



**The Awty International School
Houston**

**Primary School
Student/Parent Handbook
2023-2024**

Early Learning Campus (ELC)
PK3 - 1st Grade/CP

Lower School (LS)
2nd Grade/CE1 - 5th Grade/CM2

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LETTER FROM PRIMARY SCHOOL HEADS

Dear Primary School Parents and Students,

We are thrilled to welcome you to a new academic year. With each new cycle, we look forward to the arrival of new families alongside those who are returning. This yearly mix of new and familiar faces across our campuses is a hallmark of the Awty community. We pride ourselves on establishing a nurturing environment in which children feel safe and encouraged to take advantage of the excitement of learning and personal connections every day.

Community building is essential to an international school like ours. We come from so many countries and varied school experiences. This Primary School Student/Parent Handbook is key for all to understand our Awty community and to build the knowledge of how our school works. Please become familiar with the handbook, particularly the sections regarding school life and the expectations of the Awty Primary School.

Welcome to an exciting new year, and may your children and you come to cherish being a part of the Awty International School community.

Best regards,

Séverine Ireland
Head of Early Learning (ELC)

Tim Long
Head of Lower School (LS)

PRIMARY SCHOOL MISSION STATEMENT

The Primary School of The Awty International School provides a friendly and nurturing environment, while fostering academic excellence as well as respect for, and appreciation of, our international diversity. The School provides a culturally rich and diverse environment where students can grow and excel. The multicultural goals of the School are present in all aspects of the curriculum, thus making the students aware of the unique education they experience on a daily basis. Awty champions this linguistic and cultural atmosphere to enrich the students' growth in understanding and self-confidence, thus preparing them for a future in a dynamic and interconnected world.

CHARACTER EDUCATION

In Primary School, we believe character is how you act when no one is watching. In this world where children grow up far too quickly, we commit ourselves to taking the time and effort to "build into" our students the ability to think before they act, to understand fundamental differences between right and wrong, and to make good decisions.

We believe respect is the strong foundation upon which all other personal development occurs. This is our core value: Respect Ourselves, Respect Others, and Respect Our School. In addition, in their interactions with students, teachers underscore the importance of putting respect into action by instilling the following qualities of solid character development: truthfulness and responsibility. We will model, expect, practice, and reinforce these attributes within our students' school lives, whether in class or on the playground. These three attributes will be highlighted in our community work together; in addressing student misbehavior, we will make and consistently reinforce the link to these qualities. In collaboration with school counselors, we will have assemblies and class discussions during the year that help develop and reinforce respectful and responsible behavior and interactions.

CODE OF ADULT CONDUCT

All students, parents, teachers, and staff members have the right to be safe, and to feel safe in their school community. With this right comes the responsibility for every adult to contribute to supporting the efforts of school personnel in maintaining a safe and respectful learning environment.

To protect the rights of our parent, teacher, staff, and student communities, we ask all adult members of The Awty International School community to commit to behaviors that:

- Respect and comply with all applicable laws and school policies
- Respect the need of others to teach and work in an environment that is conducive to learning and teaching
- Respect the schedule of classes and teacher time with regards to parent conversations and parent presence within the hallways during school hours
- Respect the rules of access to and usage of the campuses, its playgrounds, fields, and other areas of common space, as determined by the Head of School
- Show proper care and regard for school property and the property of others
- Respect and treat others fairly, with dignity and respect, regardless of, for example, race, ancestry, place of origin, color, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability
- Avoid bullying, threats, or intimidation of teachers, students, and other parents

PARENT ACKNOWLEDGMENT

The Primary School Student/Parent Handbook has been written to help you and your child(ren) gain the greatest possible benefit from their school experience. Please read and discuss relevant parts of this handbook with your child(ren). When you have done so, please sign the **Acknowledgment Form in Blackbaud**.

COMMUNICATIONS AND PARENT RESOURCES

The Primary School is in daily contact with parents using various methods of communication (cahier, agenda, email). Parents are encouraged to contact their child's teacher with any concerns before contacting school administrators as most concerns are best addressed by the classroom teacher. If the classroom teacher is unable to resolve the concern, parents are welcome to make an appointment with the appropriate administrator as follows:

Early Learning (PK3 - 1st grade/CP):

- Séverine Ireland, Head of ELC or Leah Fischer, Deputy Head of ELC

Lower School (2nd grade/CE1 - 5th grade/CM2):

- Tim Long, Head of LS or Margaux Jones, Deputy Head of LS

The Head of School and the Proviseur are available to parents by appointment for concerns not able to be resolved by the division administrators. Parents are asked to model good behavior for their children by communicating politely and respectfully with teachers and administrators.

PREPARING FOR SCHOOL

DAILY SCHOOL WEAR (DAILY UNIFORM)

PK3 and PK4 students do not wear an official uniform, just their regular clothes. However, they need to wear comfortable clothing they can take off and get on easily (i.e., when using the restroom, to change if clothing gets soiled, etc.). Clothing must not interfere with safe play (for example: no long dresses, no strings, no costume or pajamas).

Students from Kindergarten/GS to 5th grade/CM2 must wear the daily Awty uniform.

Uniform options include:

Awty plaid jumper (we strongly recommend that students wear modesty shorts underneath their jumper) or Awty navy blue twill or plaid skirt/skort or culotte with white short-sleeve blouse with school logo; white, gray, or navy blue short-sleeve or long-sleeve cotton polo shirt with school logo; white or navy blue socks ; solid colored white, gray, black, or navy blue tights (NO red tights); or navy blue twill pants with belt.

Twill pleated navy blue pants with a dark belt; white, short-sleeve or long-sleeve Oxford shirt with school logo; white, gray, or navy blue short-sleeve or long-sleeve cotton polo shirt with school logo; white or navy blue socks; knee-length shorts with a dark belt; the Awty sleeveless vest, as the weather permits.

For colder weather, ankle-length solid-colored leggings (white, navy blue, gray, or black, NOT red) under skirts or jumpers may be worn as long as white or navy blue socks are also worn.

The Awty International School uniforms are to be purchased at [Dennis Uniforms](#). If a student comes to school without the proper uniform, parents may be called to deliver the appropriate attire.

LOWER SCHOOL DRESS UNIFORM

All Lower School students (2nd grade/CE1 - 5th grade/CM2) are required to have a dress uniform in addition to their daily uniform. On formal occasions, such as school photos, some field trips, and campus celebrations or ceremonies, students are required to wear a dress uniform as described below. Please note: the Early Learning students (K/GS - 1st grade/CP) will wear their daily uniform for school photos, field trip outings, or ceremonies.

Dress uniform options for 2nd grade/CE1 - 5th grade/CM2:

Awty plaid jumper, white short-sleeve blouse with school logo, white or navy blue socks or only solid white tights with dark dress shoes (NO sneakers or boots). We strongly recommend students wear modesty shorts underneath their jumpers or skirts. **Dress Uniform Option (5th/CM2 Only)**: As an option to the above, 5th/CM2 students may choose to wear the Awty plaid skirt/skort or culotte with the white short sleeve or long-sleeve oxford shirt with school logo.

Twill pleated navy blue pants with a dark belt, white or navy blue socks, dark dress shoes (sneakers and boots are not acceptable), white short-sleeve or long-sleeve oxford shirt with school logo and the Awty cardigan or the Awty sleeveless vest, depending on the weather (if weather is too warm, the sweater and vest may be omitted).

SHOES

Early Learning and Lower School students may wear shoes or sneakers with their daily uniform. Preferably, the dress shoes for Lower School students should be dark colored (black, brown, navy blue, etc.) and have safe, flat soles/heels. Sneakers or tennis shoes may be lace-up or Velcro and must not light up, sparkle, roll, make noises, or be overly distracting. For the health and safety of students, winter boots, cowboy boots, open shoes or sandals are not allowed, unless approved for a special event. *Please note*: sneakers/tennis shoes are permitted with the daily uniform, but not the dress uniform. Additionally, some tennis and other shoes worn with the daily uniform may not be appropriate for Physical Education (P.E.) class (as appropriate cushioning and support is needed).

OUTERWEAR

Acceptable daily uniform outer garments include the Awty sweatshirt, the Awty cardigan, the Awty fleece jacket, and/or the Awty winter jacket (available in the School Store). The Awty cardigan or the Awty fleece jacket is permitted with the dress uniform; however, the Awty sweatshirt and the Awty winter jacket are not considered appropriate dress uniform attire.

Due to colder weather in January and February, students will be permitted to wear winter coats of their choice.

PHYSICAL EDUCATION UNIFORM

1st grade/CP - 4th grade/CM1: The students will wear their school uniform during P.E. class. All students must wear navy blue, black, or gray shorts under their jumpers or skirts.

5th grade/CM2: Students will receive a P.E. uniform free of charge the first week of school. Additional uniforms may be purchased throughout the year at the School Store. The P.E. uniform consists of gray Awty shorts and either the white Awty T-shirt, any official Awty T-shirt purchased for an Awty event, or a solid white T-shirt. If a student wishes, black, white, gray, or Awty green bike shorts may be worn under the official shorts.

ALL 1st grade/CP - 5th grade/CM2: Students must wear proper sport tennis shoes with adequate support for the foot. For safety, tennis shoes must be properly fitted with shoelaces tied tightly or tightened adequately with Velcro straps. If students choose to wear dress shoes, they must also bring their tennis shoes for P.E. class. Converse, Skechers, and Vans type fashion shoes are not acceptable for P.E. class.

In cold or inclement weather, students may wear solid navy, black, or green sweatpants with the Awty sweatshirt, Awty fleece jacket, or Awty winter jacket.

TRANSPORTATION FORM

All Early Learning and Lower School students must have an **Afternoon Transportation Form** on file with the School. This form indicates the habitual means of transportation the student will use to return home each day and which individuals are authorized to pick-up the student from school. This form is available by mid-August in myAWTY > Forms.

DAILY CLASS SCHEDULE

- **Early Learning (PK3 - 1st grade/CP)**: At the ELC on N. Post Oak. PK3 - K/GS students start class at 8:15 a.m. and are dismissed at 2:45 p.m.; 1st grade/CP students go to class at 7:50 a.m. and are dismissed at 2:45 p.m.
- **Lower School (2nd grade/CE1 - 5th grade/CM2)**: At the main campus. Students go to their classrooms at 7:50 a.m. and have a prompt start to formal class activities at 8:00 a.m. Students are dismissed at 2:50 p.m.

MORNING ARRIVAL / DROP OFF (ELC AND LOWER SCHOOL)

Early Learning and Lower School students may arrive on campus starting at 7:15 a.m. Students may arrive either by bus, through carpool drop off, or by walking on campus via the established pedestrian entrances. Parents should not accompany students on campus during morning arrival.

AFTERNOON DISMISSAL / PICK-UP (ELC AND LOWER SCHOOL)

- **First Dismissal (2:45 p.m. for ELC - 2:50 for Lower School)**: Early Learning and Lower School students leave either by bus or carpool pick up at this time. Students may go to Awty Plus aftercare activities, or other established LS after-school activities. First, dismissal typically ends at 3:20 p.m. for ELC and 3:30 p.m. for Lower School. After this point, students not picked up will be sent to Awty Plus (which incurs an additional cost).
- **Late Dismissal (Lower School Only) (3:50 p.m.)**: Students leave either by bus or through "late sibling pick-up". Late sibling pick-up is when an older sibling from Middle or Upper School picks them up from

the LS building and accompanies them off campus through one of the established Secondary departure procedures (carpool or walking off campus). Late sibling dismissal typically ends at 4:10 p.m. After this point, students will be sent to Awty Plus (which incurs an additional cost).

Note: Parents should not walk on campus to pick up students at any of the officially established dismissal times.

DETAILED ARRIVAL AND DEPARTURE PROCEDURES

The complete details related to bus routes and schedules, carpool logistics, late sibling departure, or walking on/off campus will be shared by the respective division offices at the beginning of each new school year (typically in early August communicated via email, in the Parent Guide, and/or the Awty Notes).

TRANSPORTATION CHANGES

To better ensure the safety of our students in the afternoon dismissal process, please follow these steps to register any occasional or temporary changes to a student's usual form of afternoon dismissal:

- Transportation changes should be sent to the below contacts, including a copy to your child's teacher :
 - ELC: ELCTransportation@awty.org, and [Marylyn Raia](#) or [Sophie Zimmermann](#)
 - Lower School: primaryschooltransportation@awty.org and [Hedy Mankarios](#)
- For reasons of logistics and safety, we cannot accommodate changes after 1:00 p.m., unless it's an emergency situation (in this case, please contact the division office via phone):
 - ELC Offices: 713-328-5956 or 713-328-5830
 - Lower School Office: 713-328-5870

POTTY TRAINING FORM

For admission to The Awty International School, a student must be three years old and potty-trained when school starts in August. Before the first day of school, parents must submit a signed Potty Training acknowledgment form via Magnus Health for all PK3 students. The school reserves the right to dismiss a student from the school if repeat accidents occur. In such instances, tuition is not refundable.

ON CAMPUS

PRIMARY SCHOOL BOOKS AND SUPPLIES

The School charges a book fee in Early Learning and Lower School which typically covers all the required books and supplies for the year. However, if students lose or damage their books or supplies, they will be required to purchase replacements from the School Store and their accounts will be charged. All books and supplies will be delivered to the classrooms before the start of school and are distributed to students during orientation and/or the first days of class.

ELECTRONIC DEVICE POLICY

(SMART PHONES, WATCHES, TABLETS, LAPTOPS, AND OTHER PERSONAL DIGITAL DEVICES)

The Primary School provides tablets and laptops for student use throughout the school day; therefore, students at this level do not need to (and should not) bring their own devices of this type to school. At the same time, we recognize that there are other personal devices that students may bring to school with parent/guardian permission. In lower grades (PK3 - 3rd grade/CE2), we prefer that students NOT bring any smartphones or other electronic devices to school. In the upper grades (4th grade/CM1 - 5th grade/CM2), we recognize that these devices may be more common amongst students and that, when permitted and supervised by a teacher, can be useful tools for learning and/or home/school communication when necessary. However, we do not allow unrestricted use of these devices at any grade level, and as such, they should only be used for authorized purposes and with teacher permission. Finally, it is important that parents and students understand that when they bring these devices to school, Awty is not responsible for any damage or loss that may occur.

Students (with parent authorization) who bring smartphones, watches, and other personal electronic devices to school agree to respect the following guidelines:

1. The electronic device should remain turned off and should be stored in the student's backpack during the entire school day (including time spent on school transportation).
2. If the student has an after-school activity (Awty Plus, clubs, extracurricular activities, etc.), the electronic device must also remain off and stored until the student leaves campus.
3. Electronic devices should ONLY be used while on campus for academic purposes and/or other emergent needs ONLY if authorized explicitly by the teacher.
4. Students may NOT make phone calls or send messages with their devices during the school day. In case of sickness (or other emergent needs), the student should either go to the infirmary or the Primary School offices, where the determination will be made to call home or not.

If a student does not follow the electronic device policy, the consequences will be:

- **First Occasion:** The electronic device will be taken from the student and returned at the end of the school day. The parents will be notified by the teacher/staff member.
- **Second Occasion:** A referral will be made to the Primary School office for follow up appropriate with a "Level 1" infraction as outlined in the Primary School Handbook. The electronic device will be taken from the student and turned into the office and arrangements will be made to return it to the parent or guardian.
- **Third Occasion:** A referral will be made to the Primary School office for follow up appropriate with a "Level 2" infraction for a third recurrence as outlined in the Primary School Handbook. The electronic device will be taken from the student and turned into the office and a meeting will be set with the parent or guardian to return the device and establish a plan to avoid future infractions.
- **Additional Re-incident:** Any additional recurrence will be considered a "Serious" or a "Level 3" infraction and will involve the appropriate consequences as detailed in the Primary School Handbook under Discipline (including suspension and/or permanent loss of privilege to bring the electronic device to school).

The School reserves the right to take further disciplinary action at its discretion. In all cases, The Awty International School reserves the right to sanction a student who has inappropriate information in their electronic device such as: pornography, inappropriate photos, defamatory information, etc. The consequence for this will be in accordance with the Primary School Handbook and established disciplinary procedures. Students who use devices on campus are further subject to the provisions relating to the use of electronics set forth in the Student/Parent Consolidated Handbook.

ACADEMIC PROGRAM - EARLY LEARNING CAMPUS (ELC)

All students at the Early Learning Campus (PK3 - 1st grade/CP) follow a dual language program, spending their instructional days learning in two different languages. In PK3 and PK4, the majority of their day is either in Spanish or French and the students have a percentage of their day dedicated to daily English language arts instruction. K/GS students alternate instructional days between French/English or Spanish/English. The language model in 1st grade/CP is similar to Lower School, where they spend the majority of their day learning in either French, Spanish, or English with significant exposure to a second language of either French, Spanish, or English. The overall aims are to encourage bilingualism and support the emotional, social, physical, and cognitive development of each student through developmentally appropriate activities in two languages as he/she/they works towards fluency. Our French classes are accredited by the French Ministry of Education and use cycle coordination to support the learning objectives. Petite section (PK3), Moyenne section (PK4), and Grande section (Kinder) compose Cycle 1.

First grade/CP provides a firm foundation in the areas of Reading, Language Arts, Mathematics, Science, Social Studies, Creation, Design and Innovation (CDI), Fine Arts, and Physical Education. Students with a majority of the school day in English also learn French or Spanish; students who have the majority of their school day in French or in Spanish also learn English. All 1st grade/CP students learn to write in cursive. CP is accredited by the Ministry of Education in France and is the first year of Cycle 2 followed by the next two grades in the Lower School.

ACADEMIC PROGRAM - LOWER SCHOOL (LS)

The Lower School Campus is home to our budding elementary school students from 2nd grade/CE1 through 5th grade/CM2.

The curriculum in the International Program (2nd-5th grade) is taught either in English or Spanish and is designed to provide a firm foundation through inquiry-based learning in the areas of Language Arts, Mathematics, Science, and Social Studies. The French Program (CE1-CM2) follows the French National Curriculum, as accredited by the French Ministry of Education, also offering a balanced curriculum in Language Arts, Mathematics, Science, and Social Studies. Through the completion of Cycle 2 (CP-CE2), students are learning fundamentals as they progress into consolidation of learning in Cycle 3 (CM1-6ème). Students in both curricula are appropriately challenged by a rigorous program.

SECOND LANGUAGE INSTRUCTION (L2)

At Awty, we are committed to a bilingual education for all of our students. As such, students in the Primary School are offered daily second language (L2) instruction in one of the school's three principal languages (French, Spanish, or English). For students in the French Accredited Program, this language is English. For students in the International Program who are in an English homeroom class, this is either French or Spanish. For students in the International Program who are in a Spanish homeroom class, this language is English. Complementing the academic program, ancillary subjects, including Art, Music, and Physical Education, are offered weekly, and when available, may be delivered in a student's chosen L2.

REPORTING ON PROGRESS (Report Cards and Conferences)

Assessing learning is an ongoing process that involves multiple formal and informal instruments and checkpoints to provide a robust accounting of student progress and growth. Students in Primary School are engaged in ongoing assessment throughout the year and real time information is also available through the School's Learning Management System, Schoology.

The Primary School operates on a semester system and as such, provides two formal end-of-term report cards and two mid-semester parent/teacher conferences to monitor and report on student progress. Conferences provide the opportunity for detailed information to be shared and a space for open dialogue with parents for important celebration of successes as well as targeting areas for continued growth. The report cards act as a summative instrument to assess students in key areas of the academic program and also contain detailed comments from teachers on student performance.

Complete details of conferences and report cards are routinely communicated via email and in the Awty Notes throughout the school year.

EXTERNAL ASSESSMENTS

The Primary School uses several external assessments to benchmark student performance. Information about the test administration dates and sharing of results with parents is communicated yearly through email and/or the Awty Notes.

- **EDUCATIONAL RECORDS BUREAU COMPREHENSIVE TESTING PROGRAM (ERB-CTP5)**
The Comprehensive Testing Program, or CTP5, is a rigorously designed series of assessments developed to help educators collect critical educational data about achievement. It is both a reasoning and achievement test designed by the Educational Records Bureau (ERB) to measure what the student has learned in the areas of reading, writing, and mathematics. CTP5 is not one test, but a series consisting of multiple-choice and open-ended question tests administered to each class of students over the course of a few days, generally in February of each year. At Awty, the CTP5 is given annually to students in 3rd - 5th grades in the International Program.
- **AVANT STAMP SECOND LANGUAGE PROFICIENCY TESTING**
On an annual basis, all students in 3rd grade/CE2 through 5th grade/CM2 take the University of Oregon's Center for Applied Second Language Studies (CASLS) STAMP assessment (Standards-based

Measurement of Proficiency). This external instrument allows us to benchmark student proficiency in their chosen L2 language and help determine areas of strength and growth.

HOMEWORK

Homework gives students a chance to practice skills and review ideas they learned in class. It also helps foster independent work habits.

All students are expected to keep an accurate record of their assignments and due dates. We ask parents to support their child's academic achievement by staying within the recommended time frame for all homework, which allows teachers to judge a student's ability. Additionally, if a student is consistently spending more than the recommended amount of time on homework the teacher should be contacted.

Recommended homework times:

- PK3 - K/GS: No homework
- 1st grade/CP - 2nd grade/CE1: 15-30 minutes per night
- 3rd grade/CE2: 45 minutes per night
- 4th grade/CM1 - 5th grade/CM2: 1 hour and 15 minutes per night

Teachers coordinate assignments so no student will have more than two major tests or assignments due on a particular day. Teachers have students write down homework and assignments in the agenda and also post them in the school's learning management system. Daily, homeroom teachers provide students with time to pack their backpacks and include the necessary homework materials.

PROGRAM TRANSFER REQUESTS

The Awty International School derives its unique character from the interaction between two programs of study, the French Accredited Program, which culminates in the French Baccalauréat, and the International Program, which culminates in the International Baccalaureate diploma. Additionally, Awty students in the Primary School select an immersion language track (French, English, or Spanish). Understanding that long-term language goals may change for families, it is possible for parents to request a program (or primary language of instruction) transfer for the following academic year. To do so, please review the **Program Transfer Policy** available in myAWTY > Forms.

HOMEROOM CLASS ASSIGNMENTS

The Awty International School strives to maintain well-balanced classrooms that provide a wide range of student ability and personality as well as gender balance. We are committed to promoting community living and firmly believe that exposure to different peers is crucial to this effort. Forming new classes each year is a complex and carefully managed process conducted by the teachers and administration and involves numerous criteria. Accordingly, the School cannot accept parental requests for placement of their children with specific students or teachers. The only time an exception to this rule MAY be considered is for families meeting one of the following situations:

- Legacy: If a parent has had a direct experience with their child or another sibling in a particular teacher's class the parent may request NOT to be placed with that same teacher.
- Siblings in the same grade: Generally siblings are placed in separate classrooms; however, parents may request otherwise and the student support team will evaluate the petition.
- Documented social relationship issue: If there has been a pattern of unfavorable interactions with another classmate, AND these concerns have been registered during the school year with the Administration, a parent may request that their child not be placed with that particular classmate. *Please note*: requests related to perceptions or hearsay will not be considered. Likewise, we cannot offer to separate a student from multiple classmates.

Submitting a Placement Consideration: if the above criteria is met, parents may file a maximum of one "placement consideration" per year. This request must be sent via email to the Head of the Division in which the parent logically and educationally sets forth the reason(s), along with any pertinent history and/or documented

incidents, for the placement consideration. While we cannot guarantee that all requests will be granted, the administrative team will make every effort to honor requests that are received **in writing by the established deadline** (communicated yearly in the Awty Notes). After this point, it is very unlikely that we will be able to consider additional requests.

STUDENT SUPPORT TEAM

Parents with concerns about their child's academic achievement, behavior, medical, or social/emotional well-being should discuss their concerns with the classroom teachers first. Teachers and parents working together can often effectively address the concerns.

School counselors are available for consultation, as are the school nurses, the Head of School, the Heads and Deputy Heads of Primary School. When a classroom teacher or parent has a concern about a student's academic achievement, behavior, or social/emotional well-being needing further support, either may seek assistance from these professionals.

SNACKS AND LUNCH

Sage Dining Services provides nutritious daily snacks and lunch for all Primary School students. Hot lunch includes an entree, a side, and fresh vegetable dishes. Options to meet distinct dietary needs (vegetarian, gluten free, etc.) are also available. Please contact [Henry Bautista](#) at Sage Dining in this case. Students may request additional portions of hot lunch items. Lower School students are also able to choose additional options such as sandwiches, salads, and fresh fruit from the deli and salad bar, when available.

BRINGING SNACKS AND LUNCH FROM HOME

Students may choose to bring their own snack or lunch from home; however, it should comply with school safety and nutrition expectations. Please do not send sugary snacks or other items that would be considered junk food. Never send items that contain nuts.

WATER BOTTLE GUIDANCE

All ELC and Lower School students need to bring a reusable and refillable water bottle to school daily. There are many choices for water bottles but we have found a few things that help make the daily water bottle usage easiest for our youngest learners. Parents will provide the water bottle and need to make sure your child has it on the first day of school.

Helpful guidelines for water bottle selection

- 12 to 14 oz capacity so it's easy to drink out of for our youngest learners.
 - Water bottles larger than this tend to be too heavy.
- Made of plastic
- Write your child's first and last name using a marker or sticker on the bottle
- Leak proof
- ELC only: Must include a handle so it can be hooked to the green bag/backpack with a carabiner
 - The school will provide the carabiner.

Parents may choose any water bottle that meets these parameters. Here is [an example of a water bottle](#) we recommend.

STUDENT BIRTHDAYS AND CELEBRATIONS

Birthday and party invitations may not be handed out at school or distributed in the classroom unless the entire class is invited. For in-school birthday celebrations, parents may order cupcakes from Sage Dining. Sage is able to provide allergen-free cupcakes suitable for all students in the class. Parents must email the homeroom teacher to ask permission and coordinate the day and time of the birthday cupcakes. A week before the agreed date, the parent emails Sage Dining with a CC to the homeroom teacher to order the cupcakes. The charge for the cupcakes is added to the student's school account. Outside food/candy/snacks, flowers, balloons, gifts, and party favors are not allowed.

AWTY PLUS

The School offers an after-school childcare program, Awty Plus, for an additional fee per child. Current fees for the Awty Plus Program can be obtained from [Lara Afifi](#), Director of Awty Plus, at 713-328-5840. Immediately after school, the Lower School playground is reserved for Awty Plus programs. For more information, please contact [Lara Afifi](#), Director of Awty Plus, or [Demario Pate](#), Assistant Director, at 713-328-5840.

SCHOOL FIELD TRIPS

Details regarding field trips are communicated to parents through Awty Notes and/or direct email messages. To participate in any field trip, a student must have a completed permission form in Blackbaud. Students in 2nd grade/CE1 through 5th grade/CM2 are required to wear their uniform on field trips (sometimes requiring the full dress uniform). Field trip attire will be communicated prior to each trip. Failure to complete the permission form prior to the deadline or non-compliance with the dress requirements may result in a student being prevented from participating.

School rules and discipline apply to all field trips. If a student misbehaves on a field trip, the student may be sent home or a parent or guardian may be required to pick the child up or make arrangements for transportation. Misbehavior on a field trip may result in the student being prohibited from participating in future field trips at the School's sole discretion.

Parents are often invited to chaperone field trips, and details regarding those opportunities will be distributed through Awty Notes or direct email. Please note: **all chaperones must be on Awty's Approved Volunteer List.**

CLINIC VISITS

The clinic uses dolls or pictures of dolls to ask younger students to identify areas of discomfort. The clinic relies on student's statements of discomfort and staff input for assessment and treatment of injuries or illness. ELC teachers are permitted to clean and bandage minor scrapes.

In the case of illness or injury, students in grades PK3, PK4 and Kindergarten/GS are accompanied to the clinic by a teacher or an adult and will return to class with an adult or school nurse. Students in 1st/CP go to the clinic with another 1st grade/CP student. Students in 2nd grade/CE1, 3rd grade/CE2, 4th grade/CM1 and 5th grade/CM2 may, at the discretion of the teacher, visit the clinic without a buddy or adult supervision. In the event of an illness or injury requiring dismissal from school, students must remain in the clinic for pick-up by a parent or guardian.

Parents will be called if the student has a fever, is seriously injured and receives a mark or bruise that is large in size or severity, is injured in an incident that will result in disciplinary action, or receives Tylenol or Advil. Otherwise for minor incidents, parents are notified by email from the school nurse. Parents are encouraged to call the clinic directly with any questions regarding clinic visits. The direct telephone numbers to the Lower School clinic are 713-328-5808 and 5839. The direct number to the ELC clinic is 713-328-5896.

PRIMARY SCHOOL DISCIPLINE

We understand students will make mistakes and this is a part of the educational process, which is why it is important to have clear procedures and consequences established so we may respond consistently to these situations. The management of disciplinary incidents will take place in the following manner:

- When a disciplinary report is received (verbal or written), an investigation will take place by school authorities in which the versions of all relevant parties (either directly or indirectly involved) will be heard.
- The type of infraction will be classified and appropriate consequences will be applied as detailed in this handbook.
- The incident will be documented and the conclusions and consequences will be communicated to the involved parties.

PRIMARY SCHOOL RULES

The core Primary School rules are:

1. Respect yourself, others, and our school.
2. Respect the learning environment.
3. Respect rules and safety plans.
4. Respect and take care of materials and equipment.

The primary goal of discipline in Primary School is to provide and maintain a safe and equitable environment that promotes learning and positive personal growth. Disciplinary measures are aimed at assisting each student in the development of self-control along with social responsibility and the acceptance of appropriate consequences for their actions. We value families as part of the team as we guide children to behave respectfully.

Each teacher will post his or her individual classroom rules of conduct and remain responsible for teaching children these rules throughout the school year. Lower School lunchroom rules are posted in the dining hall and near the playgrounds.

PRIMARY SCHOOL DISCIPLINARY CONSEQUENCES

Student misbehavior can result in a variety of disciplinary consequences, at the sole discretion of the School, based on the severity of the infraction. The following is intended as a guide to disciplinary consequences, but may not include all possibilities. Parents will receive notification of serious disciplinary consequences and are expected to cooperate with the School's course of action.

Detention/Loss of Recess: Students may be assigned a recess detention for various Level 1 and Level 2 infractions or for uniform violations.

Suspension: Students may be suspended from classes, either at school or at home, depending on the disciplinary decision. Such decisions are made by the administration and may include the considerations of a Discipline Committee hearing. Suspension from school does not excuse a student from his or her academic obligations and all missed assignments must be completed.

Expulsion: In cases of serious infractions of the rules, the administration may choose to expel a student from the School. This is a decision that may be recommended by a Disciplinary Committee, and each case is subject to a final decision by the Head of School. Expelled students are not permitted to attend Awty functions nor visit the School without previous permission from the administration.

Academic Probation for 5th grade/CM2 students: Following a review at the end of each term, 5th grade/CM2 students may be placed on probation for the following term as a result of poor academic achievement. Being placed on probation indicates that a student's academic status is below an acceptable level and must be improved. If a student is placed on probation, parents will receive a letter of notification.

When a 5th grade/CM2 student is placed on probation, they will be expected to make the necessary improvements in the following term. At the end of the school year, the School will determine whether the student will be allowed to continue on to 6th grade/6ème. Students will not normally be allowed to be on probation for more than two successive terms.

Students on probation will not receive a re-enrollment package. Their place will be held pending a decision at the June student review meeting. Parents will be notified immediately following that meeting as to whether their child will be allowed to return to the School.

The following consequences are guidelines and are not necessarily applied in incremental or "stepped" order, rather they serve as a framework of options that may be applied in response to student misbehaviors:

Consequence:	Level I	Level II	Level III
Reminder of expectations	x		
Verbal reprimand by teacher	x		
Separation from the group, but <i>within</i> the class - e.g., move desk, time out	x		
Verbal or written apology	x		
Communication of incident to parent or guardian	x	x	
Student/Teacher and/or Student/Administrator conference	x	x	

A reflective process related to why actions were wrong and a plan from child for better future decision making	x	x	
Loss of recess(es)	x	x	
Discipline Office Referral		x	
Parent/Teacher conference		x	
Referral for classroom observation by School Counselor	x	x	
Behavior plan/contract		x	
Denial of school bus service, if applicable		x	
Scheduled detention		x	
Loss of privileges for next school event		x	x
Remainder-of-day release to parent		x	x
In-school suspension		x	x
Responsibility conference with parents, student, administration, and school counselor for habitual offenders; a disciplinary committee will be convened for any major infractions.		x	x
Out-of-school suspension		x	x
Expulsion from school			x

To address inappropriate and challenging behaviors, teachers have defined three progressive levels of behavioral difficulty and collaboratively aligned them with choices for appropriate teacher response or consequence.

Level One: Nuisance Behaviors

Level One focuses on redirection and preventative consequences. These are behaviors that are generally inappropriate for the time and place, and ones that are expected to be controlled by the student himself/herself/themself.

In Level One misbehaviors, a parent might not be notified unless the problem becomes recurrent or habitual. A cahier/agenda or email notification by the teacher is sufficient communication unless a parent or teacher conference is requested to discuss the behavioral expectations that have been difficult for the student.

Level Two: Behaviors Hurtful to People or Property

Level Two is reserved for more serious infractions, including bullying, biting (no skin broken), and poor sportsmanship. These behaviors cause major disruptions to the learning environment, impacting the rights of other students and teachers to learn and teach. A student who is referred to the office is experiencing difficulty with making choices in accordance with our behavior expectations.

For Level Two misbehaviors, a referral to the office always begins with a thorough investigation of the concern. A behavioral reflection or counsel from a Primary Senior Administrator may be all that is necessary to prevent the concern from occurring again. Decisions for all Level Two consequences are made by a Primary Senior Administrator. A follow-up telephone or email communication is made within 24 hours, as deemed necessary.

Level Three: Behaviors Disruptive or Dangerous to Oneself and/or to the Learning Community

Level Three is reserved for severe disruption or danger to the learning environment and/or emotional or physical harm to others (with or without intent to harm), including such things as ethnic slurs, utensils used as weapons, physical altercations, a recurring biting incident, or biting that breaks the skin.

Behavior redress begins with an office referral and investigation as in Level Two incidents and often immediate parent/guardian notification occurs. In Level Three designations, consequences typically include suspension (in-school or out-of-school) and/or may involve a remainder-of-day student release to the parent or guardian (in which the parent or guardian will be called and is expected to collect the child immediately).

Major infractions or re-incidence of Level Three infractions may result in a Responsibility Conference and/or Discipline Committee which will be convened as soon as possible to discuss reparations; attendees include administrator(s), school counselor, teacher(s); may include parent(s) or guardian(s); and the student may be included in the summary of the conference. For major infractions, the student can be removed from class until this conference is held or the committee convened. The goal of this conference/committee is to prepare for the student's continued enrollment at, or necessary separation from, school through suspension or expulsion. The safety of others is paramount; any decision taken by the School toward the student will ensure that their seriously offensive or dangerous behavior is secondary to the rights and safety of others. All disciplinary actions are at the sole discretion of the School and the Head of School has the final authority.

Discipline Committee: while rarely convened for students below 6th grade/6ème, if it is necessary, the Discipline Committee utilizes the following procedures to make determinations in serious cases:

- The Administration informs the parents of the problem and the Discipline Committee will meet;
- The Committee meets with the student, and with any others who might have information concerning the alleged incident;
- The Committee may ask the student and/or others to leave the meeting once they have been heard in full. Parents or guardians may not attend the meeting;
- The Committee's deliberations are confidential;
- The Committee's deliberations and recommendations are communicated to the Division Head who consults with the Head of School;
- The Division Head informs the parents of the disciplinary measure;
- In extraordinary circumstances, such as expulsion, the Division Head and Head of School may together communicate with the parents.