring students to ASA leaders where attendance will be taken. Students must be with an adult at all times before and after school hours.**
4. **Red-Tag Kids - Grade 2-5 students who live nearby or who have parent permission to take public transportation home at the end of the day will be provided a “red-tag” which should be visible on the outside of the child’s backpack. At the end of the day, Staff will escort Red-Tag Walkers outside and monitor students as they leave campus. All students who are not in an ASA or documented tutoring session after school are expected to leave the campus promptly each day. To register your child as a designated Red-Tag Walker for 2024-2025 please go to your child’s PowerSchool page, click on the Transportation button and choose the red-tag option. The office will then prepare the tag for your child and notify their teacher.**

Parent permission for a Red should be emailed to the ES Office (esoffice@aswarsaw.org).

Permission to Leave Campus with a Red Tag Playdate

Each year, we require written permission from parents or guardians to obtain or maintain a Red Tag- which allows the child to leave the ASW campus at 3:30 PM and walk, bike or take the public bus home. A Blue Tag allows a child to wait curbside for parent pick-up until 3:45PM. (After that all students remaining on campus must be collected from the ES Office.)

Students with Red Tags will be escorted off campus at 3:30 PM unless they are in a supervised activity. (And if in an ASA or tutoring, they will be escorted off campus directly after the activity concludes.) Unsupervised students are not allowed in the cafeteria or on the playground after school. If needed, the ES Principal can revoke Red Tag privileges if a child/ family does not follow this rule after school.

If at the end of the day, another child is accompanying a Red Tag child home to play, we require parent permission be given. Ahead of a playdate, parents must contact the homeroom teacher, or come into the office to complete a “red pass” permission form. The red permission slip needs to be handed to the security guard when leaving school on that “play date” day.

Clothing Expectations

Students are expected to dress appropriately and comfortably for the varied weather in Warsaw. Students go outside for recess in almost all weather, so heavy coats, hats, boots and mittens are important school wear during the winter. In addition, students are encouraged to play when outside. School clothes should be clothes appropriate for outside and active (sometimes dirty!) play.

Each student has a private locker for keeping heavy weather clothing available. We recommend that ALL items of clothing be clearly labeled with your child’s name so it can be returned should it be lost.

Technology

We are empowering our students to be lifelong learners and to thrive in a dynamic global society, with technology as one of the many tools used to do so. The age-appropriate integration of technology enables our students **to learn** - developing skills to critically analyze and learn new information; **to create** - growing their own knowledge through the making of media-rich projects; and **to share** - allowing students to collaborate and communicate their ideas to a wider audience. At each grade level, learning needs are addressed through technology, as well as consideration for how it might enrich learning experiences. In addition, we guide our students as they learn to effectively manage technology use and make choices to develop safe habits and a healthy digital life.

Learn - Make the whole world your classroom

Create - Step forward and make things happen.

Share - Work together. Because without us all, we’re nothing.

Students use an array of tech tools and resources. In early elementary our students are 1:1 with iPads in grades 1 and 2. Students in grades 3-12 are part of our 1:1 laptop program using assigned MacBook Air laptops.

Technology Coaches support teachers and students in their learning across all grade levels. Students will be asked to comply with the terms of ASW’s Responsible Use Policy. A digital version of the agreement will be emailed to families via Google Form.

ASW's Technology Responsible Use Policy (RUP) for Elementary School

Terms of Agreement

I agree to be responsible, respectful, and safe in the following ways:

Responsible

- Keep food and drinks away from the device.
- Pick up and carry the device with two hands. Laptops will be carried in the closed position when transitioning in the hallways.
- When not in use, the device is stored in the charging cart or on a desk.
- Use Google accounts and devices as tools for learning and only access programs and online resources that teachers give permission to access.
- Tell a teacher or another adult if there is a problem with the device or chargers.
- Get teacher's approval before changing settings and/or downloading apps or extensions.
- Ask for help if I am having trouble staying on task.

Respectful

- Follow copyright expectations when using online text or media.
- Print only with a teacher's permission.
- Communicate with the knowledge that nothing is secret and messages, pictures, music, and other media remain connected to my name and account, even if I delete them.
- I will not engage in any cyberbullying practices and, if I know of or see it happening, I will tell a trusted adult.

Safe

- Keep my password private (only share with parents and teachers) and do not use anyone else's password.
- Protect my personal information when communicating online.
- Speak with an adult I trust if an online experience is inappropriate or makes me feel uncomfortable.

Consequences

If a student fails to follow the RUP, disciplinary actions will be taken and damage fees could apply. Classroom teachers will immediately handle incidents of a less serious nature. More serious incidents will be referred to the principal and handled at the discretion of the principal. Consequences will be appropriate to the incident and prior behavior of the student.

No Personal Digital Devices In Use During School Hours

Personal digital devices- phones, watches, earphones, etc. should not be used at school. In fact, students and parents are urged not to send these expensive devices to school where they can become lost or damaged.