

The American School of Tangier

Welcome to Elementary



On behalf of all of the staff, we hope that your family will enjoy being part of our Elementary School.



Dear Parents and Students,

Please let us welcome you to The American School of Tangier. It is our hope that you and your child will have a rewarding experience as FALCONS. In order for school to be a place for children to learn and grow, it is essential to create an environment of mutual respect. We want school to be a place to experience the excitement of learning, a place where the students, parents and school staff work together. As a team, there is no limit to what our students can achieve. This parent/student handbook is provided as a guide to many of the practices and procedures that take place at AST. Please read the handbook and become familiar with its content as it will inform you about our school's practices. If you have any questions, please call the office.

The success of our students rely on a strong partnership between parents, teachers, and students. We encourage all parents, guardians, and family members to be active in their child's education. This may include volunteering at school, joining the PTA, attending school activities, and/or making sure your child comes to school every day prepared and ready to give their best effort.

After reviewing the handbook for general information, we encourage all parents and students to become actively involved in their child's school experience. Thanks for being a valued member of the AST family. We are looking forward to a great year!

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The American School of Tangier Mission Statement

The Mission of the American School of Tangier is to equip our students with the tools and knowledge to become successful, global citizens in a creative community environment.

AST will fulfill this mission by providing:

- ❖ An American-style education with a thorough grounding in the liberal arts, sciences, and technology,
- ❖ A highly competitive preparation for university acceptance around the world, especially American universities,
- ❖ A commitment to lifelong personal development,
- ❖ A professional faculty dedicated to providing the best practices in instruction, research, and understanding, and
- ❖ Community leadership that inspires responsibility, open-mindedness, empathy, and resilience.

AST will be successful when its students and faculty inspire lives of character, leadership, and service for the city, the country, and the world.

AST Graduate Profile Traits

Core Human Values

Integrity, Humility, Empathy, Caring, Responsibility

Cognitive & Emotional Skills

Critical & Creative Thinker, Effective Communicator, Team Worker, Problem Solver, Learner

Sense Of Self

Courageous, Curious, Self-motivated, Autonomous, Confident, Proud of AST

Interrelations & Worldview

Understands, Appreciates and Respects Diversity, Aware, Open-minded, Respectful, Global Citizen

Vision & Inspiration

Leadership, Education, Choices, Knowledge, Team & Community Spirit

AST Core Values: Falcons Care!

Our primary/elementary schools practice Responsive Classroom. Responsive Classroom is an approach to teaching and learning that fosters safe, challenging and happy classrooms as students learn to use and model our AST Core Values.

What is Responsive Classroom?

Responsive Classroom (RC) is a management approach to help create learning environments where children thrive academically, socially, and emotionally. RC believes social and academic learning are inextricably connected, and that academic learning happens best within a positive social context, therefore, pays attention to developing positive social skills. Building a strong foundation in positive social skills, teachers and students must work together to establish routines, rules, and guidelines for behavior that make their classrooms great environments for academic learning and social growth. RC consists of practical strategies for bringing together social and academic learning throughout the school day to promote a learning environment where:

- ❖ Children have time to engage in active learning
- ❖ Children make choices about learning
- ❖ Teachers pay careful attention to how children treat each other, and reinforce respect and caring as the basis for interaction,
- ❖ Children's ideas, creations, and discoveries are valued and displayed,
- ❖ Opportunities are provided for children to experiment, solve problems, and make fruitful mistakes,
- ❖ Teachers use an inquiry approach, as in thoughtful open-ended questions that stimulate thinking.

Fearless: a readiness to try new things and adapt to new situations.

Aware: a sense of the other, surroundings and the impact one has on their community and world.

Leader: displaying a positive, compassionate, responsible character.

Curious: an eagerness to learn, ask questions and give attention to detail.

Open-Minded: a willingness to consider new ideas and perspectives without prejudice.

Noble: acting with honor, integrity and respect; doing the right thing.

Self-motivated/Self-Control: undertaking a task/goal without prodding; ability to recognize and regulate thoughts, emotions, and behaviors in order to be successful.

Cooperation: ability to establish and maintain positive relationships and work productively and collaboratively with others.

Assertion: ability to take initiative and stand up for their ideas without hurting or negating others.

Responsibility: ability to define a problem, take action by considering the consequences, and following through with a positive solution.

Empathy: ability to understand another's feelings and emotions, to appreciate diversity in others and to have concern for others' welfare.

The Elementary Program

Program Overview for Grades 1-12

The American School of Tangier curriculum is college-preparatory in design, and American standards-based. The school is accredited by Middle States Association (MSA) which ascertains the school meets the MSA Standards. The curriculum follows the Common Core Standards for Math and Language Arts. Science curriculum is embedded in the *Next Generation Science Standards* framework. Social studies, while integrating international and host country learning, primarily follows a US Standard framework. AST is in the process of implementing the *Responsive Classroom* in grades K-5, and the *Discipline with Dignity* framework in grades 6-12, for positive community behavior development

STEAM: Science – Technology – Engineering – English – Arts - Mathematics

AST has adopted a STEAM framework for curriculum and instruction which provides opportunities for teachers to collaborate across the curriculum. The one-year old MakerSpace enables application of Math and Science in a project-based environment, and the Arts department provides opportunities for exploration of academic topics from a creative angle. The theatrical dance production of *A Short History of Nearly Everything* in May 2017, and the drama production of Shakespeare's *Tempest* the Caves of Hercules the previous year illustrate the integration of the arts across the curriculum.

The Arts program is staffed by a music teacher, a dance/movement teacher, and two visual arts teachers.

Physical activity is also core to learning. In addition to the Athletic Director, AST employs three full-time Physical Education teacher and provides active learning time to all students starting at age 3.

Elementary School – Grades 1 through Grade 5

AST Elementary School Program focuses on Relationships, Relevance, Rigor and Reflection. It is designed to foster curiosity, collaboration while nurturing perseverance and a growth mindset by engaging students in inquiry-based, hands-on learning.

AST follows the AERO Common Core Plus Standards for Math, Language Arts, Social Studies and World Languages and NGSS Standards for Science. Instructionally we use a blended workshop model framework, allowing for whole group direct instruction, small group instruction and one-to-one conferencing and independent practice in order to meet the needs of all students.

Our foundational curriculum materials include:

Literacy: Reading/Phonics: Daily 5/CAFE, Harcourt *Journeys*, *Words Their Way*; Vocabulary: *Wordly Wise 4000*; Writing: 6+1 Traits

Mathematics: Eureka Math

Science: *Mystery Science* supplemented with Harcourt *Science Fusion* and *FOSS*

Social Studies: Thematic units based on the AERO Common Core Plus Standards and Global competencies arranged across each grade level and aligned K-5 as well.

In addition to the core academic areas taught in homeroom, all elementary students receive weekly specialist instruction in Arabic Language, Library/Media, Music, Physical Education, and Visual Arts each week.

This year we are implementing Responsive Classroom, an approach that emphasizes social, emotional, and academic growth in a strong and safe school community. Responsive Classroom provides students with social/emotional competencies as well as academic competencies that will enable them to be successful in and out of school.

PARENT EXPECTATIONS

It is our firm belief that our school and our students will be served best when we work together in the form of a cooperative triangle: student, parents, and school. At AST we expect our parents to collaborate with us in the education of their children. Our expectations include the following list:

- Children arrive at school on time each day. On time means students should be in the classroom when class begins at 8:00 a.m.
- Children come to school clean and appropriately dressed each day.
- Children get plenty of rest each night (10-12 hours) for school the next day.
- Children are provided classroom supplies and re-supply them as needed.
- Parents read all e-mails/letters/circulars that are sent from the school.
- Parents pick their children up promptly after school or after activities each day.
- Parents read our "Parent-Student Handbook" with understanding, especially sections on dress code, tardiness, and academic honesty.
- Parents have reference books and reading books available in their homes and read daily to their children (in any language).
- Parents, who have a concern about their children, first consult with the teacher, then the principal and/or counselor, if needed.
- Parents model behavior that aligns with our school mission statement.

ACADEMICS

Grading and Reporting

Grade Scales: Grades K1-5 grade everything on a 4 point scale: 4=Exceeds grade level expectations, 3=Meets grade level expectation, 2=Partially meets grade level expectations, 1=Does not meet grade level expectations, NG=not introduced at this time/not graded this term.

Reporting Timeline and Parent Teacher Conferences: Formal grades are reported to parents at the end of every semester. Parent-Teacher conferences will take place at mid-semester.

Standards-Based Reporting: Assignments are no longer graded. Instead, assignments are linked to specific standards and standards are graded. A range of assignments, assessments can be used to demonstrate that level of proficiency. For example, a student has a 3 on standard CCSS.MATH.CONTENT.4.OA.A.2. The teacher then pulls evidence of that 3 from a student’s work, regardless of whether it’s formative or summative. Ideally, summative assessments will demonstrate the student’s level of proficiency, but in the case that it doesn’t, teachers can pull evidence from formative assessments to support their claim for the student’s grade.

Formative assessment: The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- Help students identify their strengths and weaknesses and target areas that need work
- Help faculty recognize where students are struggling and address problems immediately

Summative assessment: The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark. Examples of summative assessments include a final project, a test, a paper, a performance, and/or an exam, Information from summative assessments can also be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

Habits of Work and Learning: A student will receive a grade on habits of work and learning. Habits grades will be reported using the same performance levels (i.e. a 1-4 scale) used for academic reporting.

Attitudes and Behavior	Approaches to Learning
Listens attentively	Follows classroom rules
Expresses ideas clearly	Follows directions
Demonstrate self-control	Takes responsibility for own learning
Accepts responsibility for own behavior	Demonstrates perseverance
Cooperates with others	Organized and responsible for own belongings
Respectful of others	Stays on task and uses time efficiently when working independently
	Seeks help when needed
	Strives for neat and quality work

COMMUNITY STANDARDS

AFTER-SCHOOL USE OF CAMPUS

Students are to vacate the campus immediately after the 3:15 dismissal bell, unless they are participating in an after-school activity. They are to leave the premises immediately after the activity or school club has ended. AST and its staff will not be held liable for students who remain on campus after activities have ended. If students are found loitering on campus after school they will be held in the office until they are picked up and will no longer be able to participate in after school activities.

ATTENDANCE AND ABSENCES

AST recognizes that students get sick and we will work together to assist our students whenever they are out due to illness. Attendance is critical for the learning of a student and we have worked to design a school calendar that will provide time for family travel. For this reason, student absence before or after holidays are not permitted. When a student is absent from class, he/she loses both the benefit of the instruction and the discussions that take place during their absence. For this reason it is crucial that students attend class.

If a student is absent a phone call from a parent is required. You must notify the attendance clerk by 8:00 a.m. the morning of the absence. Then the attendance clerk will document that call and update the attendance records in Plusportal.

If a student is going to miss two or more days of school, due to illness, you must notify the office attendance clerk with a phone call prior to the child's absence. If classwork is needed, then an email will be sent to the teacher from the parent requesting missed class work. Please allow the teachers ample time to make the necessary preparations. Please keep the following in mind:

- Medical/dental appointments should be made after school hours.
- Visa appointments, SAT testing, ACT testing, TOEFL testing, driver's exams, and absences for
- weddings will be counted as an absence from school.

Students with **excessive absences (more than 10)** in a semester may be considered candidates for retention. Exceptions may be granted by the Head of School for extraordinary circumstances.

There is a positive correlation between a student's grades and attendance. Our goal is to have students in school. We need your help in not allowing your children to stay home or to go home during the day.

BULLYING

Bullying can threaten students' physical, mental and emotional safety at school and can negatively impact their ability to learn. The best way to address bullying is to stop it before it starts. Bullying is defined as the physical, verbal or emotional abuse, annoyance, or harassment of another by means of banter, ridicule, and/or criticism. It is important for everyone in the community to work together to send a unified message against bullying. Bystanders are expected to stop bullying by actively getting involved and/or immediately (directly or indirectly) reporting any issues to teachers, counselors and administration.

Cyberbullying is bullying (see above) that takes place using technology. Examples of cyberbullying include mean and/or inappropriate text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.

COUNSELING

AST will continue to support and monitor students' educational and emotional health and safety. AST recognizes that proper counseling is an important and integral part of any successful school program. Counseling sessions will be scheduled and set based on the AST Counseling Program Referral Procedures that

involve all stakeholders. Ultimately, the school's counselor, administration and teachers are responsible for the student's health safety while on campus. Programs will be designed for students in need. All information disclosed during a counseling session is confidential and will not be shared with anyone without first consulting with administration.

DRESS CODE

How students dress is a reflection of AST pride. Students should be neat and clean at all times. Students may not wear torn and/or transparent clothing exposing undergarments and/or private parts, inappropriate or suggestive clothing, or clothing bearing logos, profanity, or representations of drugs and/or alcohol.

Footwear needs to be appropriate and safe.. Cleats, shoes with wheels/lights, and high heels are not permitted. Caps, hats, and hoods may not be worn inside the buildings. Loose jewelry and excessive makeup are not allowed.

Students not adhering to the dress code may be given consequences ranging from verbal warnings to being asked to contact home for proper attire. Students may be asked to wait in the office until proper attire is brought to school.

Students must be prepared for movement-based courses by wearing proper attire, as determined by their teacher. During swimming lessons, students are required to wear modest swimwear (trunks for boys and a one-piece swimsuit for girls). On the days when students have Physical Education Classes students must wear sport clothes and tennis shoes. Students not in proper attire will not be permitted to participate and will lose credit.

ELECTRONIC EQUIPMENT (Cell Phones, iPods, iPads, Gaming Devices...etc)

Electronic devices (Cell phones, smartphones, smart watches, iPods, tablet computers, etc.) are not permitted on the school campus. If a student has visible electronic equipment on campus, it may be confiscated by any staff member. Please remember that this does include the library. No electronic equipment of any kind may be used on campus without the permission of an administrator or a teacher. **The school is NOT responsible if an electronic device goes missing or gets stolen.**

Unauthorized use of electronic equipment during the day will result in the device being confiscated and given to the administration for up to 5 school days (not counting the weekend). Parents may be asked to come in and collect their student's equipment. Students at no time are allowed to use any type of electronic equipment to take pictures or videos on campus without expressed written permission.

Parents are encouraged to support our policy on responsible use of electronic equipment by teaching their child(ren) to limit the amount of time each day spent using technology.

FIELD TRIPS

Field trips (sports, educational, or recreational) are all AST's sponsored activities and therefore AST rules and regulations apply. Students are taken on field trips during the school year to reinforce instruction in the classroom. Students are required to exemplify AST's high standards for behavior while on field trips. Appropriate behavior on the bus is also required. Failure to follow the school rules can result in disciplinary action, or the students not being allowed to attend future field trips.

Students without a parent-signed permission slip might not be allowed to attend the field trip. All permission slips must be filed with the Principal's office before students go on the trip.

Occasionally the school might ask for parent volunteers to join and provide assistance for a planned field trip. In some cases, parents might need to provide their own transportation. Students on school planned activities are not considered absent. Students with excessive behavior referrals might not be permitted to attend field trips. A **Planned Absence Form** (available in the principal's office) might be required for some field trips.

There will be times that the student involved in the field trip will need to fund the travel expenses. These expenses must be paid by the deadline and refunds for travel costs will not be given. If there is an outstanding tuition balance, students may not attend field trips.

FOOD

AST recognizes that students' nutrition is part of the education process. Students are expected to come to school on time after they have eaten a healthy breakfast.

Snack-Time: There is a scheduled snack time during mid-morning break, where students may bring a snack from home. Low-sugar, healthy snacks are encouraged.

Lunch-time: Students may bring a lunch from home or they may purchase a sack lunch through school. Sack lunches **must be ordered and paid for one week in advance** with the office staff. Same day purchases are **not** available. No food is to be ordered or delivered from outside the campus.

Bake Sales: Bake sales should under no circumstance be organized without prior approval from the office. There is a form available at the office for the purpose.

INTERNET USAGE POLICY

The Internet provides students access to a wide variety of resources, including electronic mail, information, and news from governments and international agencies, public domain software, and shareware of all types.

With unlimited access to computers and people all over the world, students could also gain access to material that would not be considered of educational value, or to be appropriate in the context of a school setting. The school staff is committed to instructing students in the proper usage of the Internet. It is also highly recommended that parents also take precautions at home while their children are using the internet.

However, on a global network, it is impossible to control access to controversial information if the student is determined to do so.

The use of the Internet is a privilege, not a right, and inappropriate use will result in the elimination of this right to any individual, including disciplinary action and/or parental notification as necessary. The administration will deem what is unacceptable use of the Internet. Cyber bullying of any sort will not be tolerated.

Students must adhere to the following guidelines:

- Individuals are responsible for all materials sent and received.
- Use of appropriate language at all times. Profanity, use of vulgarities, or any inappropriate language is not permitted.
- The user is not permitted to reveal their personal address or phone number or those of other students or members of AST faculty and staff.
- Ethical and legal use only of the Internet at all times
- Understanding that electronic mail (e-mail) is not guaranteed to be private
- Use of the network so that it does not disrupt the use of the network for others
- No pictures may be published on the Internet without permission of the individual
- **Failure to adhere to the above guidelines will result in loss of privileges.**

IT VANDALISM

Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy hardware, data of another user, Internet, or other networks that are connected to the local school network system. This includes, but is not limited to the downloading of computer viruses, or accessing other files or programs that are on the school network system.

General violations include the following:

- Intentional visitation of sites which are not curriculum related
- Attempts to break into anyone's computer, files, or programs
- Accessing a site with intent to steal or commit fraud
- Accessing any server with intent to damage, change, or destroy
- Accessing a computer to retrieve other students' work
- Live chats on any chat lines

Consequences for not following the Internet usage policy may include the following: loss of privilege, suspension, or expulsion for gross misconduct.

LEAVING SCHOOL GROUNDS

AST is a closed campus. Students must stay on school grounds during scheduled school hours. Students are **NOT** permitted to leave the campus without special permission from both a parent and an administrator. **Once a student has left the school, the student is not allowed back onto the campus without parental notification to the school. Once a student has been picked up from school, he/she becomes the custody of the accompanying adult. AST will not be held responsible for the student outside of school premises unless under the supervision of an approved school activity chaperone.**

Whenever students need to leave school early, they must check out directly from the receptionist's desk in the main office.

LIBRARY GUIDELINES

Teachers and students are invited to use the library during school hours. Students are encouraged to use the library for research and book checkout. A library pass must be presented to the librarian if a student is coming from another class. Students are expected to quietly read or study. Eating and drinking are not permitted in the library. It is the responsibility of the student to return books by the due date. If a book or other library material is lost, the person who checked the book out will need to pay a replacement fine. Report cards may be withheld from students who have overdue books or unpaid book replacement fines. Librarians have the right to revoke the privilege for a student to use the library after consulting with administration.

LOST AND FOUND

Misplaced items will always be collected at the end of the day and locked up in a secure room by our security staff. If a student thinks that they have misplaced an item they need to see the security staff to recover their item. It is the student's responsibility to take good care of their belongings. AST is not responsible for lost or stolen items.

MONEY/VALUABLES/SEARCHES

Books, money and valuables are not to be kept in unsecured locations. **The school is not responsible for lost or stolen items.** Report any issues to your principal immediately. Do not bring in personal valuables which could be taken or misplaced.

The Administration has the right to search a locker/cubby at any time where reasonable cause exists. Searches can be conducted by a school administrator anytime suspicious behavior or material is suspected to be present. For privacy concerns, electronics with collected personal data such as messaging, pictures, etc. will be immediately seized until the presence of the parent/guardian for the search to be conducted

PARENT AND VISITOR ACCESS TO THE CAMPUS

In order to make sure the campus is secure, there is limited access for all parents and visitors, especially during the instructional day (8:00am-3:15pm). This precaution ensures that students, staff, and visitors are safe while on the grounds of the school. Personal drivers will not be allowed on campus and must remain outside the gate when dropping off and picking up students.

In order to enter the school, all visitors must enter through the main gate, have an appointment, and present a picture ID (national card, resident card, or passport) to the security guard(s). The ID will stay at the security guard station throughout the visit. Visitors will also sign in at the guard's desk and will then be given a visitor's ID badge. This safety policy is in place in case of an emergency and allows our security personnel to identify all visitors on campus.

Appointments must be confirmed via telephone with the receptionist prior to admittance onto campus. Please know that your entrance may be delayed while we verify the appointment as part of normal procedure. It is important that all visitors report directly to the administration building at the beginning of their appointment.

We thank you for your cooperation with these security procedures.

TARDINESS/TRUANCY/LATE

It is the expectation of AST that all students arrive to class on time (8:00 A.M.) and that they are prepared for class as defined by their teachers on their syllabi. On time means that students are in the classroom and ready to learn when the bell rings. Late arrivals disrupt the educational process.

Students must present a late note signed by a teacher or administrator in order to enter a class. Late students will be considered tardy regardless of the reason.

The families of students with 3 or more tardies will receive a phone call; the families of students with 5 tardies (2 additional tardies after the first 3 tardies) will be required to attend a parent meeting with a homeroom teacher or administrator to discuss strategies for getting the student to school on time.

DISCIPLINE

Behavior Management: We strongly support the right of both students and staff to work and learn in a safe environment without being impeded by disruptive behavior. To support this, our elementary staff is implementing the Responsive Classroom Approach (described previously). Staff employ a range of proactive strategies which are age-appropriate and aim to reduce the likelihood of inappropriate behavior occurring. The children will be involved in the development of classroom and playground rules, standards of behavior and consequences of inappropriate behavior.

The Responsive Classroom approach offers practical strategies for teaching, rather than formulas telling teachers what they must do in the classroom. Teachers adapt the strategies as needed to address their students' needs, so things may look a bit different in each classroom. But you'll usually see and hear teachers: **Leading a daily Morning Meeting:** these routines set a positive tone and build a sense of community and belonging while giving students practice in key academic and social skills.

Teaching students the specific skills they need to participate successfully, from how to respond to a signal for quiet to how to respectfully disagree with a classmate.

Treating mistakes in a positive way. Teachers see mistakes (in academics and in behavior) as important steps in learning. They encourage students to learn from their mistakes and "try again." They offer support and reteach as needed. At the same time, teachers provide clear expectations for behavior and stop misbehavior quickly so that students can focus on learning.

Using positive language. Teachers choose words and tone that encourage students to work hard, enjoy learning, and persist through difficulties.

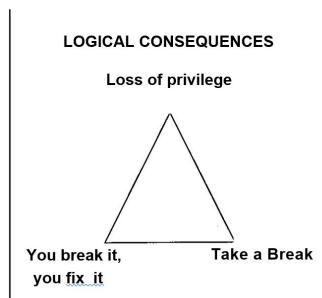
Teaching in ways that build excitement about learning. Teachers give students some choices in their learning. They also plan active lessons (ones that get students up and moving) and interactive lessons (ones that encourage students to share their information, ideas, and questions)

Giving students opportunities to reflect on their learning. Teachers ask students to think about what they've learned, both individually and as a group, because doing so helps students learn more and builds community.

Reaching out to parents. Teachers communicate often with parents and welcome them as partners in their child's education.

Establishing Classroom Rules: After writing out their hopes and dreams, teachers and students will work together to establish the rules and expectations of the classroom and what they want their learning community to look, sound and feel like.

Logical Consequences: When students are not meeting expectations/misbehaving, staff use a variety of strategies or tools to help get students back on track, utilizing the framework of Logical Consequences.



Loss of Privilege: If a student is using equipment, manipulatives or tools in an inappropriate or unsafe manner they will lose the privilege of using that item in the moment and will be given the chance to earn it back or try again the next time it is being used.

You Break It, You Fix-It: This offers a chance for students to take responsibility for their actions and make amends. For Example: A student knocks down someone else's block building - the student picks it up or helps build a new one; If a student messes up someone else's work - he/she helps them do it over.

Apology of Action: The routine that enables and empowers students to mediate when there are problems. The steps involved are The student requesting the apology makes eye contact and states how the actions of the other made them feel. The student giving the apology) Saying the person's name and the words "I'm sorry for _____", 2) Explanation of why 3) What they will do differently next time. The requesting student has the right to accept the apology or request something more that is in line with the you break it you fix it (i.e. a letter of apology, help fixing what was broken, etc). Students shake hands at the end.

Take-A-Break: This is a proactive strategy designed to help students find self-control without/minimal disruption to the classroom. It provides the opportunity for the student to step away from the situation that is causing them to get off-track, Reflect and remind themselves about their job (Stop-Think-Go) and return, ready to learn. There are three types of Take A Break:

- **Self-Directed:** student chooses to take a break without teacher direction
- **Teacher Directed with student decision:** teacher tells student to take a break and the student returns on his/her own
- **Teacher directed with teacher decision:** teacher tells the student to take a break AND when they can return to the group.

Buddy-Room Break: There may be times when taking a break/breaks within the homeroom classroom is/are not working for a student; in these instance they will take a break in a buddy room. A neighboring classroom that allows them to get away from the immediate setting causing frustration and off-task behavior. The same routine of reflecting and choosing a strategy to help refocus.

Social Conferencing: used when other strategies have not been working, when a teacher wishes to be proactive about a student behavior issue, also used with students returning from the buddy room or multiple take-a-breaks. It involves a one-on-one talk with the student, noticing the behaviors (teacher and student input), asking about the whys of the behavior/choices, restating the classroom/school expectations and rules, helping the student choose a strategy that will allow them to be successful in the classroom, following up.

STUDENT BEHAVIOR POLICY

While students and staff are committed to being proactive with regards to student behavior, the safety and learning environments of all students and staff are a priority and there may be instances that require more depending on the severity of the action. The following list is provided as a guide, but it is not intended to be a complete list. The principal and the school reserve the right, at any time, to take more or less action in the discipline of a student depending on the severity of the behavior. Consequences may range from suspension to expulsion or ban from participation in assemblies, graduation, etc. at the Head of School's discretion.

Inappropriate Behavior	Definition of Behavior	Minimum and Long Term Consequence
Academic Dishonesty Cheating, Copying, Plagiarism, Forgery.	Copying, plagiarism, assistance from another on tests, quizzes, papers, etc. Any talking during a test or quiz, any books or notes exposed and/or easily accessible, any use of mobile phones, etc. The appearance of cheating is treated as cheating.	Students involved receive a "0" for the assignment, quiz, or test. Parents will be contacted. Students will be on in-school structured supervision. Further infraction will result in formal suspension and possible expulsion.
Alcohol/Drugs (use, possession, or distribution)	"Use" – to consume, ingest, take, or drink in school. "Possession" – having on your person, clothing, locker or other personal effects. "Distribution" – to divide or apportion to one or many with or without prior knowledge.	Parents are called and students are faced with Immediate out of school suspension. Students cannot return to classes until a parent meeting is held. Possible recommendation of expulsion to the Head of School.
Arson	The malicious burning of or attempt to burn property.	Parents are called and students are faced with Immediate out of school suspension. Students cannot return to classes until a parent meeting is held. Possible recommendation of expulsion to the Head of School.
Assembly Behavior	Disrespectful and disruptive behavior while in assemblies that distracts the audience or the on-stage participants	Immediate removal from assembly, and potentially a complete ban to attend any assembly.
Bullying	The abuse, annoyance, or harassment of another by means of banter, ridicule, or criticism. Cyber-bullying is included.	Suspension up to 2 days; continued bullying behavior may result in recommendation of expulsion to the Head of School.
Cell Phones and Electronic Devices	See electronic device section	Confiscation of cell phone or electronic device for 5 school days requiring a parent to come to school and reclaim it. Ongoing incidents will be dealt with by the administration.
Dress Code	Violation of school dress code	Restriction from classes until dress code is met. Increasingly severe consequences for additional infractions.
Fighting	To contend through physical contact or altercation. All who contend, regardless of who initiates the combat, will be considered guilty of fighting.	Full and complete apology. Suspension from school. Required parent meeting in order to return to school. Continued behavior may result in expulsion.

Persistent Disruption to the Learning Environment Gross Misconduct	In spite of methods to discourage the student from being disruptive, such as parent conferences, detentions, verbal warning etc., the student persists in acts of deliberate or willful conduct, verbal or physical, detrimental or disruptive to normal functions of school programs or academic progress.	Indefinite suspension until a parent-student meeting is held. Increasingly severe consequences for additional infractions. Possible recommendation to the Head of School for expulsion
Insubordination, Lack of Respect Towards Adults	Failure to respond or carry out a reasonable request by a staff member, including failure to abide by reasonable school rules and/or classroom rules	Indefinite suspension until a parent meeting is held to resolve the situation. Increasingly severe consequences for additional/continual infractions
Littering	Dumping, depositing, placing, throwing or leaving litter in or on school property other than in garbage receptacles	Verbal warning or detention up to a one-day suspension from school or community service option, with increasingly severe consequences for continuing infractions.
Loitering	Present on school grounds without reason.	Ban from entering premises outside of school hours.
Obscenity	Use of obscene, or vulgar language, in verbal or written form, or in gesture or in pictures or caricatures in or on school property	In-school structured supervision or suspension from school followed by increasingly severe consequences for additional infractions. May result in recommendation of expulsion to the Head of School
Off-campus, Extracurricular Behavior (sports, field trips; local and international)	Students are expected to adhere to all AST behavior policies, dress code, and chaperone requests	AST discipline consequences plus possible loss of future off-campus activities
Physical assault or threat to use physical assault against a school employee	Assault – A violent physical or verbal attack, or the threat to do harm to another	Recommendation of immediate expulsion to Head of School
Physical Assault or Threat of Physical Assault on Another Student	Assault – A violent physical attack or the threat of violent physical attack on a student	Suspension and increasingly severe consequences for additional infractions. (see bullying)
Smoking	Use of tobacco products on campus or during school-related activity.	Suspension from school
Failure to speak English in classes taught in English	Students must use English in all English speaking classes to develop English language skills.	Classroom consequences. (see insubordination)
Tardiness (Late) including excused tardy	Students must be present, prepared and ready to learn when the bell rings. Anything other than what is stated will be considered tardy (late)	Students with 3 or more tardies in any one class will be issued a lunch detention; students with 5 tardies or more in any one class will be issued an after school detention. Suspension and increasingly severe consequences for additional infractions.
Theft/Stealing	To take or assist someone in taking or attempt to take property of another without permission with intent to keep or make use of wrongfully	Complete restitution for property taken at full replacement value. Increasingly severe consequences beginning with one-day suspension from school. May result in expulsion

<p>Truancy (Skipping) including unexcused tardy and unexcused absences</p>	<p>The act of unauthorized absence from school or class for any period of time</p>	<p>Suspension from school and mark of “0” on all assigned work, tests, quizzes given during time truant</p>
<p>Vandalism of any kind</p>	<p>To willfully or maliciously destroy or deface school, student or faculty property</p>	<p>Full and complete restitution of property at full replacement value. Consequences will depend upon severity of the vandalism. Consequences may range from suspension to expulsion or ban from participation in assemblies, graduation, etc. at the Head of School’s discretion.</p>
<p>Weapons or look-alike weapons, knives or any object used as a weapon</p>	<p>Use – threatening to utilize or utilizing a weapon, look-alike weapon, or object as a weapon</p>	<p>Suspension and possible recommendation of expulsion to the Head of School.</p>

SCHOOL PROCEDURES

AFTER SCHOOL PROGRAMS

AST is committed to lifelong learning and creating well-rounded students. After school programs are extremely important as they develop skills which students might not grasp in the classroom. It builds a sense of community and allows students and faculty to interact on a different level. Programs include a wide variety of activities ranging from academic support to sport related activities to other extra-curricular clubs. It is imperative that students fill a permission slip prior to joining a club in order for the parents, teachers and administration to have an accurate account of who is on campus for effective supervision to take place. Parents must arrange for their children to be picked up as soon as after school clubs are done. Students will not be supervised after hours. Students not picked up must wait by the gate until they are picked up. Students found lingering will not be allowed to participate in any after school activities.

CELEBRATIONS

AST is an academic institution and celebrations without permission are **NOT** allowed. Birthday parties are scheduled in advance with the homeroom teacher (at the teacher's discretion) and preferably held toward the end of the day to maximize learning time. Excessive sugar treats are not encouraged. ur school is

CONCERNS

Students, parents, and teachers can present a concern regarding any issue they have to administration. Concerns could be e-mailed or discussed in person during a scheduled meeting. Concerns will always be received and acted on accordingly. It might take longer than expected; however, please rest assured that the school will always take any and all concerns seriously.

EXTENDED VACATIONS

Families should plan their vacation and trips in accordance with the published school calendar that is given to them, which can also be found on the website (www.ast.ma).

Students should not be absent from school due to extended vacations. Parents will be required to notify the school if such an absence is unavoidable, so that arrangements can be made for make-up of missed schoolwork before the students leave. This is especially important at exam time. A separate exam must be written for any student not taking the exam with fellow students. The student may get an essay only exam, depending on the subject.

A student may be retained at the same grade level the following year if there are absences that exceed the school policy **of more than nine (9) absences in one semester per course.**

There is a positive correlation between a student's grades and attendance. Our goal is to have students in school. We need your help in not allowing your children to stay home or to go home during the day.

ILLNESS AT SCHOOL

A student who becomes ill at school will be sent to the school nurse. The nurse will inform the parents and school administration if a student is to be sent home. It is crucial that the school has correct home and work telephone numbers, so that a parent can be notified in case of an illness or injury. AST reserves the right to call an ambulance under severe circumstances, based on the school nurse's recommendation.

A student should not be allowed to attend school if he/she has a fever, is vomiting, or has a rash. A child with any contagious disease (such as conjunctivitis [pink eye] and/or H1N1) is not allowed to attend school and must be seen by a medical doctor. A medical report/certificate must be brought to the Principal's office upon return.

In case of lice, students must first report to the nurse for clearance for them to be able to return to class. The nurse can recommend for students to be sent home whenever he/she feels that their health is in jeopardy and/or they are contagious.

PARTICIPATION IN AST'S ACTIVITIES

Students are encouraged to participate fully in field trips, athletics, and extracurricular activities. However, their first responsibility is to their academic subjects. Participation in these activities does not excuse students from completing class work.

Therefore, it is the student's responsibility to notify teachers of upcoming field trips or athletic/extra-curricular events that require him/her to be absent from class. At that time, a **Planned Absence Form** must be filled out by students.

PAYMENT OF TUITION AND FEES

Students whose payments are more than 30-days overdue will not be allowed to attend school or attend extracurricular activities. Report cards and/or diplomas will be withheld if tuition fees, lost textbooks, or library book fines are not paid in a timely manner. Please note that the tuition fee due dates are listed in the school's financial policy signed by all parents, and posted on the AST website.

RETENTION AND EXITING AST

The American School of Tangier will always keep its students interest and well-being in mind all the time. In some cases, changing the educational system could be beneficial to the student's best interest. Parents will always be notified when their child is an "At-Risk" student.

The American School of Tangier reserves the right to retain students in the same grade level if they have shown that they are not academically ready to be promoted to the next grade level, if and only if, there is a vacancy. Seats will not be reserved for retained students. Families will need to make plans in case there are no seats available in August, which will make retention impossible. **The school reserves the right to exit students who have shown no progress academically and/or behaviorally over the year.**

STUDENTS' PICTURES

Parents should directly notify the school's administration in writing if they have issues with their children's pictures being published. AST will frequently use students' and staff pictures in publications.

SUPPLIES

A list of supplies will be sent home with the students during the first week of school.

TEXTBOOKS

Textbooks are provided to the students on a loan basis. Students are expected to keep the books in reasonable condition. Students will be charged for lost or damaged books. Students are strongly advised to keep their books in a **locked** locker. Books are not to be left unattended on campus. The student's name must be written on the inside cover in ink. **The assigned book is the book that the students are responsible for, regardless of which book(s) they may use during the year. The school is not responsible for lost or stolen books. Students will reimburse the school for lost items.**

Note:

This document can be revised when needed by the administration of The American School of Tangier.

Student/Parent Acknowledgement Form

Please sign and return to homeroom teachers by assigned date.

By signing this document, we (student and parents) agree to abide by the rules and expectations of the American School of Tangier as stated in this document, the AST Policy Manual, and the Internet Usage Policy.

Student's Name: _____

Student's Signature: _____

Parent's Name: _____

Parent's Signature: _____

Date: _____

Homeroom Teacher: _____

Parent's Mobile Phone: _____

Parent's Land Line: _____

Parent's Email: _____

Student's Personal Email _____

Disclaimer:

It is the responsibility of the students to have this **Acknowledgement Form** signed and brought back to their homeroom teachers within one week of receiving it. AST will assume that the families agree to this contract if the acknowledgment forms not returned by September 30th of the current academic year.

Appendix A

Loving and caring relationships with you, your family, friends, the school and school community help children develop socially, emotionally, and intellectually.

What your child learns in First Grade

Math:

Reading:

Writing:

Science:

Social Studies:

Arabic :

What your child learns in Second Grade

Math:

Reading:

Writing:

Science:

Social Studies:

Arabic:

What your child learns in Third Grade

Math:

Reading:

Writing:

Science:

Social Studies:

Arabic:

What your child learns in Fourth Grade

Math: 4th grade mathematicians will dive into the discovery and exploration of place value, multiplication, division, geometry, fractions, and decimals. Children will expand their understanding by modeling, using manipulatives, story problems, and the application of appropriate mathematical tools and strategies.

Reading: Reading units will be differentiated to meet the needs of each reader in order to improve each student's reading skills in English. The foundation of each unit will be built on inferring, decoding, fluency, comprehension, vocabulary acquisition in conjunction with the use of literature, informational text, non-fiction, fiction, historical fiction, biographies, fantasy, and poetry.

Writing: We believe each student has the ability to be a writer. Students will focus on narrative, creative, nonfiction, and persuasive writing through the year using the six traits; ideas, organization, voice, word choice, sentence fluency, and conventions to guide each of their writing styles.

Science: Through the use of videos, experiments, and discussions; students will investigate rock formations, engineering, energy and motion, and sound waves.

Social Studies: Students will discover the history and impact of the Moroccan culture using personal stories, field trips, research, and acquiring the ability to take on others perspectives.

Arabic:

What your child learns in Fifth Grade

Math: Grade 5 mathematics is about (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Reading: Reading units will be differentiated to meet the needs of each reader in order to improve each student's reading skills in English. The foundation of each unit will be built on inferring, decoding, fluency, comprehension, vocabulary acquisition in conjunction with the use of literature, informational text, non-fiction, fiction, historical fiction, biographies, fantasy, and poetry.

Writing: Students will focus on narrative, creative, nonfiction, and persuasive writing through the year using the six traits; ideas, organization, voice, word choice, sentence fluency, and conventions to guide each of their writing styles.

Science: 5th Grade Scientists will investigate spaceship earth, the watery planet, web of life and will complete the year with chemical magic. Instruction will include investigations, videos, experiments and discussions.

Social Studies: Students will practice good citizenship and how to impact their local surroundings, communities and global environments in positive manners. Students will also begin to learn about various occupations and career options in preparation for their future.

Arabic:

French:

Appendix B

Things to do to help your child.

- Have a routine each morning as you and your child get ready for school.
- Ensure your child gets enough rest.
- Provide your child nutritious meals and snacks to keep them energized through the day.
- Talk with your child about their day when they get home. Your enthusiasm is important for them to see and feel, and will show them that school is important.
- Developing the habit of going to school regularly is vitally important so children don't miss out on important ideas and skills they need for future learning.
- If your child misses a day, talk with the teacher to find out how you can help your child to catch up.

Helping your child to have a positive experience of school is important because it can help shape the way they think about school in the future. Your ongoing support will help them build strong foundations for success.

With each successive year your child will be involved in carefully planned learning activities to help them meet their grade level expectations in Language Arts, Mathematics, Science and Social Studies.

Appendix C

Developmental Yardsticks

Characteristics of 6 year olds:

Growth Patterns

<p>Physical</p> <ul style="list-style-type: none"> ● Good left to right visual tracking ● Noisy and sloppy, Speed is a hallmark ● Often chewing on things (teething) ● Tire easily ● Enjoy being active 	<p>Social-Emotional</p> <ul style="list-style-type: none"> ● Competitive, want to be first ● Anxious to do well ● Thrive on encouragement ● Can be bossy, teasing ● Tire easily, frequently ill ● Care a great deal about friends
<p>Language</p> <ul style="list-style-type: none"> ● Enjoy explaining things ● Uses boisterous and enthusiastic language ● Love jokes and guessing games ● Tend to complain frequently ● Love asking questions 	<p>Cognitive</p> <ul style="list-style-type: none"> ● Learn best through discovery ● Love to color and paint ● Ambitious and motivated to learn ● Better understand spatial and functional relationships ● Engage in more elaborate and cooperative play than at 5

Expect to see:	Challenges:
<ul style="list-style-type: none"> ● Ability to track left to right readies them for reading ● Use writing, drawing, drama or blocks to show their thoughts and feelings ● Letter naming and transitional spelling ● Better pencil grip ● Mixing of upper and lower case letters 	<ul style="list-style-type: none"> ● Staying on the line and spacing difficult ● Extremely sensitive socially/emotionally ● Stage where tantrums, teasing complaining and tattling are used to try out relationships with authority ● Quantity over quality ● Dawdling
Needs:	Tips for Home:
<ul style="list-style-type: none"> ● Remember at this age process is more important than the product. ● Friendships ● Encouragement ● Surprises ● Plenty of rest ● Give and take, but routine and structure 	<ul style="list-style-type: none"> ● Ask about their day ● Allow outside play time ● Read predictable books ● Use poems and songs ● Play and work with manipulatives (blocks, cubes, puzzles) ● Limit complexity of task, encourage them to slow down

For More Reading: [The Sensational Six-Year Old](#)

Characteristics of 7 year olds:

Growth Patterns

<p>Physical</p> <ul style="list-style-type: none"> ● Often keep their eyes focused on a small, close area ● Sometimes tense ● Can be sensitive to many hurts; real <i>and</i> imagined ● Have improved physical abilities/coordination ● Like confined spaces 	<p>Social-Emotional</p> <ul style="list-style-type: none"> ● Inward-looking; sometimes moody, shy ● Don't like taking risks/making mistakes ● Sensitive to others' feelings, but sometimes tattle ● Conscientious and serious; have strong likes and dislikes
<p>Language</p> <ul style="list-style-type: none"> ● Listen well and speak precisely ● Enjoy one-to-one conversations ● Rapidly developing vocabularies ● Interest in meanings of words and enjoy codes 	<p>Cognitive</p> <ul style="list-style-type: none"> ● Enjoy repeating tasks ● Enjoy board & computer games ● Like to be read to ● Bothered by mistakes; perfectionists ● Like to work by themselves slowly and finish what they start ● Good at classifying/sorting

<p>Expect to see:</p>	<p>Challenges:</p>
<ul style="list-style-type: none"> ● Security and structure ● Work with head down on desk, often covering or closing an eye ● Tight, pincer-like pencil grip ● Reading w/"vocalization" ● Preference for working/playing alone or with one friend ● Focus on details 	<ul style="list-style-type: none"> ● Change in routine ● Timed tests can be troublesome ● Copying from the board ● Perfectionists, "I quit"
<p>Needs:</p>	<p>Tips for Home:</p>
<ul style="list-style-type: none"> ● Security, Structure and Routine ● Constant reassurance ● classroom environment suitable for sustained, quiet work periods ● Heads up when work time is coming to an end ● Need humor and games to help moderate seriousness 	<ul style="list-style-type: none"> ● Ask about their day ● Allow outside play time ● Read together ● Allow for transition time; 5 minutes or 2 minute warning that ____ time is coming to an end ● Read together ● Opportunities to classify and sort

For More Reading: [The Seeing Seven-Year Old](#)

Characteristics of 8 year olds:

Growth Patterns

<p>Physical</p> <ul style="list-style-type: none"> ● Full of energy, do things in a hurry ● Somewhat awkward ● Visually focus well on both near and far objects ● Often chewing on things (teething) ● Tire easily ● Enjoy being active 	<p>Social-Emotional</p> <ul style="list-style-type: none"> ● Enjoy socializing and sharing humor ● Love group activities and cooperative work, preferably with peers of the same gender ● Thrive on encouragement ● Can be bossy, teasing ● Tire easily, frequently ill ● Care a great deal about friends
<p>Language</p> <ul style="list-style-type: none"> ● Like to talk, explain ideas, and use rapidly expanding vocabularies ● Tend to exaggerate ● Listen well, but have so many ideas that they many not always remember what they've heard 	<p>Cognitive</p> <ul style="list-style-type: none"> ● Limited attention spans ● Industrious, impatient; work quickly ● Can use manipulatives to explain their thinking in concrete ways ● Beginning to master handwriting, crafts and drawing

<p>Expect to see:</p>	<p>Challenges:</p>
<ul style="list-style-type: none"> ● Gravitation to friends of the same gender ● Better control of eyes and hands allows for improved coordination and makes copying from the board easier ● Letter naming and transitional spelling ● Better pencil grip ● Increased spelling ability ● Interest in fairness 	<ul style="list-style-type: none"> ● Struggles with ● Lack of patiences ● "I'm bored!" / "It's to hard!" ● While organization is improving, till tend to be sloppy
<p>Needs:</p>	<p>Tips for Home:</p>
<ul style="list-style-type: none"> ● To experience "incremental success" in their schoolwork; success as the quantity and complexity gradually increase ● Encouragement and redirection before frustration sets in ● Organizational strategies ● Responsibility ● Peer, Teacher and parental approval ● Quick pack 	<ul style="list-style-type: none"> ● Ask about their day ● Allow outside play time ● Read from books with lengthier chapters and more advanced themes ● Use games to practice Math Skills ● Give them a responsibility/job/chore

For More Reading: [The Energized Eight Year Old](#)

Characteristics of 9 year olds:

Growth Patterns

<p>Physical</p> <ul style="list-style-type: none"> ● Better coordinated ● Like to push their physical limits; tire easily ● Complain about aches, pains, injuries and hurt feelings ● May twist hair, bite nails or purse lips to relieve tension 	<p>Social-Emotional</p> <ul style="list-style-type: none"> ● More individualistic ● Often feel worried or anxious ● Impatient ● Often complain about fairness issues ● Critical of self and others ● Can be sullen, moody, aloof, negative, etc.
<p>Language</p> <ul style="list-style-type: none"> ● Love descriptive language, word-play and new vocabulary ● Sometimes revert to baby talk ● Enjoy exaggeration, “dirty” jokes, and graffiti 	<p>Cognitive</p> <ul style="list-style-type: none"> ● Industrious and intellectually curious, but less imaginative than at 8 ● Beginning to see the “bigger world,” including issues of fairness and justice ● Able to manage more than once concept at a time such as “long ago and far away”

<p>Expect to see:</p>	<p>Challenges:</p>
<ul style="list-style-type: none"> ● Better coordination and control ● Boys roughhousing, tumbling, wrestling ● Reading to learn instead of learning to read ● Negotiating - the age of “Let’s Make a Deal” ● Looking hard for how and why things work 	<ul style="list-style-type: none"> ● Have trouble with abstract concepts ● Very self-critical ● Tend to give up on tasks ● Can be moody or sullen ● Restless, can’t sit still for long
<p>Needs:</p>	<p>Tips for Home:</p>
<ul style="list-style-type: none"> ● Benefit from practice with a variety of fine motor tools/tasks ● Multiple/frequent brain breaks ● Humor/laughter to lighten the mood ● Patience 	<ul style="list-style-type: none"> ● Ask about their day ● Physical Activity ● Read predictable books ● Diffuse frustration with humor ● Set clear, expectations

For More Reading: [The Notable Nine-Year Old](#)

Characteristics of 10 year olds:

Growth Patterns

<p>Physical</p> <ul style="list-style-type: none"> ● Large muscles are developing quickly ● Often write more sloppily at 10 than 9 ● Tire easily ● Enjoy being active 	<p>Social-Emotional</p> <ul style="list-style-type: none"> ● Generally content in school and at home ● Work well in groups ● Usually truthful; developing more mature sense of right and wrong ● able to enjoy cooperative and competitive activities ● highly sensitive to and able to resolve questions of fairness and other social issues.
<p>Language</p> <ul style="list-style-type: none"> ● Listen well ● Read voraciously ● Expressive and talkative ● Like to explain things 	<p>Cognitive</p> <ul style="list-style-type: none"> ● Good at memorizing facts ● Abstract thinking increases ● Enjoy rules and logic, good at solving problems ● Enjoy collecting classifying and organizing

<p>Expect to see:</p>	<p>Challenges:</p>
<ul style="list-style-type: none"> ● Lots of energy ● Receptive learners ● Increased concentration ● Better organizational skills (with proper modeling) 	<ul style="list-style-type: none"> ● Quick tempers may lead to physical outbursts and tears, but problems are usually quickly resolved ● Some may have issues with friendship/schoolwork/homework ● Without outlets for being active extra energy may spill over into acting out in the classroom
<p>Needs:</p>	<p>Tips for Home:</p>
<ul style="list-style-type: none"> ● Outdoor play and physical challenge ● Snacks and rest periods benefit their rapidly growing bodies ● Opportunities to work in cooperative groups ● Plenty of rest 	<ul style="list-style-type: none"> ● Ask about their day ● Allow outside play time ● Set aside time for reading ● Ensure plenty of rest ● Play games (board, card) together ● Responsibility/chores at home

For More Reading: [The Terrific Tens](#)

Characteristics of 11 year olds:

Growth Patterns

<p>Physical</p> <ul style="list-style-type: none"> ● Restless very energetic ● Experience more colds, flu, ear infections, etc. ● Growth spurt ● Many girls experience an early adolescent growth spurt and sexual maturation ● Some boys begin rapidly growing taller 	<p>Social-Emotional</p> <ul style="list-style-type: none"> ● Moody, self-absorbed, sensitive ● Like to challenge rules, argue, test limits ● Worry more about popularity than they did when they were younger ● Often behave best when away from home
<p>Language</p> <ul style="list-style-type: none"> ● Enjoy arguing and debating ● Appreciate humor ● Imitate adult language 	<p>Cognitive</p> <ul style="list-style-type: none"> ● Would rather learn new skills than review or improve ● More adept at abstract thinking ● Increasingly able to see the world from various perspectives ● Able to establish and modify rules and develop hypotheses

<p>Expect to see:</p>	<p>Challenges:</p>
<ul style="list-style-type: none"> ● Motor skills improving rapidly ● , drawing, drama or blocks to show their thoughts and feelings ● Letter naming and transitional spelling ● Better pencil grip ● Mixing of upper and lower case letters 	<ul style="list-style-type: none"> ● Impulsive, often act before thinking ● Have trouble making decisions ● Contemptuous behavior (eye-rolling, deep-sighing, tongue clicking) ● Desire to test limits/rules
<p>Needs:</p>	<p>Tips for Home:</p>
<ul style="list-style-type: none"> ● Need some quiet time for reflection ● Empathy and Patience ● Help with organization and time management ● Lots of time to talk to peers ● Encouragement ● Changing learning groups to help with inclusion/exclusion issues 	<ul style="list-style-type: none"> ● Ask about their day ● Empathy and Encouragement ● Opportunities to participate in team/club sports ● Routine and structure ● Read together ● Plenty of rest

For More Reading: [The Electric Eleven-Year Old](#)

Appendix D

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