

# **International School of Port of Spain**

*a community of learners*



Elementary School Handbook 2011-2012

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August 2011

Dear Parents,

Welcome to our Elementary School! We are an authorized International Baccalaureate Primary Years Programme World School. Our school provides a challenging, rigorous, exciting curriculum in a nurturing atmosphere for students in Pre-Kindergarten through Fifth Grade.

We believe each child is unique and valued. Our highly-qualified, talented and dedicated teachers work to forge strong working relationships with parents and students.

We believe in the well-being and education of our students and as such we value the partnership between the school and home. Through on-going communication among parents, teachers and students we can achieve this goal.

At ISPS, we fulfil our mission and vision statements by providing an outstanding education. We want our students to embrace every opportunity to discover new ideas and apply new concepts. A variety of teaching methods and assessments are used throughout the school. Additionally, we encourage our students to be open-minded, be good communicators, be responsible, be confident and to respect our diverse community.

Our After-School Programme is enriched with activities for everyone. It is important that our students have a balanced lifestyle. Please read through the handbook to find out about our programs and activities we offer at ISPS.

We hope you and your child have a successful year!

Please feel free to contact me at [sjulien@isps.edu.tt](mailto:sjulien@isps.edu.tt) for any further information.

Sincerely,  
Suzette Julien  
Elementary Principal

## **CHARACTERISTICS OF GRADE PK-5**

- Organized in self-contained classrooms with mixed ability groupings
- Encourages cooperative teacher planning and interdisciplinary application of skills in a creative, holistic approach to learning
- Nurtures the continuous progress of each child in a positive learning environment
- Encourages active, hands-on learning to promote student understanding
- Provides support for ESOL students
- Provides an early morning math and reading program to support students having difficulty in the discipline
- Includes specialist instruction in music, art, physical education, computer technology, library and foreign languages
- Provides opportunities for extension and enrichment through field trips to museums, theaters, and historical sites in Trinidad and Tobago
- Includes an after-school activities program that provides organized experiences in a recreational atmosphere

### **At ISPS we believe it is important to:**

- Support each student's capacity to develop individual talents, abilities, skills and attitudes
- See ourselves as part of a community of learners where parents are involved in all aspects of their child's education and where peers are encouraged to support, and learn from each other
- Develop confident individuals with a love of learning who will be able to lead an active, healthy, productive and successful life
- Recognize that each student develops in different ways at different rates and that each individual has a unique learning style
- Determine the existing knowledge that a child brings to new experiences and build on that knowledge by enabling them to make connections to incremental pieces of new information
- Encourage students to look at the 'big ideas', that drive our units of inquiry so that they can reflect on the connections between life in school, life at home and life in the world
- Provide experiences that support and stimulate a child's learning through active hands-on activities and that explore the environment in an effort to make sense of their world
- Provide opportunities to practice problem solving, make decisions and take action
- Instill in students a feeling of 'Internationalism': an understanding of what it means to be part of an international community where they are open to other people's perspectives and are empathetic to other people's situations
- Encourage students to be independent learners and understand what it means to take responsibility for their own learning
- Enable students to apply their learning appropriately to new situations
- Encourage students to seek out information, to interpret what they discover and to explain those discoveries to others
- Use a broad range and balance of teaching and assessment styles and methods to meet the varied needs of our learners

## CURRICULUM

The International School of Spain (ISPS) provides the Primary Years Program (PYP) of the International Baccalaureate Organization and is an authorized IB World School. We are striving to develop inquiring, knowledgeable and caring young people. IB World Schools share a common philosophy—a commitment to high quality, challenging, international education that ISPS believes is important for our students.

Our school curriculum is challenging and encourages our students to become active and compassionate lifelong learners. Our students are making academic progress each year and we are very proud of that! We firmly believe that we are preparing tomorrow's leaders today with a staff of highly qualified and caring teachers who have high expectations of students.

The diversity of the student body provides a richness that allows students to become more globally aware. Art, music, foreign language, computer technology, guidance and physical education provide a balance for whole-person learners. Our program is equivalent to that of a quality, private, independent schools around the world. As an international school, we also focus on preparing students to be concerned and responsible world citizens.

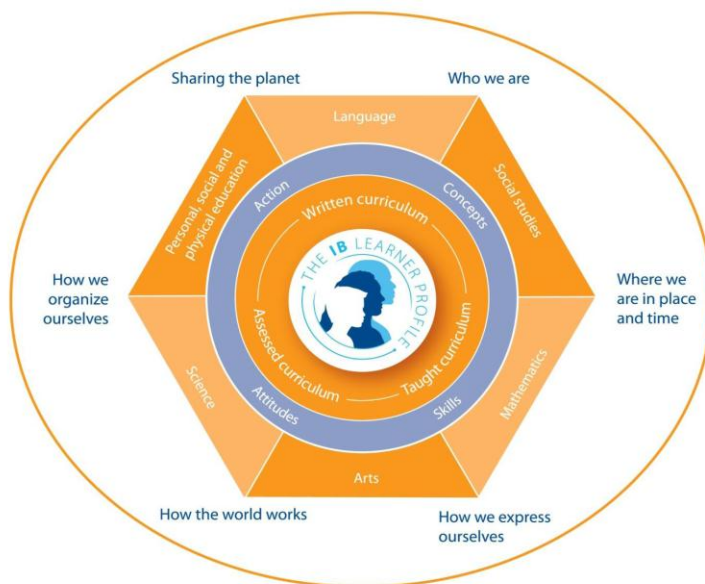
### Introduction to the Primary Years Programme

The Primary Years Programme (PYP) focuses on the heart as well as the mind, and addresses social, physical, emotional and cultural needs along with academic needs. At the heart of the PYP is a commitment to structured inquiry as a vehicle for learning. It provides an internationally designed model for the learner to construct meaning and incorporates guidelines on student learning styles, teaching methodologies and assessment strategies.

The curriculum framework is an expression and an extension of three interrelated questions:

- What do we want to learn?
- How best will we learn?
- How will we know what we have learned?

### PYP Curriculum Model



## Developing the International Student

The cornerstone of the Primary Years Programme (PYP) is the Learner Profile. These are the ten most important attributes of an international person and answer the question, what do we want the children to learn? At ISPS, we want the students to learn to become inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, caring, open-minded, balanced and reflective. The objective of our curriculum is to develop the Learner Profile. In the classroom teachers model these attributes and intertwine the learning and foster ways to develop these characteristics in all areas, using a variety of strategies. The profile helps teachers and students establish goals, plan units of inquiry, and assess performance. While we strive to develop the international student as part of implementing the PYP, this does not mean that we have to study other nationalities and cultures to develop the profile. Wherever we are in the world and whatever we are learning, the characteristics of the learner profile define us as the international person according to the International Baccalaureate Organization Primary Years Programme.

### The Learner Profile

IB learners strive to be:

**Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct purposeful, constructive research. They actively enjoy learning and their love of learning is sustained throughout their lives.

- \* ask a variety of good questions
- \* do not give up easily
- \* refer to other sources of information
- \* seek out new knowledge independently
- \* thinks of how to apply what they learn to current or future situations

**Thinkers:** They exercise initiative in applying thinking skills critically and creatively to make sound decisions and to solve complex problems.

- \* link what they know with something new
- \* build on other people's ideas
- \* make connections between new concepts
- \* demonstrate original thinking

**Communicators:** They receive and express ideas and information confidently in more than one language, including the language of mathematical symbols.

- \* follow directions
- \* use knowledge to solve problems
- \* value knowledge

**Risk Takers:** They approach unfamiliar situations without anxiety and have the confidence and independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.

- \* are willing to make mistakes and try new things
- \* try to do things in unfamiliar ways
- \* use good judgment and act on their own initiative

**Knowledgeable:** They have spent time in school exploring themes which have global relevance and importance. In doing so, they have acquired a critical mass of significant knowledge.

- \* Explore themes of global significance
- \* Seek multicultural perspectives
- \* Construct meaning in different disciplines through active research/inquiry.

**Principled:** They have a sound grasp of the principles of moral reasoning.

They have integrity, honesty and a sense of fairness and justice.

- \* show honesty
- \* make good decisions
- \* accept responsibility for their actions and views
- \* stand up for what they know is right

**Open-Minded:** They respect the views, values and traditions of other individuals and cultures, and they are accustomed to seeking and considering a range of points of view.

- \* appreciate other cultures
- \* listen to other individual's thoughts and ideas
- \* demonstrate tolerance and understanding of other's differences

**Caring:** They show sensitivity towards the needs and feelings of others.

They have a sense of personal commitment to action and service.

- \* are thoughtful
- \* show empathy towards other people and situations
- \* are helpful towards others

**Balanced:** They understand the importance of physical and mental balance and personal well-being.

- \* learn about the importance of good health
- \* use time wisely and develop organizational skills
- \* show awareness of emotions and shows control of them
- \* demonstrate good hygiene, eating habits and appear well rested

**Reflective:** They give thoughtful consideration to their own learning and analyze their personal strengths and weaknesses in a constructive manner.

- \* think about what they do and say
- \* think about what they are learning
- \* learn from past mistakes
- \* are aware of the effect of their actions and words on others

### **The Six Organizing Themes**

#### **\*Who we are**

An exploration of the nature of the self; of our beliefs and values; of personal, physical, mental, social and spiritual health; of our families, friends, communities and cultures; of our rights and responsibilities; of what it means to be human.

#### **\* Where we are in place and time**

An exploration of our orientation in place and time; of our personal histories; of history and geography from local and global perspectives; of our homes and journeys; of the discoveries, explorations and migrations of humankind; of the contributions of individuals and civilizations.

#### **\* How we express ourselves**

An exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs and values through language and the arts.

#### **\* How the world works**

An exploration of the physical and material world; of natural and human-made phenomena; of the world of science

and technology.

**\* How we organize ourselves**

An exploration of human systems and communities; of the world of work, its nature and its value; of employment and unemployment and their impact.

**\* How we share the planet**

An exploration of our rights and responsibilities as we try to share finite resources with other people, with other living things; of communities and of the relationships within and between them.

### **The Five Essential Elements**

At the center of the PYP curriculum are five essential elements: **knowledge, concepts, skills, attitudes, and action.** The programme helps students acquire a holistic understanding of six main organizing themes through the interrelatedness of these essential elements. The PYP identifies a body of knowledge for all students in all cultures in six subject areas:

#### **Knowledge:**

What do we want the children to know? In answering this question, the program of inquiry is organized into six theme-driven units under seven disciplines. The following provides the framework for the content of the program:

- Languages
  
- Social studies
  
- Mathematics
  
- Science and Technology
  
- Arts
  
- Personal, Social and Physical education

**Languages-** Language skills are essential for communication and self-expression, and the skills of reading, writing, listening, speaking and viewing are learned across and throughout the subject areas. They are recognized as interdependent parts of a whole and are developed in an integrated manner, both with each other and the rest of the curriculum.

Students in all grades are exposed to Spanish which enables them to communicate and interact through language. The functional use of grammar is our short-term goal, which is achieved through a hands-on approach. The program integrates other subject areas such as music, math, art and technology. Games and other activities are incorporated. This method enables the children to develop an interest and therefore learn the language as a parallel world of activities to their everyday routine. Native speakers will be required to read daily at home.

## **Social Studies**

The social studies curriculum allows students to develop an understanding of their past, their present, and their future, their environment and their society. Social studies encourages curiosity and develops an understanding of the changing world. Students engage in real-world activities through transdisciplinary themes. They develop skills in decision making, in problem solving, and in critical thinking, which are necessary in their daily lives. This course of study helps to prepare students to become confident, knowledgeable and respectful individuals.

**Mathematics** Students develop the skills necessary for problem solving with computation being one of the critical tools. Creative thinking skills are also developed as students learn to choose and apply appropriate rules, facts and procedures. Math is also applied to other areas of the curriculum (language arts, music, physical education etc.). Students are given the opportunity to discuss their thinking, explain their reasoning in math journals and ask questions. In addition, students in grades 2-5 work on the Accelerated Math Program. The mathematics expectations are organized into five strands:

- Number Sense
- Patterning and Algebra
- Geometry
- Measurement
- Making Sense of Data

## **Science/Technology**

### Science

At the core of the science curriculum is inquiry. In the PYP there is a commitment to a concept-driven curriculum as a means of supporting the inquiry. In the process of inquiry students are led to observe, recognize and define problems, investigate, report and communicate their findings, analyze and draw conclusions from their results. Science is integrated with other subject areas. The students of Grades 4 and 5 take part in a community project where science, mathematics, language and technology are integrated. Grade 4 students' project involves growing and reproducing earth worms for the Wildlife Orphanage and Rehabilitation Centre (WORC). This registered non-profit organization assists local wildlife of Trinidad and Tobago. Grade 5 students have the opportunity to take part in the Roots and Shoots program affiliated with the Jane Goodall Institute. They visit reservation parks like the Wild Fowl Trust to learn about protecting animals.

### Technology

The Elementary School computer labs serve two objectives. The first is to enhance learning in all areas of the curriculum. To this end, students use a variety of software to reinforce basic core skills in mathematics, language arts, science and social studies.

The second objective is to enable students to acquire and maintain a variety of computer skills. These skills are introduced and reinforced through project-based learning. There are opportunities for students to publish their written work, analyze data, create newsletters and put multimedia presentations together incorporating content from their classrooms.

The multimedia computer lab has e-mail and Internet facilities that connect us to the World Wide Web. We encourage any interested member of our educational community to visit our technology department to see first-hand the exciting applications of technology in our educational program. We are proud of our advancements and the school's commitment to preparing our international students for success in an information-rich future.

## **Arts**

### Visual Art

The art program involves the student in learning about two and three-dimensional art forms. The lessons, appropriate for students' intellectual and physical maturity, expose the children to the basic elements of design as well as providing opportunities for creativity, original thinking and expression. Good craftsmanship, doing one's best and completing the task at hand is always encouraged.

Exposure to art history and appreciation add to students' knowledge, expands their vision and increases their understanding of aesthetics across national and cultural boundaries.

Children's work is exhibited around the school.

### Music

Music in the Elementary School is an important part of the total educational experience of the child. Children participate in singing, listening, improvising, moving to music and laying pitched and un-pitched instruments. As children actively participate in these musical activities, they develop their innate creativity, as well as discover the world of music that surrounds them. Students establish music reading skills that enable them to sing in unison and in two parts, along with playing instrumental melodies and playing accompaniments. The recorder is incorporated throughout the Elementary School music experience. In addition, at the upper levels of the Elementary School, students have the opportunity to participate in the Elementary School choir or to play the keyboard, guitar, strings and steel pan. Students will develop awareness and appreciation of the music program representing a range of times, places and cultures. They will have opportunities for practice and consistent exposure to music in order to produce mastery and lifelong appreciation. A string program and steel pan are also offered as afterschool activities for those committed to these types of instruments.

School Instruments: School instruments are available for students who attend the strings music program. Students are responsible for the maintenance of their instrument. In the event the instrument is damaged, lost or requires repair, parents are expected to cover the cost of repair or replacement. All instruments are to be returned to the School during the holiday periods (Easter/Summer).

## **Personal, Social and Physical Education**

### Physical Education

The goal of the Physical Education program is to allow children to view themselves as fit, skilful and joyful participants who are not limited to their own cultural activities. The Physical Education program is designed to be holistic in that it enables students to develop physical, intellectual, social and emotional abilities. The approach is also sequential. Objectives have been placed on a continuum in three areas: skill, knowledge, and affective behavior.

Within each of these domains, skills are identified for each grade level and grouped into three areas: physical fitness and conditioning, sports and games and rhythmic activities from different countries. Students work in small and large group settings. They participate in movement activities using equipment or apparatus to develop a range of skills, both transdisciplinary and specific to P. E.

The curriculum also includes an introduction to games and play skills as described in lead-up games to various sports and in cooperative games and activities. Physical Education Uniform: Students may wear their PE uniform to school on those particular days that they attend PE and swimming.

## Personal and Social Education (PSE)

PSE is included in the curriculum to help students learn how to manage and communicate their feelings; make informed choices; be aware of social norms and different perspectives; build healthy relationships; develop strategies to resolve conflicts; develop an appreciation for cultural diversity and show concern for others and the environment.

### **Concepts**

The PYP has constructed a set of eight concepts that answer the question what do we want the students to learn? Questions in each unit of inquiry can fit into one of these concepts:

- Form
- Function
- Causation
- Change
- Connection
- Perspective
- Responsibility
- Reflection

### **Skills**

What do we want the students to be able to do is addressed in the element of learning skills within the units of inquiry. The construction of meaning and understanding is complemented by the students acquiring and applying a range of skills.

- Transdisciplinary Skills:
- Social skills
- Thinking skills
- Research skills
- Communication skills
- Self-management skills

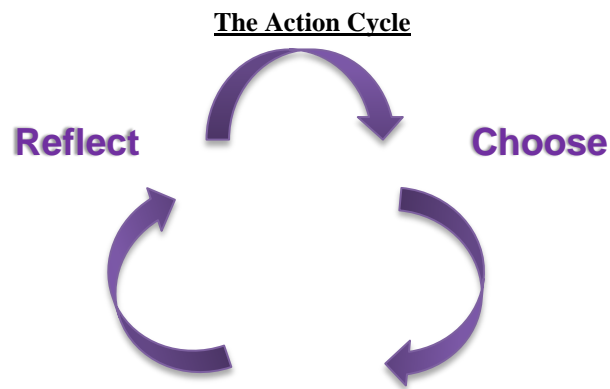
**Attitudes COUNT!** As part of the PYP we focus on the development of positive attitudes towards people, towards the environment and towards learning. At ISPS, the attitudes are addressed explicitly throughout every aspect of our curriculum.

#### Attitudes

- |                |               |
|----------------|---------------|
| • Appreciation | • Commitment  |
| • Confidence   | • Cooperation |
| • Creativity   | • Curiosity   |
| • Empathy      | • Enthusiasm  |
| • Independence | • Integrity   |
| • Respect      | • Tolerance   |

### **Action**

How do we want the students to act is answered in the action component of the essential elements. Students are challenged to choose their action based on the learning. This is a never ending cycle that includes choice, action and reflection.



PYP Programme of Inquiry 2011

| Term#  | TERM I  | TERM II  | TERM III   |
|--------|---|--|--|
| Months | <i>August - November</i>  | <i>November- March</i>   | <i>March- June</i>   |
| PK     | <ol style="list-style-type: none"> <li>1. I have something to say</li> <li>2. All about me</li> </ol>                             | <ol style="list-style-type: none"> <li>2. Plants</li> </ol>  | <ol style="list-style-type: none"> <li>3. Water</li> </ol>   |
| Kg     | <ol style="list-style-type: none"> <li>1. Celebrating Authors Relationship(6wks)</li> <li>2. Exploring Our World(6wks)</li> </ol> | <ol style="list-style-type: none"> <li>4. Living things(6wks)</li> </ol>   | <ol style="list-style-type: none"> <li>5. Forces(4wks)</li> <li>6. Citizenship(5wks)</li> </ol>                      |
| Grade1 | <ol style="list-style-type: none"> <li>1. Celebrations(6wks)</li> <li>2. School Community(4wks)</li> </ol>                        | <ol style="list-style-type: none"> <li>3. Weather(6wks)</li> <li>4. Personal Histories(4wks)</li> </ol>          | <ol style="list-style-type: none"> <li>5. Cycles (4wks)</li> <li>6. Playing with language(6wks)</li> </ol>           |
| Grade2 | <ol style="list-style-type: none"> <li>1. Home Sweet Home( 5 wks)</li> <li>2. Biographies(6wks)</li> </ol>                        | <ol style="list-style-type: none"> <li>3. Habitats &amp; Adaptation(6wks)</li> <li>4. Folktales(4wks)</li> </ol> | <ol style="list-style-type: none"> <li>5. Matter(5wks)</li> <li>6. Field to Table(5wks)</li> </ol>                   |
| Grade3 | <ol style="list-style-type: none"> <li>1. Health and Nutrition(5wks)</li> <li>2. Literature Genres(5wks)</li> </ol>               | <ol style="list-style-type: none"> <li>3. Communities(5wks)</li> <li>4. Water(5wks)</li> </ol>                   | <ol style="list-style-type: none"> <li>5. Natural Disasters(4wks)</li> <li>6. Ancient Civilizations(4wks)</li> </ol> |
| Grade4 | <ol style="list-style-type: none"> <li>1. Learning Styles( 6 wks)</li> <li>2. Persuasive Communication(4 wks)</li> </ol>          | <ol style="list-style-type: none"> <li>3. Inventions(6wks)</li> <li>4. Recycling( 6wks)</li> </ol>               | <ol style="list-style-type: none"> <li>5. Exploration( 5wks)</li> <li>6. Economics(6 wks)</li> </ol>                 |
| Grade5 | <ol style="list-style-type: none"> <li>1. Choices(6wks)</li> <li>2. Conservation(6wks)</li> </ol>                                 | <ol style="list-style-type: none"> <li>3. Independence(6wks)</li> <li>4. Arts(6wks)</li> </ol>                   | <ol style="list-style-type: none"> <li>5. Exhibition(6wks)</li> <li>6. Migration(6wks)</li> </ol>                    |

[For more information on the PYP POI – Click Here](#)

## **ELEMENTARY SCHOOL STANDARDS OF CONDUCT**

The following are rules and common courtesies that are expected of all students. Obviously, not every single rule or expectation is listed here, but this is the general standard of conduct that applies to all students in the Elementary School.

1. Students are to be courteous and respectful to teachers, parents, members of our community, and fellow students alike. Foul, offensive or inappropriate language is never acceptable. Students are expected to respect the laws of Trinidad and Tobago. Student behavior on campus and in public must always reflect high standards that complement the school.
2. There is to be no running, shouting, or roughhousing at school.
3. Students are to be in dress code from their arrival on campus until the end of the academic day. Shirt or blouse tails are always to be neat and tucked in. Ostentatious accessories or jewellery are not allowed.
4. There is to be no chewing of gum on campus.
5. Food and drink is to be consumed only during times and in those places when and where students are supervised by the faculty, such as break, or lunch areas. There is to be no food (this includes candy, sweets, soft drinks, etc.) during class time. Soft drinks are not allowed in Elementary. Students are not allowed to go to the Cafeteria after school, unless they have an after school activity.
6. Ipods, cell phones and electronic game boys are not allowed during the school day.
7. Elementary School students may only stay after school if involved in an authorized sport, activity, homework pool, or music lesson. Permission to stay after school for any other reason must be arranged through the classroom teacher or the Principal of the Elementary School. All students who are not involved in any activities must be picked up immediately after being dismissed at 2:15 p.m.
8. Students may not at any time leave campus during the school day without specific permission. Parents must sign students out at the front office before they leave. Students who are absent from school should provide an excuse from parents.
9. Classrooms are to be kept clean and in an orderly fashion. Litter is to be thrown in the bins provided. There is to be no leaning back on chairs, and chairs are to be pushed in under your desk upon leaving the classroom.
10. Students must always respect personal property and personal space. If you have any questions about what constitutes personal property or personal space, please consult the classroom teacher or the Principal.

## **STUDENT SCHEDULES**

### **Daily Schedule**

A copy of each classroom schedule is sent home at the beginning of the school year and parents should be aware when Physical Education classes are given to ensure the proper uniform is worn.

## Pre-K Schedule

|                         | Monday                         | Tuesday                            | Wednesday                     | Thursday                       | Friday                            |
|-------------------------|--------------------------------|------------------------------------|-------------------------------|--------------------------------|-----------------------------------|
| 7:40-8:25<br>Period 1   | Learning Units                 | Learning Units                     | Learning Units                | Art                            | Town Meeting                      |
| 8:30-9:15<br>Period 2   | Learning Units                 | Learning Units                     | Learning Units                | Learning Units                 | PE                                |
| 9:15-9:30               | B                              | R                                  | E                             | A                              | K                                 |
| 9:35-10:20<br>Period 3  | Music                          | Art                                | Media                         | Math                           | Math                              |
| 10:25-11:10<br>Period 4 | Media                          | PE                                 | Library                       | Learning Units<br>Centre Time  | Handwriting/individual<br>readers |
| 11:10-11:45             | L                              | U                                  | N                             | C                              | H                                 |
| 11:50-12:35<br>Period 5 |                                | Math                               | Library                       | Cooking                        | Spanish                           |
| 12:40-1:25<br>Period 6  | Learning Units<br>Centre Time  | Spanish                            | Math                          | PE                             | Craft Time                        |
| 1:30-2:15<br>Period 7   | Parent Story and<br>Craft Time | Outdoor Play<br>(Pre-K Playground) | Learning Units<br>Centre Time | Parent Story and<br>Craft Time | Outdoor Play<br>(Big Playground)  |

## Kindergarten Schedule

|                         | Monday                                       | Tuesday                                      | Wednesday                                    | Thursday                                     | Friday                                       |
|-------------------------|--|--|--|--|--|
| 7:40-8:25<br>Period 1   | Circle Time<br>Guided Reading<br>Handwriting | Circle Time<br>Guided Reading<br>Handwriting | Circle Time<br>Guided Reading<br>Handwriting | Circle Time<br>Guided Reading<br>Handwriting | Circle Time<br>Guided Reading<br>Handwriting |
| 8:30-9:15<br>Period 2   | PYP Unit                                     | PYP Unit                                     | PYP Unit                                     | PYP Unit                                     | PYP Unit                                     |
| 9:15-9:30               | B  | R  | E  | A  | K  |
| 9:35-10:20<br>Period 3  | PYP Unit                                     | PE   | Non-Fiction Reading<br>and Writing           | PE   | Music  |
| 10:25-11:10<br>Period 4 | PE   | Math   | Math   | Math   | Math   |
| 11:10-11:45             | L  | U  | N  | C  | H  |
| 11:50-12:35<br>Period 5 | Math   | PYP Units                                    | Media  | PYP Units                                    | Parent Story time                            |
| 12:40-1:25<br>Period 6  | Library                                      | PYP Units                                    | Art  | PYP Units                                    | Centres                                      |
| 1:30-2:15<br>Period 7   | Flying High<br>Reading/Centers               | Art  | Centres                                      | Spanish                                      | Media  |

## Grade 1 Schedule

|                         | Monday         | Tuesday        | Wednesday                  | Thursday       | Friday         |
|-------------------------|----------------|----------------|----------------------------|----------------|----------------|
| 7:40-8:25<br>Period 1   | Learning Units | Learning Units | Learning Units             | Learning Units | Learning Units |
| 8:30-9:15<br>Period 2   | Learning Units | Learning Units | Learning Units             | Learning Units | Learning Units |
| 9:15-9:30               | B              | R              | E                          | A              | K              |
| 9:35-10:20<br>Period 3  | Math           | Math           | Math                       | Math           | Math           |
| 10:25-11:10<br>Period 4 | Math           | Spanish        | Spanish                    | Music          | Math           |
| 11:10-11:45             | L              | U              | N                          | C              | H              |
| 11:50-12:35<br>Period 5 | Art            | Media          | Learning Units             | Learning Units | Music          |
| 12:40-1:25<br>Period 6  | Learning Units | Learning Units | Learning Units<br>Guidance | Art            | Learning Units |
| 1:30-2:15<br>Period 7   | PE             | Learning Units | Library                    | PE             | PE             |

## Grade 2 Schedule

|                         | Monday         | Tuesday        | Wednesday      | Thursday            | Friday         |
|-------------------------|----------------|----------------|----------------|---------------------|----------------|
| 7:40-8:25<br>Period 1   | Learning Units | Learning Units | Math           | Learning Units      | Learning Units |
| 8:30-9:15<br>Period 2   |                | Learning Units | Math           | Learning Units      | Learning Units |
| 9:15-9:30               | B              | R              | E              | A                   | K              |
| 9:35-10:20<br>Period 3  | Math           | Library        | Learning Units | Math                | PE             |
| 10:25-11:10<br>Period 4 | Math           | Media          | Learning Units | Math/Guidance       | Writing        |
| 11:10-11:45             | L              | U              | N              | C                   | H              |
| 11:50-12:35<br>Period 5 | Learning Units | Math           | Music          | Spanish             | Learning Units |
| 12:40-1:25<br>Period 6  | PE             | Math           | Reading        | Learning Units      | Learning Units |
| 1:30-2:15<br>Period 7   | Art            | Music          | Spanish        | Phonics & Analogies | Art            |

## Grade 3 Schedule

|                         | Monday         | Tuesday        | Wednesday      | Thursday       | Friday                      |
|-------------------------|----------------|----------------|----------------|----------------|-----------------------------|
| 7:40-8:25<br>Period 1   | Learning Units | Learning Units | Learning Units | Learning Units | Learning Units              |
| 8:30-9:15<br>Period 2   | Learning Units | Learning Units | Learning Units | Learning Units | Learning Units              |
| 9:15-9:30               | B              | R              | E              | A              | K                           |
| 9:35-10:20<br>Period 3  | Media          | Learning Units | Learning Units | Learning Units | Learning Units              |
| 10:25-11:10<br>Period 4 | Learning Units | Learning Units | Learning Units | Learning Units | Learning Units              |
| 11:10-11:45             | L              | U              | N              | C              | H                           |
| 11:50-12:35<br>Period 5 | Music          | Learning Units | Learning Units | Music          | PE                          |
| 12:40-1:25<br>Period 6  | Learning Units | Learning Units | Media          | Art            | Spanish                     |
| 1:30-2:15<br>Period 7   | Learning Units | Art            | PE             | Spanish        | Learning Units/<br>Guidance |

## Grade 4 Schedule

|                         | Monday         | Tuesday        | Wednesday      | Thursday       | Friday         |
|-------------------------|----------------|----------------|----------------|----------------|----------------|
| 7:40-8:25<br>Period 1   | Learning Units | Learning Units | Learning Units | Media          | Learning Units |
| 8:30-9:15<br>Period 2   | Learning Units | Learning Units | Learning Units | Learning Units | Learning Units |
| 9:15-9:30               | B              | R              | E              | A              | K              |
| 9:35-10:20<br>Period 3  | Math           | Math           | Math           | Math           | Art            |
| 10:25-11:10<br>Period 4 | Math           | Math           | Art            | Math           | Math           |
| 11:10-11:45             | L              | U              | N              | C              | H              |
| 11:50-12:35<br>Period 5 | Spanish        | PE             | Spanish        | Music          | Media          |
| 12:40-1:25<br>Period 6  | Learning Units | Music          | Learning Units | Learning Units | Learning Units |
| 1:30-2:15<br>Period 7   | PE             | Learning Units | Learning Units | Learning Units | Learning Units |

## Grade 5 Schedule

|                         | Monday         | Tuesday              | Wednesday      | Thursday       | Friday         |
|-------------------------|----------------|----------------------|----------------|----------------|----------------|
| 7:40-8:25<br>Period 1   | Learning Units | Learning Units       | Learning Units | Learning Units | Learning Units |
| 8:30-9:15<br>Period 2   | Learning Units | Learning Units       | Learning Units | Learning Units | Learning Units |
| 9:15-9:30               | B              | R                    | E              | A              | K              |
| 9:35-10:20<br>Period 3  | Math           | Math                 | Math           | Math           | Math           |
| 10:25-11:10<br>Period 4 | Math           | Math                 | Music          | Art            | Math           |
| 11:10-11:45             | L              | U                    | N              | C              | H              |
| 11:50-12:35<br>Period 5 | Media          | Music                | Learning Units | Art            | Learning Units |
| 12:40-1:25<br>Period 6  | PE             | Spanish              | Learning Units | Spanish        | Learning Units |
| 1:30-2:15<br>Period 7   | Learning Units | Media alternate week | Learning Units | Learning Units | PE             |

### PARENTAL INVOLVEMENT

#### Parents in the Classroom

If you have free time during the school hours, feel free to speak to your child's teacher about coming to visit, volunteer, or help with special class activities or field trips. We strongly invite you to be an active participant in your child's education. Please contact the school office or arrange a schedule with the class teacher.

#### Parents Representative

Each class has a parent's "rep", sponsored by the Parent Teacher Organization, who organizes phone calls to other parents and help with special class activities and field trips. Please contact the PTO if you are interested in volunteering as a parent classroom "rep".

The following guidelines have been established to make the volunteer experience better for parents, students and staff. Volunteers are expected to review these guidelines prior to participating in the classroom or other related activities.

Please sign in at the front office immediately upon entering the building. All volunteers should wear an identification badge provided by the school. The distribution of literature, without prior approval from the classroom teacher or school principal, is not permitted.

When you volunteer, you are acting as a representative of the school. Always consider the health and safety of students first. Please abide by all staff instructions and directions and ask for clarification if you are unclear as to your responsibilities. Please dress appropriately at all times. Prior to leaving the building, sign out at the office. Please remember that the teacher is ultimately responsible for the children and activities in his/her classroom.

When you arrive to begin your volunteer shift, please be sensitive to the learning that is taking place in the classroom. Enter the room quietly and wait until there is a break in the activity before communicating with the teacher and students. Please understand that classroom issues related to students are confidential matters. As a volunteer, you may not talk with other parents about the specific learning or discipline needs of any child other than your own.

### WEEKLY NEWSLETTER

The school's newsletter, elementary notes and classroom news are regular part of communication between the school and parents. All weekly news is usually sent home in the Friday Folder and should be read by parents.

### **Enrichment Programs**

The Renaissance programs are used to enrich our math and reading programs. Reading Renaissance is a program that uses Accelerated Reader books and corresponding computerized quizzes to rate student reading comprehension. The STAR test, a diagnostic instrument, is used to assign each student a zone of proximal development which defines reading level ranges. The program, designed to increase student achievement, requires dedicated reading practice time, goal setting, motivation, instruction, monitoring and intervention. Students choose from a wide range of books- including Caribbean literature.

Math Renaissance uses two information systems: Accelerated Math and STAR Math. STAR Math, a computer-adaptive math test and database, assesses each student's math level, tracks student growth and provides diagnostic information. Accelerated Math provides immediate feedback, generates personalized worksheets, tracks student progress and mastery. These programs assist us in improving results across the curriculum and on standardized tests. All students are recognized for their achievements at assemblies. In addition, students can cash in points each month and receive tokens.

### **Early Morning Program**

Reading Intervention for Student Success (RISS) and Math Intervention for Student Success (MISS) are programs that are held four mornings each week from 7:15 a.m. – 7:30 a.m. Teachers identify students that require extra assistance in mathematics and reading skills and they are recommended for the program. Once students have mastered the skills in mathematics and reading, they are dismissed from the program. Generally students attend the program for one term.

### **Library**

The library teaches students the skills necessary for information retrieval, adaptation and synthesis. Library skills are taught to give pupils the tools needed to locate, organize and use information. Lessons for Pre-Kindergarten through Grade 5 teach the basics of library usage: book care and location of materials. The library focuses on developing research, listening skills and literature appreciation. Students learn how to find their way through a book and how to understand its parts and its uses. They are taught the differences between fiction and non-fiction, the use of other reference materials and the classification under which non-fiction are placed on the shelf. Each grade checks out several books based on the theme of study.

The Library offers instruction to Pre-Kindergarten through grades three for one period per week. Browsing is included during the class lesson and children are allowed to take out books and return them the following week. Students may also visit the library any time during the day to select an Accelerated Reading book of their choice. The library staff assists students with the selection of appropriate reading level books. Grades four and five have an open door policy. Students may use the library for reading, research and study any time during the day. The library fully supports the Elementary Accelerated Reading program through the purchase of books at all reading levels, in both fiction and nonfiction, the purchase of AR tests for many of the titles and the display of new AR books, the AR Quiz/testing Program is set up on library computers for student/teacher convenience.

There is a computerized catalogue and automated circulation and internet workstations with subscriptions to online database resources to access information. Students may check out materials for one or two weeks depending on grade level, with the privilege of renewal if necessary. Overdue books must be returned before more books are checked out. Please help your child to remember to return library materials in a timely manner. Lost or damaged books must be paid for. Parents are encouraged to use the library and have lending privileges of their own. Please stop at the circulation desk any day to register as a library patron. Our library hours are Monday – Friday, 7:30 to 4:00 p.m.

## **HOMEWORK**

Homework is an assignment that is to be completed outside of class. It includes day-to-day tasks as well as long-range assignments. When homework is properly assigned and completed it will enrich, stimulate, and/or strengthen those concepts learned during class. The assignment should promote student growth in the ability to plan and organize independently. The amount and type of homework assigned will be affected by differences in individual students, subject content, grade level and teaching philosophies. Teachers are expected to assign homework.

This recommended amount of time for homework is as follows:

|              |                 |
|--------------|-----------------|
| Kindergarten | 20 minutes      |
| Grades 1 – 3 | 20 – 40 minutes |
| Grades 4 – 5 | 45 – 60 minutes |

Elementary School homework assignments include assigned reading, review of class work, notes and written homework assignments at least twice a week and on weekends.

Each student is required to have a homework notebook starting in Grade 1. Homework notebooks are given out at school. Parents are expected to sign homework books.

## **PROJECTS**

Grades 1 – 5

Your child may be asked to do research projects at home. There will be no more than 2 per term.

- At least 1-2 weeks will be given for the project
- A clear rubric will be given to students prior to the project including the amount of writing expected, and a brief explanation to parents.
- Guidelines for finding information on internet will be given, or appropriate research notes/books by teacher
- Any project is equally acceptable handwritten or typed
- Group work may be required outside of school although each member of a group may be asked to research something
- Class time will be given for support and guidance of project

## **ASSESSMENT AND REPORTING**

### **STUDENT PROGRESS REPORTS**

Progress reports will be issued to all students by their parents within eight weeks of the beginning of the school year or six weeks after the student's arrival at ISPS. These reports advise parents of the student's progress since their arrival in school. Progress reports are sent home with the individual student. Notification of this will be made in the Weekly Newsletter. In addition, teachers will contact parents anytime a student is not performing as expected.

### **STUDENT REPORT CARDS**

Student report cards are issued three times per year. Parents are asked to sign the card each time and return it to school. When the final report is made in June, the parent should keep the report card. Conferences are part of the school calendar but parents may schedule a conference with teachers when needed "see Parents/Teachers Conferences".

[Click Here For The Assessment Policy](#)

## GRADING STANDARDS

| GRADING (Pre-K -2) | GRADING (3-5)           | GRADING (3-5) |
|--------------------|-------------------------|---------------|
| 1 Beginning        | E Excellent             | A 95-100%     |
| 2 Developing       | VG Very Good            | A- 90-94%     |
| 3 Proficient       | G Good                  | B+ 87-89%     |
| 4 Mastery          | S Satisfactory          | B 84-86%      |
|                    | NI Needs Improvement    | B- 80-83%     |
|                    | F Below Class Standards | C+ 77-79%     |
|                    | M Modified              | C 74-76%      |
|                    |                         | C- 70-73%     |
|                    |                         | D+ 60-69%     |
|                    |                         | D 66-64%      |
|                    |                         | D- 63-60%     |
|                    |                         | F below 60%   |

## STANDARDIZED TESTING

The Educational Research Bureau (ERB) Writing Assessment Program provides a direct measure of writing ability through evaluation of an individual writing sample from each student. It assesses different elements of the student's writing as well as the student's overall writing development. Students in Grade 3-5 take this test annually. The ERB test takes 50 minutes on two consecutive days.

In addition students take the Measures of Academic Progress, a standardized, group-administered assessment of reading, language and mathematics skills. The MAP assessment is based on the internationally endorsed reading and mathematical literacy frameworks. As the assessment is completed electronically, results are available soon after completion of the assessment and are used to identify student learning needs, as well as compare student progress with that of students from throughout the world. Reports on both tests are sent home for the parents to view their child's performance in relation to the norms for that age and grade level. Please remember that any testing data is only a 'snapshot' of your child on a particular day.

**What parents should know about testing:**

1. Students need to practice the skills and review the contents of the subjects they are learning in school in order to become proficient and comfortable with reproducing and applying them on tests.
2. Students need to practice test taking skills.
3. Students need to learn how to manage stress due to test anxiety.
4. Students need to be well rested and have a healthy meal before taking a test so as to minimize physiological discomfort.
5. Test data are indicators of the mastery or non-mastery of skills and the level of understanding that students have attained.
6. Testing provides information about what students know and are able to do, and therefore informs the teachers and parents about the progress or lack of progress in a particular field of knowledge.

## **SPECIAL EVENTS**

### **International Week**

Beginning in October, classes meet to discuss a theme. The entire community begins work on our traditional international fair. Classes study a country in depth. At the end of the exposure to that country, the entire school has a fair that includes food, music, cultural regalia and games from different countries. Parents assist with this multicultural event and are invited to share their culture with classrooms as speakers and presenters

### **Sports Event**

Sports Event gives students a chance to compete in sporting events with participation in several fun races. Students compete within their houses. Sports Event is usually held in May.

### **Walk-A-Thon**

This annual charity event is sponsored by the Elementary School faculty and helps raise funds for children in need. Students are encouraged to seek sponsors and walk to earn money for the charity.

### **Carnival**

Students are exposed to the rich culture of Trinidad and Tobago. Carnival is the greatest expression of this culture. A theme is chosen and each class depicts some aspect of it. Field trips to various mas camps allow students to actively participate in what it takes to create a costume. Mas camps are set up at school for students to create their costumes for the Carnival Jump-Up which is held on the Friday before the official carnival celebrations. Parents, teachers, students and guests enjoy the culmination of this event.

### **Coffee Mornings with Principal**

Parents are welcome to attend the session to mingle and meet other parents. Also, parents can discuss programs or concerns about how the term is progressing. This forum is not to discuss personal student or teacher issues. The event is held at least three times during the academic year.

### **Free Dress Day**

Students are given a free dress day based on an upcoming event or a special occasion. Parents are notified prior to the date for the event. Students are expected to wear casual clothing, for example skirts (2 inches above the knees), polo shirts, T-shirts and shorts or long pants. Halter tops are not allowed.

### **Curriculum Night**

Curriculum Night is an evening for parents to be introduced to their child's academic program. Parents learn about the general running of the classroom and goals and objectives are outlined for the new school year.

### **Open Forum**

A general meeting held to discuss concerns about the school or to introduce parents to a new project or program that will be implemented.

### **Town Meeting**

Each Friday the entire Elementary School assembles in the cafeteria to discuss projects, activities and programs. Each class is scheduled weekly to present information on a topic or an event. At Town Meeting students are exposed to the diverse cultural programs offered at ISPS as well as our Character Education Program. We also encourage parents to participate by sharing their experiences.

### **Wazzup Newsletter**

Students in Pre-Kindergarten through Grade 5 contribute to the Newsletter which is distributed three (3) times a year. Topics include book reviews, and letters to the editors, science fiction stories, poetry and other items of interest.

### **Birthday Parties**

Birthday parties are not allowed at school. A note to the class teacher should be sent a few days ahead if you wish to celebrate a child's birthday with a cake during lunch. Parents must be sensitive when handing out invitations especially when the entire class is not invited. Additionally, parents should not send invitations to class teacher to be handed out, particularly when all children are not invited.

### **Educational Field Trips**

All classes throughout the school take regular educational trips during the school year to support the programme. These trips are an integral part of the school's curriculum. It is important that all students participate in them to enhance the educational experiences provided at school. First Aid kits are present during all field trips and a clearly defined field trip procedure is followed to ensure safety and efficiency.

Parents and guardians are notified of any trips in advance. The letter provides information on the purpose of the trip, the time and day of the trip and travel arrangements. All curriculum related trips are provided free of charge unless an admission fee is charged when the cost will be borne by the parents/guardians. All students must have parent permission before going on field trips.

## **GUIDANCE AND COUNSELING PROGRAM**

The Guidance and Counseling Program supports the social, emotional, and academic development of the students in age-appropriate ways. The counsellor manages the guidance and counseling program from Pre-Kindergarten through grade 5.

ISPS is committed to a comprehensive program of services for students and parents. Among these services are the screening, placement and orientation of new students; liaising with parents, teacher, resource staff and outside support services; conducting individual and group counseling; organizing parent programs; facilitating the transition programs for students entering middle school and high school; serving on the elementary team; and administering our standardized testing programs. Counselors work closely with the faculty to identify and work with students at risk through grade level meetings.

### **The Four Themes of the Elementary School Counseling Program**

- Students take responsibility for their actions
- Students exhibit mutual respect (respect for self and others).
- Students need specific training in basic life management skills (Communication, decision-making, problem solving, conflict resolution, etc.)
- Students who feel good about themselves and have positive relationships with others are more successful both in and out of school.

### **The Guidance Program is delivered in five ways**

- Classroom Guidance Lessons
- Small Group Guidance
- Counseling Individual Students
- Consultation and collaboration with teachers, parents, and administrators
- Training and supervision of peer helpers

## **Elementary School Counseling**

### **What is the School Counseling Program?**

The school counseling program is a part of the total school program. The counselor's primary role is to help students deal with problems so that they may concentrate on developing their academic potential. Her unique role within the school setting is to provide: prevention, early intervention, wellness and empowerment. The counselor's goal is to help students believe in themselves and become healthy citizens and productive adults.

### **What do Elementary School Counselors do?**

**Counselors help students:** feel good about themselves, set successful goals, develop positive relationships, learn decision-making and problem-solving skills, improve academic progress, become self-directive and responsible for their behaviour.

**Counselors help teachers:** Create a positive learning environment, meet the individual needs of the student, and promote character development within students.

**Counselors help parents:** understand their part in their child's learning experience, and provide an on-going parenting skills course.

### **Why do we need Elementary School Counselors?**

Elementary school counselors help students deal with issues such as: academic concerns, emotional pressures, friendship issues, moving away.

These can lead to: poor self-image, history of failure, poor relationships with adults and peers, few interests in school or community activities, poor decision making skills, and low frustration tolerance.

### **How do Elementary School Counselors help?**

Elementary school counselors conduct classroom guidance sessions, counsel with students individually and in small groups (when needed) consult with teachers and administrators, conduct parent conferences and workshops, coordinate efforts with school specialists and outside agencies, and they coordinate testing programs, for example the ERBs in grades 3, 4 and 5 and MAP (K-5)

For more information on PYP: [www.IBO.org](http://www.IBO.org)