



AISB
AMERICAN INTERNATIONAL
SCHOOL OF BUDAPEST

“Your bridge
to the world.”



Parent & Student
Handbook

The AISB Mission, Vision and Values

MISSION

We empower our learners to build their futures and contribute to a better world.

VALUES

We pursue EXCELLENCE in all that we do.

We uphold high standards and act with integrity.

We invest in ourselves and take pride in our pursuits.

Our resilience is built through failure, perseverance and achievement.

We promote WELLBEING so people flourish.

We flourish when we have a purpose and feel safe, valued, and connected.

We emphasize kindness to ourselves and each other.

We are at our best when we maintain a healthy balance in our lives.

We design learning that challenges each individual to GROW.

Learning brings joy and meaning to all our lives.

Each learner is supported and stretched to reach their fullest potential, every single day.

We create relevant and authentic learning opportunities, because learning is about continuous adaptation and growth.

We commit to INCLUSION so that everyone belongs.

Our diversity is our strength. Each and every voice matters.

We respect and embrace our uniqueness, ensuring equity and access for all our students.

We are a caring community where everyone can find their place now and always.

We develop GLOBAL CITIZENS to make a positive impact together.

We act because we care.

We achieve more when we work together towards a more sustainable future.

We empower our learners to be catalysts of positive change in our community and beyond.

Academic Excellence at AISB

Academic excellence is the maximum development of one's individual capacity and skills, and is demonstrated by:

- Taking initiative and ownership to broaden one's learning, by taking risks and setting individual challenges to achieve personal growth.
- Applying creativity, knowledge, skills, and teamwork to authentic situations, and local and global problems.
- Reflecting critically on one's work in order to learn from experience and improve future performance.
- Approaching academic pursuits with pride, passion, and integrity.

- Incorporating a solution-oriented, problem-solving approach to the ethical use of technology;
- Meeting the stated standards and benchmarks as set forth in the AISB curriculum.

Academic excellence is achieved through the collaborative efforts of the entire school community: students, faculty, parents, and governing board.

Table of Content

[The AISB Mission, Vision and Values](#)

[Academic Excellence at AISB](#)

[Student Academics and Activities](#)

[AFTER-SCHOOL ACTIVITIES PROGRAM](#)

[ARTS PROGRAMS](#)

[BIG SING and DISCOVERY DAYS - EARLY CHILDHOOD](#)

[ASSEMBLIES - GRADES 1-5](#)

[ASSESSMENT](#)

[BACK-TO-SCHOOL EVENT](#)

[COUNSELING](#)

[LIBRARY](#)

[SERVICE LEARNING](#)

[SUPPORT SERVICES](#)

[English As An Additional Language \(EAL\)](#)

[Learning Resource Center \(LRC\)](#)

[Parent Responsibilities](#)

[SCHOOL BOARD](#)

[PARENT TEACHER ASSOCIATION](#)

[DIRECTOR'S WEEKLY](#)

[PARENT INVOLVEMENT](#)

[STUDENT LEARNING JOURNEYS](#)

[PARENT EDUCATION](#)

[SUPPORTING STUDENT LEARNING](#)

[COMMUNICATION](#)

[Parent and Student Responsibilities](#)

[DRESS CODE](#)

[EDUCATIONAL RESOURCES](#)

[INFORMATION COMPUTER TECHNOLOGY](#)

[RESPONSIBLE USER AGREEMENT](#)

[RESPONSIBLE USE AGREEMENT INSTRUMENTAL](#)

[HOME LEARNING](#)

[NUTRITION BREAKS AND OUTSIDE PLAY](#)

[PERSONAL PROPERTY and ELECTRONIC EQUIPMENT](#)

[SOCIAL RESPONSIBILITY](#)

[ACADEMIC CONCERNS](#)

[General Information](#)

[ABSENCE POLICY](#)

[Absences of 3-Days or Longer](#)

[Signing In and Out of School](#)

[ADMISSIONS](#)

[BIRTHDAY PARTIES](#)

[CLASS PLACEMENT](#)

[CALENDAR](#)

[STUDENT PRIVACY](#)

[COMMUNICATIONS FROM THE SCHOOL](#)

[Website and AISB Parent Portal](#)

[To 'Opt In' or 'Opt Out'](#)

[Emails](#)

[COMMUNICATING WITH THE SCHOOL](#)

[EMERGENCY NOTIFICATION](#)

[EDUCATION OUTSIDE OF THE CLASSROOM \(EOTC\)](#)

[HOLIDAYS](#)

[LEAVING AISB DURING THE SCHOOL YEAR](#)

[LOST AND FOUND](#)

[MEDICATION AT SCHOOL](#)

[PARENT SCHOOL ASSOCIATION \(PSA\)](#)

[UNDERSTANDING REPORTING](#)

[What is the purpose of a report card?](#)

[What are Indicators?](#)

[What are the AISB Learning Identities?](#)

[What do the Academic Indicators Mean?](#)

[What is an At Risk Notification?](#)

[What is a Semester Report?](#)

[Why do we conference with Students?](#)

[What is Pre-Assessment?](#)

[What is a Formative Assessment?](#)

[What is a Summative Assessment?](#)

[What are standardized assessments?](#)

[SEARCHES AND QUESTIONING ON SCHOOL PREMISES AND AT SCHOOL](#)

[SPONSORED TRIPS](#)

[STUDENT CARD INFORMATION](#)

[STUDENT COUNCIL](#)

[STUDENT VISITORS](#)

[TRANSPORTATION CHANGES](#)

[UNLISTED PHONE NUMBERS](#)

[WEBSITE INFORMATION](#)

[Elementary Faculty](#)

[COMMON ACRONYMS](#)

Dear Elementary Students and Parents:

Welcome to the 2020-21 academic year. We, at *the American International School of Budapest*, are proud of our history and tradition. Through active participation in academics, arts, athletics, activities and service learning projects, our students are encouraged to develop their present interests and to be risk takers in exploring new ones as well. Our strong reputation, however, only serves to remind us that striving for excellence is an ongoing process involving the collaborative efforts of all members of the AISB community.

In this spirit, we urge you to review carefully the information contained in this *Student-Parent Handbook*. The handbook is, in short, a written description of the "way we do things" at AISB. We believe you will find this handbook extremely valuable to assist you in your communications with the school. In particular, we expect students to be well versed in the guidelines and expectations for behavior on campus. By reviewing this information with your child, you will ensure they have a clear understanding of the school expectations and procedures, which will in turn, enable them to have a successful school year.

The Elementary Handbook is divided into three sections: Academics and Activities, Student Responsibilities and General Information. We welcome your questions and comments on the information contained in the handbook, or any other issues that come to mind. Let's work together to make this school year a rewarding experience for all.

Sincerely,



Elementary School Principal



Elementary Associate Principal

Student Academics and Activities

AFTER-SCHOOL ACTIVITIES PROGRAM

AISB proudly offers a wide range of activities to its students after school hours. The After School Activities program is tailored around five main areas (sports, recreation, service, co-curricular and fine arts), which if balanced correctly, ensures both the physical and the mental development and the wellbeing of our students.

After School Activities (ASAs) are provided by AISB Teachers and Assistant Teachers and are free of charge. ASAs run for an average of 10 weeks in each session, from 3:35 pm to 4:30/5:30 pm every day.

Hosted Clubs (HSCs) are paid activities provided by professional trainers and coaches. HSCs run from 3:35 pm to 4:30 pm for Lower Elementary (K-2), and from 4:30 pm to 5:30 pm for Upper Elementary (3-5) students.

On days where your child participates in an after school activity, please send an additional snack to tide them over until they return home.

After School Activities for Grades K-5: Students in grades Kindergarten to Grade 5 may select activities all year. It is recommended that Kindergarteners select only one activity per week/session.

After School Activities for 4 year olds: 4 year old children may select one activity per week starting in the second session which starts in January.

After School Activities for 3 year olds: There are NO activities for 3 year olds.

Hosted Clubs: There are Hosted Clubs at AISB, offering professional sport, dance, and music training. These clubs charge a fee. A few clubs might begin at 4:30 pm and end at 5:30 pm. The majority of late activities are for students from Grades 2, 3, 4 & 5.

More Information: Information about the ASA offerings can be found on the website and in the .

ARTS PROGRAMS

Each grade level will participate in a Fine Arts "Informance" at some time during the year. These "Informances" focus on the fine arts (music, art, and drama). Please refer to the website for specific dates and details about your child's program.

BIG SING and DISCOVERY DAYS - EARLY CHILDHOOD

The early childhood students and teachers gather together to sing songs at what is fondly referred to as the Big Sing. Big Sings are normally held in room A049. Parents are always welcome and are encouraged to attend.

At regular times during the year, Early Childhood parents are invited to participate in Discovery Days in the EC classrooms and Pod areas. Discovery Days are an opportunity for parents to gain a deeper understanding of their child's learning and development at school. The home-school link is strengthened as children engage in meaningful conversations about their inquiries and their learning experiences.

ASSEMBLIES - GRADES 1-5

Students in grades 1-5 are involved in regular assemblies throughout the year. Assemblies function as a time for sharing and celebrating learning while building community. Assemblies are normally held in the theater. Please refer to the website for assembly dates and times. Parents are always welcome and encouraged to attend.

ASSESSMENT

Standardized assessments are administered to grades 3-12 students. Individual student assessment results are shared with the parents / guardians of the child. Standardized assessments are only one point of data. When it comes to making instructional decisions, AISB believes in using many points of data such as in-class performance, observation, projects, classwork, and tests to help guide learning. All data is used to measure student growth and identify next steps for learning.

BACK-TO-SCHOOL EVENT

This is an event scheduled in the first month of school for parents to come to school to meet teachers, learn about teaching and learning at AISB, and get to know other parents in the grade level. Parents are encouraged to attend.

COUNSELING

The Elementary Counselor works with students, teachers and parents, to ensure the social, emotional, and academic success of our students. This support is delivered in many formats such as classroom lessons, school-wide initiatives, one-on-one counseling, group counseling, and consultation with teachers and parents. Some of the most prevalent areas addressed through the guidance program are social skills, conflict resolution, effective communication, cooperation, and self-esteem. The counselor is also involved in identifying the need for and designing behavioral and academic interventions to help our students have a successful educational experience.

LIBRARY

The Elementary Library is open Monday through Friday during the school day. Our library has a wonderful collection of over 30,000 items including books, magazines, audiobooks, and digital resources including online databases and encyclopedias. We also house more than 300 books in 16 different languages to support the home languages of our community. We currently have books to support students in Hungarian, Bulgarian, Chinese, Danish, Dutch, French, German, Hebrew, Italian, Japanese, Korean, Polish, Serbian, Spanish, Swedish and Turkish. We would love to enlarge our collection to include the home languages of all our students. The library is seeking to expand the World Language collection and welcomes donated books in good condition. Please drop your books off in the elementary library at any time. Students and parents are invited to borrow up to 10 items for a two-week period of time. Items that are lost or heavily damaged will need to be paid for. We do not loan books to people who are not part of the AISB community.

Our library offers books at all reading levels in fiction and nonfiction. Our books are divided into several categories; Picture books, I-Can-Read books, chapter books,

World Language books and Dewey number books (non-fiction). Students are encouraged to read a variety of genres, levels and languages. Students are taught how to find a book that is 'just right' for them, but also may bring home a more challenging level to read with other family members. We also have a reference section with resources that teachers may check out for classroom use and a professional and picture book section for teachers. Finally, we have a parent collection with resources about expat life and parenting. Elementary school parents may also borrow from the Upper School library.

Children using the library after school require supervision by a parent. Students are permitted to use ONLY websites found on the library website. Students are not allowed to access websites (informational, games, etc.) that are not housed on the library site (and therefore approved by the school).

Parent volunteers are always welcome. Please contact the library if you are interested.

SERVICE LEARNING

Service Learning is a valued tradition at AISB. Service learning makes curricular connections and helps children identify genuine service needs in their community and the world. The children are involved in the preparation and action needed to provide a service. They also reflect on the project and demonstrate or share what they have learned to others.

Service Learning is a teaching and learning strategy that integrates community service with instruction in order to enhance students' learning experience, to create a strong community and to teach civil responsibility.

Many community events at AISB occur schoolwide. This is a great way for our Elementary students to connect with older students and work together as an entire school community toward a common goal.

Walk the Wish supports *Csodalampa*, an organization which helps children who are recovering from life-threatening illnesses. Students gather pledges to walk 5 kms in the woods around our school. Young students walk around the school track.

The **Annual Charity Collection** supports the *Salvation Army* and other local organizations at the end of each year. The whole school community comes together to support these organizations by collecting used clothes, toys, books, shoes, and food items.

Each year, **The Canned Food Drive** brings together our school community and local communities, students, teachers, parents all take action and get involved in this community initiative through food collections. We also support *REX Dog Shelter* with an all school **Book Collection**.

SUPPORT SERVICES

English As An Additional Language (EAL)

The goal of the EAL program in the Elementary School is to support English language learners (ELL) in listening, speaking, reading and writing effectively while they are learning across the curriculum. Depending on their level of English, students receive pull out, in class support or a combination of the two. It can take anywhere from 5 to 7 years for a student to become fluent in a second language. The EAL teacher in consultation with the classroom teacher and administration will determine when a student is ready to exit the program.

Learning Support Services (LSS)

Learning support is dedicated to providing a continuum of support and resources that enable students to achieve their potential. To accomplish this, the LSS team works collaboratively with leadership, teachers, students, and families to provide the tools, guidance, support, and services needed to foster academic and social success for students. Additionally, modifications and accommodations may be made to the methods of instructional delivery, classroom assignments and assessments, which will provide students a unique opportunity to demonstrate acquisition of knowledge and understanding of the content.

PARENT RESPONSIBILITIES

At AISB, we value the partnership between Parents, teachers, and Students. As part of the educational team, parents have certain opportunities as well as a number of obligations.

School Board

Parents may serve as members of the School Board, elected by Parents to provide policy governance over the school. Elections are held in the spring and any Parent is eligible to stand for election.

Parent School Association

Parents are invited to play a leadership role in the Parent School Association, coordinating activities, projects, and events that support the school community. Contact the PSA President for more information about how to contribute your energy and talents to this worthwhile organization.

Director's Weekly

To stay abreast of what is happening in the ES, parents are expected to read the Director's Weekly, which includes the Elementary Parent Update. The Director's Weekly is posted on Veracross, the Weduc App, and is also shared by the Director's office on every Friday that school is in session.

Parent Involvement

Parents play an active role in their child's learning journey, particularly through participation in our three Parents are expected to participate in order to ensure their child has a successful learning experience.

Student Learning Journey Reflection Conferences (SLJRC)

SLJRCs are scheduled each year in the fall and spring. At AISB, conferences are a vital part of the educational program, therefore we ask all Parents and Students to

attend all three SLJRC conferences.

Parent Education

Parents attend informational meetings scheduled throughout the year such as the Parent Education Session, Parent Conversations, Discovery Days, and Informances.

Supporting Student Learning

Parents of Elementary Students support student learning by attending special events such as performances, grade-level or subject events, writer's cafes, winter concerts, and intramural showcases. Also, parents should support their child to return library books to the library by the due date.

Other ways parents can support include volunteering in their children's classroom and by chaperoning education outside the classroom (e.g. field trips/ forest walks), sharing a talent or experience with the class, helping in the library, or engaging in other opportunities presented by faculty and staff.

Communication

Parents should regularly review the Elementary School website "It's All Elementary" to stay informed of important information, to access important resources, and to read the monthly newsletters (both core and encore). Additionally, parent should regularly check and respond (when requested) to communication from the school, both email and notes/forms sent home with their child.

PARENT AND STUDENT RESPONSIBILITIES

DRESS CODE

Daily Dress

AISB does not have a school uniform. Appropriate school dress is important to the atmosphere of the school. We expect that clothing worn to school is comfortable, neat, clean, safe and appropriate to the season. In particular, it must be appropriate for the school setting. Guidelines to assist in making good school dress decisions:

- Clothing should not be overly tight, overly baggy or revealing.
- Shirts and tops should cover the student's underwear and belly button.
- No clothing may be worn that exhibits inappropriate language or logos (violent, sexist, racist).
- Hanging straps and chains are unsafe and should not be part of, or attached to, clothing worn to school.
- Shoes need to be appropriate for moving easily around campus and for outdoor play.
- Separate indoor shoes are required. These can be left at school and worn when inside the building.
- Winter clothing should include snow pants for outside play. Students will be required to go outside during the winter so it is important that they dress for the weather.

Physical Education Dress

All students must wear clean, indoor, non-marking athletic shoes. It is a great idea if your son or daughter has a pair of shoes that they leave at school for

PE.

Grades MA to 2: Students should wear comfortable clothes to school on the days that they have PE and will not change for PE class unless instructed to do so by their parents.

Grades 3 to 5: Students must wear comfortable appropriate clothes for PE. They may come to school dressed for PE or quickly change into more appropriate clothing before and after class. Each student will be responsible, with guidance from the PE teacher, to make sure they are dressed in PE clothes for class.

Swimming MA to 5: Students must wear a swimsuit and swim cap and bring a towel and goggles.

**Please bring a bag for your PE or swim clothes.*

EDUCATIONAL RESOURCES

AISB Elementary School provides students with all the basic supplies that are needed for the school day. On occasion, students may be asked to bring some materials to school for specific projects. Please review the [Elementary Student Supply List](#) to confirm what your child needs from home. Students are responsible for materials checked out to them and are expected to take good care of these materials. Resources and materials provided by the school must be paid for if lost or damaged in order to continue to use the service.

INFORMATION COMPUTER TECHNOLOGY

Technology is integrated to support daily teaching and learning, deepen understanding, develop a positive attitude towards technology use, and provide students with the concepts, knowledge, and skills to use technology effectively, responsibly and to build constructive competencies.

The Innovation department works with teachers, assistants and students to integrate technology, where appropriate, into the curriculum. Technology resources (desktops, laptops, iPads, cameras, etc.) are used to support learning objectives. All students from multiage through grade 5 have access to a school provided iPad.

RESPONSIBLE USER AGREEMENT

Technology resources at AISB are provided for students to use for educational, school-related activities.

The following points are essential agreements for upper elementary students using the facilities at AISB and being a responsible digital citizen:

I agree to:

- Share passwords only with parents and teachers
- When collaborating in Google Drive, my owner settings will always be set to
 - Prevent editors from changing access and adding new people
 - Disable options to download, print and copy for commenters and viewers

- Close all files and log out of the computer when I finish
- Never take part in any online activity that may hurt others
- Only use technology for school related work
- Follow digital copyright laws
- Ask permission from the teacher before printing
- Respect the technology that I use, treating it responsibly and with care
- Visit only those websites recommended by my teacher and approved by the school
- Practice good posture and ergonomic use at all times
- Leave all personal technology at home, unless requested by my teacher for educational use

I agree that I will NOT:

- Visit inappropriate sites
- Provide personal information about myself or other people on-line (such as name, addresses, telephone numbers, email address)
- Send or post pictures of myself or others without permission from all people in the photo, a teacher and / or a parent
- Communicate in a way that might hurt another person
- Fill out forms online without permission from a teacher/parent
- Open, change or delete files that are not for my use and/or are not owned by me
- Download files without permission from the teacher
- Install or try to install any software without permission
- Do anything that is against school policy
- Do anything illegal

AISB provides a wide selection of devices and resources for teaching and learning. Access to these devices and resources is a privilege not a right. Students must act in a considerate and responsible manner and honor this agreement to be permitted the use of technology. Failure to do so may result in the loss of this privilege.

In grades 3, 4, and 5 students complete digital citizenship activities and review of the RUA. They then sign the RUA which contains the above information and acknowledges their understanding.

Note: All school accounts and folders are accessible by school network administrators. They are not private and can be accessed at any time.

RESPONSIBLE USE AGREEMENT INSTRUMENTAL

AISB provides students with access to instrument use at school for educational, school-related activities. In grade 5, students are also provided access to instrument use at home.

The following are the AISB guidelines and expectations for the care of the instrument, case, and accessories while it is in your possession:

I agree to:

- Ask permission from the teacher before signing out / removing the instrument

from the classroom

- Respect the instrument that I am assigned, treating it responsibly and with care
- Ensure that the instrument is only used by me
- Store the instrument in its case in a safe and secure location when it is not in use (at school this means in the designated storage unit/ at home this means in a safe, secure and dry location)
- Communicate, immediately, any damage that occurs to the instrument while under my care
- Practice good posture and ergonomic use at all times

I agree that I will NOT:

- Take an instrument without permission
- Allow others to use the instrument when it is under my care
- Leave the instrument in an insecure location where it might be stolen or subject to damage

I understand:

- I am responsible for repair or replacement costs that are necessary to an instrument that occur while under my care

We encourage students to use and enjoy the instruments available at AISB. Access is a privilege not a right. Students must act in a considerate and responsible manner and honour this agreement to be permitted access to instrument use. Failure to do so, may result in the loss of this privilege.

HOME LEARNING

Home learning provides students with opportunities for developing responsibility, organization and management skills while reinforcing skills and concepts taught in school.

The following are guidelines for daily home learning:

3 & 4 year old Multiage: Parent-Child Daily Reading

K to Gr 1: 10-20 minutes daily

Gr 2-3: 20-30 minutes daily

Gr 4-5: 30-50 minutes daily*

Research shows that daily reading contributes to a child's literacy growth and development. The guidelines above include a minimum of 20 minutes (10 minutes for Multiage, Kindergarten and grade 1) devoted to shared and / or independent reading.

*Home learning in the upper elementary grades includes the reinforcement of skills and concepts from subjects outside the homeroom classroom (ie. Music and World Language)

Having a good place to reinforce learning at home is just as important to successful completion. Follow these suggestions and you are guaranteed to improve your child(ren)'s experience.

1. Find a well-lit space free from distractions such as television, video games or brothers and sisters.
2. Ensure the workspace is free of clutter, is comfortable, and has all the materials you need (erasers, pencils, pens, rulers, dictionaries, etc.).
3. Pick a regular scheduled time. Ensure it is not directly after school. Our brains need a break. Let your child rest, have a snack, and re-energize your brain first.
4. Know your child's limits.
 - *If your child has difficulty focusing for long periods of time, schedule breaks every 15 minutes, for 5 minutes, so they can focus more effectively.
 - *Home learning should not cause tears. If your child is finding an assignment too difficult, have them stop and send a note to the teacher who will follow up with support the next day.
5. Don't leave home learning until the morning it is due. Spreading practice and reinforcement out over several days ensures a better quality product and alleviates stress.
6. If you have trouble remembering the instructions:
 - a. Ask the teacher to write them down or write them down yourself before leaving school.
 - b. Ask Mom or Dad, an older sibling for help, look on the website, or call a classmate.

NUTRITION BREAKS AND OUTSIDE PLAY

Students go outside for fresh air, whenever possible, during nutrition breaks.

All students are to take their breaks in designated areas:

- Students in Multiage-Grade 2 play on playground A.
- Students in grades 3-5 play on playground B.
- Students are not allowed to wander through the building, in the hallways, or be in the gym/PE/MPR area unsupervised.
- Students may go to the library to read or work quietly during the first nutrition break on the day assigned to their grade level
- Students may go to the EPIC or STEAM room on the days assigned to their grade level and when space is available.
- On rainy days outside playtime will take place in the classroom.

In order to do their best at school, we encourage children to partake in healthy eating habits. This includes healthy snacks as well as a nutritious lunch. The school cafeteria provides a prepaid lunch option for students. Menus are available on the school website and include the nutrition value. This option is economical and offers a balanced nutritional meal. Parents pay in advance for this service to the cafeteria. If you or your child do not like what is provided through the cafeteria, you may send a packed lunch from home. Microwaves are available to heat food.

Students in **grades 1-5** are responsible for bringing their own snack for morning break and after school (should they be involved in activities). The school cafeteria provides a prepaid snack option for students in the Early Childhood (Multiage and Kindergarten).

Elementary Students have access to the Elementary cafeteria during lunch and access to the Elementary coffee shop from **3:30-3:40 only**. Students in grades 1-5 who forget their morning snack should inform their teacher who will get them water and an apple or banana from the cafeteria. Students in elementary do not have access to the Building B Cafeteria, Coffee Shop, or Vending Machines. Grade 5 Students have access to the cafeteria (in Building B) during their lunchtime only. No elementary Students are allowed in Building B unsupervised before, during or after school.

A Note About Healthy Eating

At the American International School of Budapest, we encourage healthy eating habits. Children are encouraged to eat healthy and make healthy choices. A healthy, well-balanced diet helps the brain function more efficiently allowing for improved concentration and memory. Begin each day with a healthy breakfast that includes fresh fruit, whole grains, and protein. Ensure your child eats healthy throughout the school day and finishes with a satisfying dinner to help them sleep (the recommended 9-10 hours) through the night.

PERSONAL PROPERTY and ELECTRONIC EQUIPMENT

Students from MA to grade 5 **do not** require personal devices at school.

Students are not permitted to bring valuable items, electronic equipment (iPad, Game Consoles, etc.), cameras, Apple Watches or mobile (cell) phones to school. Students **are not** permitted to use electronic equipment or mobile phones during the school day unless specifically requested by a teacher for educational use. Landlines are available throughout the school should phone calls home need to be made.

Items such as skateboards or rollerblades/roller shoes are not permitted on campus unless specifically requested for a special event. In these cases, helmets and other safety equipment are expected to be worn.

The school cannot assume responsibility for valuables that are either lost or stolen on campus or on school trips. Any inappropriate items being used during the school day will be taken away and held in the office for the parent to pick up.

SOCIAL RESPONSIBILITY

At AISB, social responsibility is the philosophy and the practice of modeling and teaching our students developmentally appropriate skills and behaviors, which will lead to responsible decision-making.

Our goal is to provide our diverse community with a positive school climate that fosters a safe learning environment for all the stakeholders in the community. Lifelong learning is important not only for our students but the teachers, assistant teachers and other staff. As a community, we uphold the 3 R's: Respect yourself, Respect others and Respect our environment. Social values of friendliness, warmth, respect, humor, and support combine with intellectual values such as curiosity, risk taking, and perseverance to create a learning community in which everyone belongs and thrives. We support our students and community in their efforts to be

responsible, take ownership for their actions and contribute to a positive school climate.

Each of us plays an important role in upholding a school environment that is safe and secure for all students. The code of conduct applies to everyone involved in the school community, including students, parents or guardians, volunteers, teachers and other staff members. Our community extends beyond the school gates and the code applies whether on school property, on school buses, at school-authorized events or activities, or in other circumstances that could have an impact on the school climate. We aim to be respectful global citizens no matter where we are in the world.

We believe everyone in our community should:

- Respect themselves, Respect others and Respect the environment
- Be open-minded and caring in order to create a positive learning environment
- Appreciate and embrace the diversity found in our community
- Work effectively, collaboratively, and independently
- Accept responsibility for their actions
- Reflect on their learning
- Resolve conflicts in a respectful manner

Clear expectations also entail the clear communication of consequences for disruptive behavior. In the elementary school, students are guided through progressive consequences, which can include self-reflection, problem-solving, working with a counselor, a visit to the Associate Principal or Principal's office, parent notification, detention, or suspensions.

Student Health and Safety

The safety of students will be ensured through the close supervision of students in all school premises and through special attention to the following:

- i. Maintaining a safe school environment;
- ii. Maintaining safe practices on the part of the personnel and students, particularly in those areas of instruction or extra-curricular activities which offer special hazards;
- iii. Offering safety education for students as relative to particular subjects, such as laboratory courses in science, shop courses, health and physical education;
- iv. Providing prompt and competent first-aid care for children in case of accident or sudden illness;

Having a trained and certified lifeguard when the swimming pool is in use.

Unacceptable Behavior:

Unacceptable behavior includes inappropriate language, disruption of the learning environment, defiance, teasing/ taunting, physical aggression, harassment and bullying. **These behaviors are inappropriate.** There are no exceptions to this statement. It is every person's right to come to school and feel comfortable and safe.

Definitions for Unacceptable Behavior:

- Inappropriate Language – Language that is not appropriate for the purpose or situation, is repeated or becomes a pattern.
- Disruption of Learning Environment – Behavior that is uncooperative and prevents the child and other children from interacting with others within the learning environment.
- Defiance - Open disregard to a reasonable request from another individual.
- Teasing/Taunting – To purposefully laugh at, insult and/or criticize another person in a playful, bothersome or unkind manner.
- Physical Aggression – Causing or threatening physical harm to others. It can include hitting, kicking, biting, using weapons, and breaking toys or other possessions.
- Harassment / Bullying - The behavior hurts or harms another person verbally, physically or emotionally and is demonstrated as a consistent pattern over an extended period of time. The victim(s) have difficulty stopping the behavior directed at them, and struggle to defend themselves. There is a clear “imbalance of power” either physically, socially, or emotionally.

The behavior can be overt, with physical behaviors, such as fighting, hitting or name calling, or it can be covert, with emotional-social interactions, such as gossiping or leaving someone out on purpose. It can be face to face or via social media.

Cyber-bullying includes, but is not limited to, the inappropriate:

- Creation of online media (webpage, blog, group, etc.) in which the creator assumes the identity of another person;
- Impersonation of another person as the author of content or messages posted on the internet; and
- Disrespectful communication of material electronically to more than one individual or posting material on social media that may be accessed by one or more individuals that hurts or harms another person’s reputation, emotional stability and / or social standing.

Reporting Process

As empowered citizens who play a part in determining the daily culture of AISB, we expect students to be familiar with and work towards preventing any interactions where individuals are being treated inappropriately by others.

In the Elementary School this means:

- Saying to the person / group to “Stop, I don’t like that”
- Walking away
- Reporting the incident to the nearest adult

All reported acts of harassment and bullying that occur in school will be investigated. The school expects all members of the school community to report these incidents. Students should be able to trust and confide in assistants, teachers, counselors, administrators, siblings and parents who in turn can help the student report the matter.

Depending on the nature and severity of the incident, reactive measures may include

an apology, counseling, and / or parent involvement as well as possible consequences including suspension and expulsion. In some cases, the school may be required to alert the proper legal authorities about the incident. Confidentiality is maintained between the school and the family.

For the purpose of this handbook, bullying and harassment do not include:

- The legitimate exercise of an individual's supervisory or instructional authority
- The expression of complaints, whether orally or in writing, if communicated in a manner consistent with the intent of the guidelines above.
- Naturally occurring, occasional conflict, which is an inevitable part of social interaction.

Suspensions or Expulsions

The most serious disciplinary issues may include repeated infractions of school rules that impairs the safe and harmonious functioning of the school. Such infractions are managed in accordance with the AISB Disciplinary Procedures outlined below. The Student Review Committee that administers the Disciplinary Procedures may issue students with a formal warning, a suspension, or a combination of other restrictions, or expel a student.

Suspensions: a suspension represents a serious disciplinary consequence. Suspensions become part of the student's record. The student loses the right to attend classes and to participate in after-school activities for a designated period of time. For attendance purposes, suspended days are marked as "Suspended". Out-of-school suspensions are primarily used in severe cases where student safety is an issue. (There will be no grade deductions resulting from the suspension itself.)

Expulsion: Termination of the student's enrollment status at AISB.

AISB - Disciplinary Procedures

Students whose behaviour violates the rules of the school, or interferes with the educational program and/or whose behaviour results in the destruction of school property may be expelled from the School.

The Student must be provided a hearing on at least one occasion during the procedure. Minutes shall be taken at the hearing.

The disciplinary procedure shall ensure that Students have the right to be accompanied by their parents or other legal guardians (hereinafter: parents). If the Student or his/her parents cannot participate at the hearing they are entitled to submit their comments in writing.

The Student and his/her parents shall be informed about the hearing at least two working days before the hearing. The notice of the school shall disclose the nature of the complaints against the Student and any document which will be used in the procedure.

Stage 1 – Decision of the first instance

The Disciplinary Committee - which consists of at least three Faculty Members - has the first instance authority regarding Student expulsion.

If the Disciplinary Committee concludes that the Student's behaviour violates the rules of the school, but they see the opportunity for improvement, they will inform the Student about a timeframe within which the improvement is expected. In that case, the Disciplinary Committee issues only a notification of warning. This warning will remain in force for a period of up to six months from the date of the hearing. The decisions of the Disciplinary Committee as well as the warning shall be recorded in writing.

If the Student behaviour violates the rules of the school within the above period, the Disciplinary Committee is entitled to hold a second hearing, where they can decide on the Student's expulsion.

The Student must be notified of his/her right to appeal.

Stage 2 – Decision of the second instance

A Student shall have the right to submit a request for revision against any first instance decision. The Student may file such a request with the Director of the School within fifteen days as of the date of disclosure of such decision. The Disciplinary Committee shall forward all documents relating to the first instance decision to the Director immediately, but no later than two working days from the date of filing of the request for revision.

The Director shall proceed concerning the application.

Over the course of the procedure, the Director may take the following second instance rulings:

- turn down the application;
- modify the first instance decision;
- annul the first instance decision and may order to repeat the first instance procedure.

The Director shall decide on whether the decision could be implemented immediately. The Director may order the immediate execution of the second-instance decision if justified by the best interests of other Students attending the educational institution.

The decision must be recorded in a form of resolution and justification must be provided.

The final, second instance decision passed shall be final upon its communication. A final decision may be enforced.

The Student may challenge the final second instance decision before the court within 30 days from its disclosure.

ACADEMIC CONCERNS

The Divisional Principal will maintain procedures for academic concerns. Such procedures shall be designed to ensure student success. Regular and formal communication between Faculty and Parents will be the keystone to this process.

Any Elementary School student who misses 20% of a semester and or has received an At-Risk Notification may be placed on a Conditional Acceptance for the following school year. If the student is unsuccessful in meeting the expectations laid out in the Conditional Acceptance, the student may be asked to leave the school.

General Information

ABSENCE POLICY

It is important that students attend school for their continuity in learning. Making sure your child attends and is on time for school sends them and the rest of the school community the message that you believe:

- Their education is important
- Rules are important and meant to be followed
- Your child's commitment to the other members of their class is vital
- Being a part of a group entails responsibilities to that group
- Your child is an important member of the school community

Students who attend school, but are unable to attend PE, recess or other classes due to medical reasons are required to submit a doctor's note to the nurse and the teacher of the affected class outlining the reason and the length of time the child will not be unable to participate. Students without a doctor's note will be requested to participate in lessons.

School programs commence promptly at 8.30 am. It is the responsibility of the parent to see that students arrive safely after 8:15 am, but are on school grounds prior to 8:30 am.

Parents are asked to complete the [Absence Screening Form](#) for all absences including if their child will arrive late or needs to leave early from school.

School dismisses at 3:30 pm. If students are not taking part in after school activities, they are expected to be off campus by 3:45 pm.

Absence reporting relating to COVID and travel outside of Hungary

We currently have additional measures in place to safeguard our community against the spread of COVID.

If anyone from your household tests positive to COVID or is identified as a close contact of someone who has tested positive to COVID, we ask that you email health@aisb.hu. Families will be asked to isolate from campus and will be advised of our requirements as documented on our [COVID Information Page](#) for reporting absences.

If families travel outside of Hungary, we also ask that they follow our guidelines before returning to campus as documented on our [COVID Information Page](#) for travel outside of Hungary.

All families must request Director's clearance from health@aisb.hu for students who have been absent due to any illness or who have traveled outside of Hungary; before returning to campus.

Absences of 3-Days or Longer

Whenever possible, families are requested to schedule trips and other absences (doctor appointments, dentist appointments, etc.) outside the school calendar. There are 176 scheduled school days in the 2021-2022 school year. This leaves 190 days for holidays and appointments to be arranged outside of the school calendar. Every day your child misses school is a lost opportunity for learning. Students who attend school regularly achieve at higher levels than students who do not have regular attendance.

Any Elementary School student who misses 20% of a semester may be placed on a Conditional Acceptance for the following school year. If the student is unsuccessful in meeting the expectations laid out in the Conditional Acceptance, the student may be asked to leave the school.

When a long term absence is unavoidable (3 days or more), parents are required to submit an [Absence Screening Form](#) for Multi-Day Absence in advance of the absence.

When children are not travelling with parents and are under the care of a designated guardian, the school [Temporary Guardianship form](#) must be completed.

SIGNING IN AND OUT OF SCHOOL (when campus access is permitted)

Our sign in and sign out procedures enable us to better ensure the safety of your child. When arriving at school late (after 8:45) or leaving early, we kindly request you visit the Elementary School Office to sign your child in and out of school. This allows us to maintain an up-to-date record of the whereabouts of all our students ensuring their safety in time of emergency.

Please be reminded that the Elementary Office must be informed of any parents requesting their child arrive late to school or leave early from school on a regular basis. This includes any activities that regularly impact student attendance in class (ex. students attending Dutch School, Speech Lessons, physiotherapy, counseling, sport activities, etc.). The office requires accurate information regarding days, times,

number of classes missed and what classes are missed (ex. ELA, Math, PE, Music). All teachers impacted by the absence must be consulted. Parents should be encouraged to find alternatives outside of the school day. When this is not possible, a parent agreement form will be drawn up and parents, teachers and the Elementary Principal will be required to sign the form for the absence to be approved. Students in grades 3, 4 and 5 will also be requested to sign the document. Absences are unexcused until the agreement is signed by all parties.

ADMISSIONS

Students who are 3 or 4 years of age on or before September 1 are eligible for enrollment in our Multiage class. Students must be 5 on or before September 1 for Kindergarten and 6 on or before September 1 for entrance to Grade 1 and so on through grade 8.

BIRTHDAY PARTIES

The school cannot dictate whom students or their parents choose to invite to their homes for playdates and parties. We do, however, request that play dates or birthday invitations not be arranged through the school. Parents are requested to contact other parents via phone or email to make social arrangements. If invitations are being provided, please give them to the classroom teacher who will place them in each student's home folder. Should you wish to send a treat to school on your child's birthday, please make arrangements with the classroom teacher at least **48 hours** in advance. Cupcakes are recommended. If cakes are sent in, please provide the plates and forks for serving.

CLASS PLACEMENT

Classroom placements are a lengthy, complicated and thorough process. It is an essential step towards our fundamental aim of creating classes that are well balanced and promote the best possible learning environment for all children. Class placement teams consist of your child's current teachers (core and encore) along with next year's teachers, support teachers, the counselor and the administration.

We consider many different criteria when determining student placement. These include but are not limited to gender, nationality, age, school support needs, and social and emotional factors. The school considers the needs of all children in the placement process.

We understand that you, as parents, know your children in the context of your home and family. Similarly, teachers understand your child within the context of learning environment and social interactions with others. The same consideration and care is given to every child during the placement process. Please note that requests for specific teachers will not be considered. Please be assured that our goal is to place each child in a class where he/she will feel confident and successful both academically and socially.

CALENDAR

The school calendar is divided into semesters. The calendar reflects a compromise of

local holidays with North American holidays and has 176 instructional days.

STUDENT PRIVACY

In order to protect student privacy and in compliance with the European General Data Protection Regulation (GDPR), AISB will only use student information as necessary: to perform our legal obligations; with consent or express consent and when there is a legitimate interest. Please see AISB's Data Protection Policy (GDPR) on the website www.aisb.hu.

For the smooth operation of the Elementary School and for the optimal benefits of our students, we use programs, applications and media for which we need parent and student consent. Signed documentation will be requested each year in a survey to obtain said permission.

COMMUNICATIONS FROM THE SCHOOL

Website and AISB Parent Portal

On the public pages of our website both prospective AISB families and our current community will find general information about the school. On the AISB Parent Portal pages, more specific information for the AISB community can be found.

The AISB Parent Portal is a virtual bulletin board where news and announcements, calendars, resources, links and multimedia content can be viewed. We have grouped information by divisions, so that you can easily access the information that pertains both to your child and to you as a parent. We encourage you to log in on a regular basis to stay up-to-date. Login details are sent to each parent via the email address specified at enrollment.

The AISB Parent Portal is located on *Veracross*. *Veracross* is our student information system including the online directory of AISB families and faculty, as well as report card and attendance information.

Access to the Elementary School (ES) Class Websites are also available via *Veracross*. The Elementary office, each grade level and encore area hosts a section of this site where parents can find information and resources to support their child's learning. Parents are encouraged to review these sites regularly.

aisbapp

In May 2021 we introduced our new app to parents which helps streamline our school's communications. This app will become our main communication tool where we will provide regular updates on what's happening on campus and publish important reminders for upcoming events. You will also find handy links in the HUB, online forms and in-app messaging. If you do not have the app but would like to enrol, please contact info@aisb.hu

COMMUNICATING WITH THE SCHOOL

We believe in and support open and timely communication. A variety of channels are used to facilitate ongoing communication. You are encouraged to communicate

directly with your son/daughter's teacher as the need arises.

LINES OF COMMUNICATION

Contact can be made at Student Learning Journey Reflection Conferences (SLJRCs), by letter, email, phone, or in a face-to-face meeting. Our commitment is to respond to your call/email within 36 working hours. Although not always possible, a face-to-face meeting is the most direct route to resolving a problem. It also opens up the all-important communication channel between parent and teacher. Sometimes what parents hear at home does not exactly match what they might find out from talking to the teacher directly. What was starting to grow as a "concern" could have really been a communication failure, quickly remedied with a parent-teacher conversation.

After discussing with the teacher, if it is felt the matter is still unresolved, the parent may inform the teacher of their concern or grievance and request a meeting with the Principal. If it is still felt a resolution is not reached with the Principal, the parent may inform the Principal of their continued concern and request a meeting with the Director. In this case, the Director's decision is final.

EMERGENCY NOTIFICATION

AISB uses an SMS communication system. If there is a school closure or important information that needs to be received either school wide or by division, the school will send text messages through the SMS communication system. **Please ensure your personal information on Veracross is up to date** so that the school is able to reach you via this system. It is important that the school has access to your mobile number and that it is placed in the mobile field on Veracross. The SMS communication only works with mobile lines. It will not work with a landline or if your mobile number is not placed in the appropriate field.

Announcement of Make-Up Days

The Director is responsible for communicating Board policies related to emergency closings and make-up days early in the Academic Year.

Additionally, after the fourth (4th) day of emergency closing, **the Director will inform the school's community of the schedule of possible make-up days.**

EDUCATION OUTSIDE OF THE CLASSROOM (EOTC)

The Elementary School takes advantage of the rich cultural and historical opportunities present in the Budapest area. EOTC events support the educational concepts and/or content being taught in the classroom. Notices are sent home informing parents of planned trips.

Permission forms, signed by the parents, are required for students to participate. It is understood that the child's participation may subject him/her to the normal risks associated with this activity. It is also understood that the school will provide reasonable supervision of this activity, nevertheless, those supervisors and/or the school in general cannot be held accountable for any injuries, which may occur. The school does not carry medical insurance or insurance for other costs arising from accidents that may occur through no fault or negligence of the school. It is

recommended that parents review their medical insurance and ensure adequate coverage is provided.

The parent(s) authorize school personnel to take reasonable action to safeguard the health and well-being of the child, including administering first aid and, if necessary, obtaining emergency medical treatment. It is understood the school will make every effort to contact the parent(s) in the event professional medical treatment is required. It is the parent(s) responsibility to inform the school nurse of any changes in the child's medical condition, including medications being taken, since completing his/her medical history form.

Parents will receive individual forms for each class trip. Parents are required to sign these forms to acknowledge their child's attendance.

Many of these experiences are a result of collaborative efforts between the grade levels and our Hungarian Culture Program. Students are expected to follow the school behavior expectations when participating in a school-sponsored EOTC.

Grade levels and classrooms often request parental assistance as chaperones. Parents who accompany classes on a field trip are responsible for ensuring the safety of all students. Parents responsibilities include whole class and/or small groups supervision. As safety of all students is of utmost importance, parents who volunteer to support these trips are required to remain with their assigned group throughout the entire time.

HOLIDAYS

The major holidays in the school calendar are FALL BREAK (October 18 - 22), WINTER BREAK (December 20 - January 7), SKI WEEK (February 21 - 25) and SPRING BREAK (April 15 - 22). These major holidays and other days off are indicated on the school calendar.

LEAVING AISB DURING THE SCHOOL YEAR

We would like to help you make the transition of your child as smooth as possible from our school into their next. Please give attention to the following steps at least one week prior to the last day of your child's attendance at AISB:

1. Notify Admissions and the divisional office.
2. Check with the school cashier for payment or reimbursement due to you.
3. Return all school materials (textbooks, instruments, library books, sports uniforms, locks, etc.).
4. Complete and return the sign-out sheet given to leaving students by the divisional secretary.
5. Packages take a minimum of 8 days to process at the end of a reporting period.

Your child's Official Leaving Packages cannot be issued until the above steps are completed and will be given out by the divisional secretary.

The school will provide one Official Leaving Package and one Home Package per child. For additional packages please contact the Elementary School Office.

The Official Leaving Package will include:

- Certificate of Attendance
- Report Cards (only AISB)
- MAP assessment (from Grade 3 up)

The Official Leaving Package is given out in a sealed envelope. The package is no longer official if the seal is broken.

The Home Package will include for all grades:

- A copy of everything that is in the Official Leaving Package
- Medical records

Thank you for your understanding and your cooperation with this important procedure.

LOST AND FOUND

Lost and Found cupboards are located at the main reception area of the Elementary Building. This is the first place to check should your child misplace something. To avoid losing items, please be sure to **LABEL** all of your child's clothing and school materials (ie. backpacks, pencil cases, lunch boxes, shoes, scarves, hats, etc.), so it can be returned to the student if found. Please do not send toys, electronics, or sentimental items to school unless requested by the teacher for educational purposes. If these items are requested, please make sure they are clearly labelled. The school cannot assume responsibility for valuables that are either lost or stolen on campus or on school trips.

MEDICATION AT SCHOOL

All medication sent to school **must be labeled** with the child's full name, name and strength of the medication, dosage and administration times, and must include a letter from the parent directing the nurse to administer the medication. All medication **must** be left in the Nurse's Office. For safety purposes, medication should never be left in the backpack. If medication needs to be left in the classroom, permission must be given, in writing, by the school's Nurse.

PARENT - SCHOOL ASSOCIATION (PSA)

The PSA is an active and vital part of our Elementary School life. The PSA organizes activities during the year, sponsors events that encourage communication within our school community, and supports the school in maintaining the best possible educational environment for students. The PSA has a Welcome Booklet that outlines their roles and responsibilities. This is available for all parents to view on the portal. They are also a wonderful support group for new parents. All parents are encouraged to become involved in our PSA. The Elementary PSA meets each month. Meetings are held in the Multipurpose Room (MPR) in building A.

The Board encourages the active cooperation and participation of the Parents in the school. In order to facilitate the participation of the Parents, the Parent-School Association ("PSA") has been established by the Board. **All parents or legal guardians of the students (together: "Parents"), and the faculty are automatically members of the PSA.** The purposes, objectives, and by-laws of the PSA are approved by the Board and must comport to the constitution and policies of the school.

UNDERSTANDING REPORTING

Students receive two formal report cards in Semester 1 and Semester 2. Parents and students are also informed about student social and academic growth through conferences, formative and summative assessments, and daily conferring.

What is the purpose of a report card?

The purpose of a report card is to provide feedback to parents and students about what the students know, understand and are able to do. The goal of the report card is to celebrate student growth over time while also identifying areas for future growth. In addition, teachers identify student strengths and challenges in reference to learning.

What are Indicators?

Indicators identify where your child is with regard to their growth and development as a learner.

What are the AISB Learning Identities?

The AISB Learning Identities are behaviors, skills and attitudes that contribute to a successful learning experience. As students move through the grades, they develop and then consolidate the learning identities in preparation for postsecondary education and the world of work.

The AISB Learning Identities

We are Inquirers: We are curious and passionate about learning. We ask questions and investigate using multiple sources. We make authentic connections and take action based on our learning.

We are Thinkers: We are problem-solvers. We think creatively, critically, and reflectively using different strategies and skills. We are open-minded and consider multiple perspectives.

We are Communicators: We exchange ideas effectively and confidently. We actively listen and ask questions to seek understanding. We use languages and other modes of expression to gather information and communicate clearly.

We are Contributors: We exchange ideas effectively and confidently. We actively listen and ask questions to seek understanding. We use languages and other modes of expression to gather information and communicate clearly.

We are Agents of Our Own Learning: We are proactive. We set goals and manage our time to fulfill our responsibilities and commitments. We take risks, persevere, and learn from our mistakes. We strive to maintain balance in our lives.

What do the Academic Indicators Mean?

Secure (S)- The student is able to independently demonstrate all the required

knowledge and skills for the standard. The student has a grasp of the knowledge and skills specified for the grade and is able to go beyond expectations. Achievement exceeds the grade level standard.

*This does not mean that the child is doing work of a higher grade level.

Meeting (M)- The student is able to demonstrate most of the required knowledge and skills independently or with some teacher guidance.

Developing (D)- The student requires teacher guidance to demonstrate the knowledge and skills indicated in this standard. The student is able to show some independent understanding.

Emerging (E)- The student is dependent upon others to understand and apply the standard or habit. Independent demonstration is not possible.

Parents should not be surprised if their child receives an 'E' on the report card as conversations about progress will have already taken place with the teacher

Modified (*)- The student is not able to fully access the curriculum due to learning needs and is therefore provided a modified curriculum. An M* is normally used if a student is receiving beginner EAL services or LRC support.

Not Applicable (NA)**- The standard was not assessed during the specified semester.

Elementary School Reporting Schedule											
	A u g u s t	S e p t e m b e r	O c t o b e r	N o v e m b e r	D e c e m b e r	J a n u a r y	F e b r u a r y	M a r c h	A p r i l	M a y	J u n e
Student Learning Journey Reflection Conferences			X					X			X
Assessments	Assessments are ongoing all year and include pre-, formative, summative and standardized (Measure of Academic Progress [MAP]).										
Semester Reports						X					X
Targeted Interventions	6-8 week cycles										

What is a Targeted Intervention?

Targeted interventions are formal, written plans shared with the parents of students who are struggling to meet grade level expectations due to academic,

social-emotional and/or attendance concerns. Targeted interventions identify specific learning goals and strategies to support student growth. Targeted interventions usually last 6-8 weeks. Students may engage in multiple cycles of a plan.

What is a Semester Report?

Semester reports are sent home twice per year at the end of semester one and semester two. These reports provide an overview of each subject area and a personal comment about your child's growth and next steps. These are the reports where the indicators are used for the habits of learning and academics.

Why do we conference with Students?

In the traditional parent-teacher conference setting, students are "third parties" to assessment, hearing about their progress through the teachers and parents. Although teachers and parents play a vital role in assessment, inviting the student to the conference allows them to assess and reflect upon how their strengths, challenges and behavior affect themselves as learners.

Conferences are an experience that can change the communication patterns of both students and parents as students reflect on their learning, evaluate their progress and communicate this information in a conference situation. Conferences are truly a rewarding experience for all involved.

What is Pre-Assessment?

Pre-assessments are used to inform and modify instruction for all students. Pre-assessments are a valuable resource for teachers to ascertain student knowledge and understanding at the start of a new unit.

What is a Formative Assessment?

Formative Assessment is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their progress, where they need to go, and how to get there. Formative Assessments are given throughout the unit to inform teaching and learning.

Formative Assessment takes many forms. Some examples include: observations, questioning, conferencing, response logs, exit slips, peer/self-reflections, presentations, as well as verbal or written quizzes.

What is a Summative Assessment?

Summative Assessments are assessments of learning. They take place at the end of a unit. Summative Assessments assess student growth in understanding.

Summative Assessments take a variety of forms. Some examples include: performance tasks, end of unit presentations, written feedback and the traditional test.

What are standardized assessments?

Standardized assessments are administered from grades 3-12. Individual student assessment results are shared with the parents/guardians of the child. Standardized

assessments are only one point of data. When it comes to making instructional decisions, AISB believes in using many points of data such as in-class performance, observation, projects, classwork, and other tests to help guide learning. All data is used to measure student growth over time.

The American International School of Budapest uses NWEA's Measures of Academic Progress (MAP) Assessment with grades 3, 4 and 5 in the Elementary School.

SEARCHES AND QUESTIONING ON SCHOOL PREMISES AND AT SCHOOL SPONSORED TRIPS

Authority to Search Student

Members of faculty may make a reasonable search of a student on the school's premises, on school field trips or on a school-sponsored trip if there is reasonable belief that the student has in his/her possession an item or substance that is contrary to the school's rules. The search shall be made by a person of the same gender as the student and in the presence of one (1) Faculty Member.

Authority to Search School

If there is a suspicion that items, kept in the student's locker and / or belongings, may endanger the well-being, health, safety and security of the school community, a member of the Administration or his / her designee and a faculty member may make a reasonable search of the student's locker and/or belongings. The student should be present at the search unless there is a direct danger to the well-being, health, safety and security of the school and the school community.

STUDENT CARD INFORMATION

Students of our school are entitled to receive a *Student Card*, an official Hungarian document. Holders of Student Cards are entitled to a number of discounts:

- Monthly Budapest travel pass for students (currently HUF 3,450 vs. full fare HUF 10,500)
- Discount on domestic rail and bus fares
- Discount on HÉV (suburban railway) fares
- Discount on museum tickets (on one of the weekend days most of the museums provide free entrance to children and two accompanying adults)
- Discount on library enrollment fee
- Commercial discounts offered by companies accepting Student Cards, (e.g. theater and cinema tickets)

Information for Requesting a Student ID card

1. Each student must personally go to the Office of Government Issued Documents (Okmányiroda) where a photo will be taken and signature recorded. In order to do this, a valid picture ID must be shown (i.e. passport). A certificate from the school is not needed.

Note: You can go to any „Okmányiroda” at any City Hall (Varoshaza) to request your Student ID card. Going to the main office, which is open on the weekend is recommended (Address: Budapest, XI I I district. Visegrádi u. 110). If you have an official address card, the Student ID card will be mailed to

you at that address.

2. Requesting a student ID card is FREE.
3. Please submit the document that you receive from the „Okmányiroda” to Péter Deák at the Building B reception desk. Please let Péter know if you do not have an address card.
4. The school, electronically will send the personal details of the student to the Educational Center, where it will get processed.

If a student does not have a local address card, FOREIGN ADDRESS will be written on the student card.

The card can only be picked up in person at the office (Okmányiroda) where the process was started.

Students with valid Hungarian addresses will have their new student ID card sent to them by mail within 45 days from the Educational center.

It is possible to obtain a temporary certificate, until the permanent card is received. This can be requested at the school’s reception desk from Peter Deak. It can only be received if the application for the permanent card has been started. The certificate allows the student to purchase discounted student public transportation passes. However the certificate cannot be used for the purchase of discounted movie and theater tickets.

STUDENT VISITORS

Students have the opportunity to invite one guest to school provided they have a ‘Guest Form’ signed by each teacher affected, and return the form to the Elementary School Principal for approval **a minimum of two days prior to the visit**. These forms are available online. On the day of the visit, the student is required to bring his or her guest to the Elementary School Office to check in. Guest visits are limited to a maximum of one guest for one day per year. The Principal reserves the right to refuse or grant an additional request to bring a guest to school.

TRANSPORTATION CHANGES

For the safety of each student, it is vital that the teacher knows if your child is going home in a different way from what is usual. This information must be communicated by the parent via the telephone or a personal note to the ES Office and classroom teacher. **Please do not communicate a change via email** as teachers may not be able to access their email until the end of the school day (after your child has left). Please do not ask another parent to let the school know he/she is taking your child home. It is important to contact the school yourself, to help us ensure the safety of your child. The After School Activities Coordinator must also be contacted if the transportation change happens after school and your child is involved in an ASA or HC.

UNLISTED PHONE NUMBERS

A few parents choose not to list their phone numbers. This means that no listing from the school will include these numbers. Please know that this also excludes you from the emergency notification system. You must then establish your own

“emergency tree” information system. If you wish for your phone to be “unlisted”, we ask that you notify the Admissions Office. All numbers will be listed unless we are otherwise directed.

WEBSITE INFORMATION

Frequently during the school year student pictures are included on the various school websites. We do not identify students by last name, but only use the first name and /or a picture. If you do not want your child’s picture and/or first name used on a school website please notify the Elementary Office and your child’s teacher.

Elementary Faculty 2021-2022

Krista Zavits, Elementary Principal
Diane Glawe, Elementary Associate Principal
Shawn Edwards, Elementary School Counselor
Nikki Ellwood, Director of Teaching and Learning
Erika Nemes & Barbara Kezsmarki, Administrative Assistants
Gareth Lloyd, After School Activity Coordinator
Alexandra Bíró, Building A Receptionist

Multiage Teachers

Angelique Guinness/ aguinness@aisb.hu
Georgina Whitely / gwhitely@aisb.hu
Lucy Berghuis / lberghuis@aisb.hu

Kindergarten Teachers

Tamas Vukovich/ tvukovich@aisb.hu
Lindsay Page/ lpag@aisb.hu
Vincent Juarez / vjuarez@aisb.hu
Catlin Gaensler / cgaensler@aisb.hu

First Grade Teachers

Heather Macmichael/ hmacmichael@aisb.hu
Elizabeth Sims / esims@aisb.hu
Corinne Maurice / cmaurice@aisb.hu
Alycia Corey / acorey@aisb.hu

Second Grade Teachers

Ian Connell / iconnell@aisb.hu
Theresa Rekawek/ trekawek@aisb.hu
Karen Ramirez / kramirez@aisb.hu

Third Grade Teachers

Bernadette Saunders/ bsaunders@aisb.hu

Robb Wainwright / rwainwright@aisb.hu
Kevin Fayarchuk / kfayarchuk@aisb.hu
Lauren White / lwhite@aisb.hu

Fourth Grade Teachers

Frederique Houillon / fhouillon@aisb.hu
Lisa Lebiecki / llebiecki@aisb.hu
Kimberly Porter / kporter@aisb.hu

Fifth Grade Teachers

Julia Woollacott / jwoollacott@aisb.hu
Camille Johanssen/ cjohanssen@aisb.hu
Ashlee Christians/ achristians@aisb.hu

Multiage Assistant Teachers

Mariann Gurovits/ mgurovits@aisb.hu
Judit Horv'ath / jhorvath@aisb.hu
Nora Dencs / ndencs@aisb.hu

Kindergarten Assistant Teachers

Andrea Gubola / agubola@aisb.hu
Tímea Mészáros/ tmeszaros@aisb.hu

Emese Laki / elaki@aisb.hu

First Grade Assistant Teachers

Violetta Unyi / vunyi@aisb.hu
Eszter Stark / estark@aisb.hu
Anna Kenesey/ akenessey@aisb.hu

Second Grade Assistant Teachers

Neha Bhandari / nbhandari@aisb.hu
Peter Revfalvi / prevfalvi@aisb.hu
Zsafia Manner / zmanner@aisb.hu

Third Grade Assistant Teachers

Ida Karaszy / ikaraszy@aisb.hu
Maila Catudio / mcatudio@aisb.hu
Agi Szentirmai / aszentirmai@aisb.hu
Sandra Arnadottir/ sarnadottir@aisb.hu
Viki Szinessy / vszinessy@aisb.hu

Fourth Grade Assistant Teachers

Csaba Bekesi / kcbekesi@aisb.hu
Bernadett Brazda/ bbrazda@aisb.hu
Robert Connell / rconnell@aisb.hu

Fifth Grade Assistant Teachers

Valentina Perlaza / vperlaza@aisb.hu
Leon O'Brien / lobrien@aisb.hu
Eszter Oroszi / eoroszi@aisb.hu

EAL

Elif Cömert / ecomert@aisb.hu
Kelly Meredith / kmeredith@aisb.hu
Will Porter / wporter@aisb.hu
Bogi Kapin / bkapin@aisb.hu
Kathy Cromartie / kcromartie@aisb.hu
Jennifer Gelinás / jgelinas@aisb.hu
Douglas Gillis / dgillis@aisb.hu

Art

Maribeth Relano / mrelano@aisb.hu
Ana Maria Cruz / amcruz@aisb.hu

Hungarian Culture Multiage-Grade 2

Monika Tamási / mtamasi@aisb.hu

Hungarian Culture Grade 3

Piroska Nagy / pnagy@aisb.hu

Music

Instrumental

Conway Chewning / cchewning@aisb.hu

Choral

Molly Quinlan / mquinlan@aisb.hu

World Language (Grades 4&5)

Claudia Kill / ckill@aisb.hu (German)

Francois Stalder (French) /

fstalder@aisb.hu

David Garcia (Spanish) / dgarcia@aisb.hu

Nurse

Aranka Barlay / abarlay@aisb.hu

LSS

Olivia Ma / oma@aisb.hu

Pablo Ramirez / pramirez@aisb.hu

Learning Innovator

Nathan Ruhter / nruhter@aisb.hu

Assistant Learning Innovator

Paul Corfield / pcorfield@aisb.hu

Vlad Krpan / vkran@aisb.hu

Drama Grade 3-5

Douglas Gillis / dgillis@aisb.hu

Librarian

Karen MacMeekin / kmacmeekin@aisb.hu

Assistant Librarian

Emily Beregszászi / eberegszaszi@aisb.hu

Physical Education

Zsuzsanna Horvath / zhorvath@aisb.hu

Rhys Meredith / rmeredith@aisb.hu

Joshua Berghuis / jberghuis@aisb.hu

Aquatic Assistants

Zoltan Varga / zvarga@aisb.hu

Encore Assistant Teacher

Krisztina Kézsmárki / kkezsmarki@aisb.hu

ES PSA

Amber Giron

Candice Coatney

Chandra Jaeger

Katie Wilson

Elementary School

Multiage - Grade 5
Nagykovácsi, 2094
Nagykovácsi út. 12
Tel: +36 26 556 090

Elementary Office

Tel: +36 26 556 021 / +36 26 556 067
Fax: +36 26 556 003

Director:

Brett Penny / bpenny@aisb.hu

Principal: Mrs. Krista Zavits / kzavits@aisb.hu

Associate Principal:

Diane Glawe / dglawe@aisb.hu

Counselor: Ms. Shawn Edwards / sedwards@aisb.hu

Director of Teaching and Learning:

Niki Ellwood / nellwood@aisb.hu

After School Activities Coordinator:

Mr. Gareth Lloyd / glloyd@aisb.hu

Office Assistants:

Ms. Erika Nemes / enemes@aisb.hu

Ms. Barbara Kézsmárki / bkezsmarki@aisb.hu

Building A Receptionist:

Alexandra Bíró / abiro@aisb.hu

Please visit our website www.aisb.hu

Please visit our class websites: <http://esaisb.weebly.com/>

COMMON ACRONYMS

AISB	American International School of Budapest
SLT	Senior Leadership Team
DTL	Director of Teaching and Learning
CL	Curriculum Lead
CC	Curriculum Cadre
IL	Instructional Lead
IC	Instructional Cadre
PSA	Parent School Association
MPR	Multi Purpose Room
DP	Diploma Program
IB	International Baccalaureate
POS	Program of Studies
SLJRF	Student Learning Journey Reflection Conference
S & B	Standards and Benchmarks
EAL	English As An Additional Language
PO	Pull Out Support
ICS	In Class Support
LSS	Learning Support Service
CIP	Classroom Intervention Plan
LSP	Learning Support Plan
BSP	Behavior Support Plan
EC	Early Childhood
UE/ LE	Upper Elementary/ Lower Elementary
IT	Information Technology
LIT	Learning Innovation Team
PD	Professional Development
MAP	Measure of Academic Progress
RUA	Responsible User Agreement
ES/ MS/ HS	Elementary School/ Middle School/ High School
GDPR	General Data Protection Regulation; a European regulation designed to protect personal data