

LOWER SCHOOL HANDBOOK

WELCOME TO THE
AMERICAN SCHOOL
OF PARIS



AMERICAN SCHOOL
OF PARIS

founded 1946



WELCOME

Our Lower School is a dynamic and inspiring community. We believe that with the appropriate level of challenge and support, lower school students can reach their potential as learners and as individuals. The purpose of the LS Handbook is to highlight some of the ways in which we achieve our goals and to establish a common framework and language for our work together.

MISSION AND BELIEFS

The American School of Paris is a vibrant, international, family-oriented community. Our mission is to inspire and prepare every student to achieve personal and academic excellence as an engaged global citizen by providing a challenging, innovative program within a compassionate environment.

We Believe That:

- Every person has equal worth.
- Honesty and integrity are central to all we do.
- Individuals are responsible for their choices and actions.
- We best meet the needs of learners when we understand them as individuals.
- Through hard work and determination individuals can achieve their potential.
- Every member of a community has the responsibility to contribute to the greater good.
- Seeking to understand diverse cultures, ideas and practices enriches a community.
- A culture of high expectations and striving for excellence leads to higher achievement.
- Learning is a continuous lifelong endeavor.
- Great schools nurture passion, curiosity, creativity, self-expression and joy.
- Going beyond the familiar and taking risks stimulate growth, innovation and self-discovery.
- In a rapidly changing world, achieving excellence demands commitment to continuous improvement.
- Everyone shares responsibility for our global community and environment.

In Lower School, we strive to create a joyful learning environment where students and teachers feel a responsibility for one another. We build meaningful connections, embrace diverse perspectives, and support each other. The values of Empathy, Integrity, Kindness, Leadership, Inclusion, and Resilience guide our interactions and decisions; they help us build a community where all members can thrive.

Resilience

There is no supervision on the playground after school, and students are not permitted to play unless they are supervised by a parent or guardian. For safety reasons, students may not use the library after school without supervision by a parent or guardian.

Sample Grade K3–K5 Schedule

[illegible]

Sample Grade 1–5 Schedule

	1	2	3	4	5	6	7	8
8:45–8:55	recess	recess	recess	recess	recess	recess	recess	recess
<i>passing time</i>	<i>morning meeting</i>	<i>morning meeting</i>	<i>morning meeting</i>	<i>morning meeting</i>	<i>morning meeting</i>	<i>morning meeting</i>	<i>morning meeting</i>	<i>morning meeting</i>
9:00–9:45, 45 min	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
<i>passing time</i>								
9:50–10:30, 40 min	French	Music A	French	Music B	French	Music C	French	Music A
<i>passing time</i>								
10:40–11:20, 40 min	Homeroom	Music B, PE C	Homeroom	Music C, PE A	Homeroom	Music A PE B	Homeroom	Music B, Library C
<i>passing time</i>								
11:25–12:40, 75 min		Homeroom		Homeroom		Homeroom		Homeroom
12:40–1:40, 60 min	lunch and recess							
<i>passing time</i>								
1:45–2:20, 40 min	Art A, PE B/C	French	Music C, Library A, PE B	French	Art B, PE A/C	French	Art C, PE A	French
<i>passing time</i>								
2:25–3:30, 65 min	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom

ACADEMIC INFORMATION

CURRICULUM OVERVIEW

At ASP, we use the [Understanding by Design](#) unit framework (Wiggins and McTighe) to develop and refine our curriculum. Each course contains units of study designed with the desired goals in mind.

Instruction in the Lower School is standards-based and developmentally appropriate. Educators use a multitude of best practice strategies for each domain of learning. A combination of large group, small group, and individual instruction supports our goal to personalize learning. Students often work in small, flexible, and dynamic groups. The groups may be based on interest, readiness, or ability, for example, and change often. The grouping depends on the goal of the lesson and the type of learning outcome expected, and allows teachers to differentiate instruction within the larger group.

Another goal of our curriculum is to have cross-curricular units of study that align with the core curriculum. This integration allows children's learning to deepen because the intended learning is taught in more than one learning domain.

Students are assessed throughout the school year. In the first weeks of the school year, teachers administer benchmark assessments to understand the level of understanding in literacy and mathematics for their class. Many children will have just arrived at ASP and benchmarking therefore helps teachers to know how to adjust the curriculum and pacing to their classes.

Internal assessments such as on-demand writing samples, conferring about learning (reading, writing, and math), and rubrics are all used to record progress and to adjust teaching. External assessment data is also used in conjunction with internal assessments to target instruction and to develop strategy groups for differentiated teaching and learning.

Our Early Childhood department features daily or weekly Outdoor Learning time and a heavy

emphasis on Play-Based or Playful Learning. These rely on the principle of playful exploration, where children thrive through the iterative process of play. We believe that open-ended, exploratory play is essential for fostering creativity, experimentation, and the continuous refinement of ideas and skills. This approach encourages children to engage in self-directed activities that promote learning through discovery. By embracing the natural curiosity of children, our program supports their developmental journey in a dynamic and engaging manner, allowing them to experiment, learn at their own pace, and honor their passions.

UNDERSTANDING STUDENT PROGRESS

PROGRESS REPORTS

A description and appraisal of each child's academic progress is sent home to parents twice per year for all grades (K3–5) at the conclusion of each semester. K3 and K4 progress reports are narratives that include a written report on all daily activities, as well as specialist courses like Music, French, P.E. and Art.

For Grades K5–5, the following descriptors are used on the progress reports:

LEARNING HABITS AND ATTITUDES

The following habits and attitudes are aligned to our core values and hold equal weight to academic achievement in our reporting system. Students will receive ongoing feedback according to each descriptor and each class will also develop more specific details that flesh out what these descriptors mean in each discipline. Here is the [student-facing rubric](#) that helps students identify strengths and areas for growth. We will use the following scale to identify the level of proficiency in these habits/attitudes:

- Meeting Expectations (Consistently shows habit/attitude)
- Developing (Usually shows habit/attitude)
- Beginning (Rarely shows habit/attitude)

Habit and Attitude of a Learner (HAL)	Descriptors
Collaboration:	• Demonstrates respect for others, and presumes positive intent. • Contributes positively to classroom discussions and activities. • Contributes constructively to group assignments and classwork. • Is inclusive of others and open to ideas and perspectives different from their own.
Agency:	• Takes an active role in learning: sets goals, initiates action towards goals, reflects and revises based on progress towards goals. • Generates new ideas and asks questions. • Exhibits curiosity and a commitment to deepening understanding. • Seeks assistance and self-advocates effectively when needed.

Responsibility:	• Arrives to class prepared and on time. • Organizes materials and manages time effectively. • Shows interest in what they are learning. • Meets behavioral expectations.
Resilience:	• Perseveres in the face of setbacks. • Takes responsible risks and challenges themselves. • Views mistakes and disappointments as a necessary part of the learning process. • Is open and responsive to feedback.

ACADEMIC PROGRESS DESCRIPTORS

Academic Achievement refers to what a student knows and is able to do in reference to clear and transparent academic standards. The primary purpose of assigning an academic grade is to effectively communicate student achievement toward those standards at a certain point in time through formative and summative assessments. Our Academic Achievement Descriptors will be used to determine the level of achievement at the end of the semester.

Appraisal	Descriptor
Meeting Expectations (ME)	The student consistently and independently produces work that demonstrates the grade-level standard. The student demonstrates a solid understanding of grade-level skills.
Developing (DEV)	The student is usually producing work that demonstrates the grade-level standard with some guidance. The student demonstrates partial understanding of grade-level skills.
Beginning (BEG)	The student is working toward meeting the grade-level standards and expectations, but not independently so. The student demonstrates occasional understanding of grade-level skills.
Not Yet Apparent (NYA)	The student is not yet demonstrating grade-level expectations in this area. The student does not show understanding and requires additional support. This is an area of concern, as the student needs heavy adult support with this subject.

STANDARDIZED ASSESSMENT

Students in Grades 3–5 take the MAP (Measure of Academic Progress) test from NWEA at

the beginning and end of the school year. This allows educators to measure a student's growth, inform their instruction, and set goals for the year. For more information on MAP testing, please refer to their website: www.nwea.org

ATTENDANCE AND ABSENCES

Success in the academic program in the Lower School depends on regular and punctual attendance. Our educational philosophy places high value on the learning process during these formative years, and students need to be active participants in their classes to achieve the maximum benefits of an ASP education.

We realize, however, that there are some times in which students cannot be in school. ASP trusts that parents will remove their children from school only when absolutely necessary; therefore, all parent-approved absences are deemed "excused."

To ensure the safety of our community, it is crucial that parents email the Lower School Office if their child will be absent, arrive late, or leave early.

Students arriving after 9:00 am will be marked as late. They are expected to stay on campus throughout the school day. If a student needs to leave early before the regular dismissal time, a note or email from a parent is required. Parents collecting their child early must come to the Lower School office to obtain an exit slip, which our security team requires for campus departure. If someone other than the parent or guardian is picking up the student, the school must be notified beforehand for the student to be allowed to leave.

EXTENDED ABSENCES

Whenever possible, we recommend scheduling trips and home leave to coincide with school holidays to minimize disruptions to learning. Be aware that any missed work will be available for completion upon your child's return, although some projects and assignments may not be made up due to time constraints. Students can use online learning platforms such as Seesaw, Razkids, and IXL to stay on track.

SCHOOL COMMUNITY AND CONDUCT

Students at ASP are expected to conduct themselves, both on and off campus, in a manner which reflects well on themselves, the school, their families, and their countries. They should maintain standards of conduct that model the school's mission statement and core beliefs. The Head of School and/or the Director reserves the right to take appropriate disciplinary action in the case of a violation of these standards.

DISCIPLINARY PHILOSOPHY

Our ASP school community works together to continuously create and improve an environment where citizenship is a priority and where we strive to mutually support each other through our conduct. As a community, our priority is to create a safe and joyful learning community where all students feel a sense of belonging.

Our Lower School Core Values - empathy, integrity, kindness, leadership, inclusion, and resilience- are established for the safety and well-being of all students in our school. These

values guide behavior and apply in school, on school grounds, on school buses, and at school-related activities.

When a student acts in a way that is not in keeping with our core values and norms, the School works to turn mistakes and lapses in judgment into learning opportunities. We respond to student misbehavior with appropriate, logical consequences. The Lower School takes a restorative approach to behavior management. Our priority is to help students understand their behavior and its impact on themselves, their peers, and the community; thereby, teaching them how to make better decisions in the future. The goal is to help students to understand what went wrong, who was impacted, and how they can engage in more positive behavior in the future.

Logical consequences help students learn clear limits, understand how their behavior impacts themselves and others, and assists them in developing their sense of self-control and internal motivation. When implemented, the logical consequences are respectful, related to the misbehavior, and realistic, to ensure that students see the consequences as an opportunity to learn.

When assigning logical consequences, the gravity of a student's misbehavior and any previous incidents will be considered. Each student and situation is unique, therefore, it is important to consider the entire picture when considering a response.

If a student misbehaves in the classroom, the teacher will initiate appropriate logical consequences to correct the observed behavior. The teacher will work cooperatively with the student, parents, and counselor to assist the student in understanding their responsibility in changing their behavior. Any repeated or more serious behavior incidents are referred directly to the Lower School Director.

Depending on the nature of the misbehavior, the school may pursue the following avenues:

- Telephone call to parents or guardians
- Loss of a privilege
- Repairing the situation by making amends with those who were negatively impacted by the student's actions
- Removal from the space where the negative behavior occurred to reflect on the situation and on more effective ways to engage in positive behavior
- Conference with student and/or parents/guardians
- Reflection time with the teacher, counselor, or Lower School Director

If the student's behavior poses a risk to their safety and/or the safety of their peers, the school may pursue the following avenues in addition to those listed above:

- Removal from activities or trips
- Recess reflection time
- Behavior contracts
- Modified scheduled
- Suspensions in or out of school

Serious transgressions may result in immediate suspension or expulsion from school—some specific examples include:

- Harassment, physical or verbal
- Cyberbullying
- Stealing

- Vandalism or destruction of property

LOWER SCHOOL DRESS

We want our students to feel comfortable at school and operate on the premise that they should be able to choose their own clothing. ASP has no uniform policy, however, students are expected to:

- Wear neat and clean clothes.
- Refrain from wearing clothing that displays offensive or inappropriate words or pictures.
- While in class do not wear hats, including baseball caps, visors, bandanas - unless otherwise stated by the instructor.
- Ensure that undergarments are not visible and that shirts, skirts and shorts are of the appropriate length .
- For PE class, wear clothing conducive to movement and safety - e.g., t-shirts, sneakers and socks, and shorts or sweatpants/warm-ups.

PLAYGROUND SAFETY RULES

Students should follow basic rules for safe play while on the playground before, during, and after school including:

- Play in supervised areas
- Ask the teacher for permission to retrieve any ball
- Ask the teacher before going to the nurse
- Ask the teacher before going to the bathroom
- Refrain from climbing on any of the fences
- Remain on the playground during recess unless permission to leave is given by a teacher
- Follow all school behavior expectations

Students may only stay on the playground after school with appropriate parental supervision.

BUS SAFE PRACTICES FOR ALL RIDERS

Following these basic rules on the bus will ensure a safe experience for everyone. All students should be aware of these rules.

Safe Boarding

- Be at the bus stop five minutes prior to pick-up time.
- Wait at the designated stop in a safe place, well away from the road.
- Stay away from the danger zone, which is anywhere close enough to touch the bus. The driver cannot see you if you're in that area.
- Do not push or shove.

Safe Riding

- Take your seat promptly and sit facing forward.
- Buckle up. It's the law.

- Keep aisles clear. Hold bags in your lap, or place in the overhead rack, or on the floor by your feet.
- Be courteous. Keep language and actions appropriate.
- Talk quietly. The driver must concentrate.
- Keep the bus clean.
- Always follow the bus driver's instructions.

Disembarking Safely

- If everyone is getting off the bus, the people in front leave first.
- If you drop something near the bus, don't pick it up. Tell the driver.
- When crossing the street, always use the crosswalk. Never try to cross the street directly in front of or behind the bus.

Morning Buses

- Students should be at the designated stop five minutes prior to the scheduled departure time.
- Enter the bus by the front door only.
- All Lower School children should be in the company of an adult or an older sibling while waiting for the morning bus.

Afternoon and Late Buses

- The afternoon buses leave at exactly 3:40 p.m.. For safety, do not run in the parking lot to catch the bus! Once the bus doors are closed, *students may not board the bus*. Students who miss the afternoon bus must check in with the school office and may take the late bus at 5:15 p.m.
- In the afternoon, or if they are taking the 5:15 p.m. late bus, Lower School children should be met at their stop by a responsible person: either an adult, or a sibling in the Middle or Upper School.
- The responsible person should plan to be five minutes early at the bus stop to pick up the Lower School children; if the responsible person is not at the stop, the child must return to school on the bus, and parents will need to make arrangements to pick them up. The driver will not wait and cannot allow the child to disembark. The ASP team will do its best to liaise with the parents to find an alternative pick-up spot on the route, but please be aware that this is simply not always possible.
- Please instruct your Lower School children to not get off the bus alone if you or a baby-sitter/guardian is not there to pick them up.
- The **late buses** are running from **Monday through Thursday**. *There is no late bus service on Fridays.*

Seating

- Lower School students may not sit in the first row of seats on the bus. Lower School students may sit between the second row and the rear exit.
- Middle School students may sit in the middle of the bus, and Upper School students in the back.

Lost & Found

- While the school and bus company are not responsible for items left on the bus, missing items are generally recovered and returned... please email bus@asparis.fr as soon as possible with the details, and we will do our best to reunite you with your items. It's for this reason that it's a good idea to write your children's names on backpacks, lunchboxes, sports bags, clothes, etc.

Appropriate Behavior

- The bus is an extension of the classroom, and students are expected to behave accordingly.
- In the interest of safety, all students must be seated and facing forward with their seat belts on while the bus is moving.
- Food and drinks are prohibited on the bus to avoid possible allergies and to keep the bus clean.
- Do not leave trash on the bus; please help to keep our buses clean!
- The bus monitor is on the bus to ensure that all riders observe safe and correct behavior. Please respect them and the bus drivers, as you would want them to respect you.
- Offensive language is inappropriate for all students in all grades and is not permitted.
- Inappropriate topics of discussion for all students in all grades are not permitted.
- Any violation of safety rules and misbehaviors should be reported to the bus monitor or bus@asparis.fr as soon as possible.

Logical Consequences...

Violations of the bus rules and repeat offenses may result in suspension or expulsion from the bus program. Please note that these are guidelines and in certain circumstances, procedures and consequences may vary.

- First incident: a phone call and a first warning email/letter to the parents outlining the student's behavior.
- Second incident: a second warning email/letter being sent to the parents outlining the student's behavior, and suspension of the student from the bus program for one week.
- Additional violations: a last email/letter being sent to the parents, and additional suspensions or permanent removal from the bus program.

WEATHER APPROPRIATE OUTERWEAR

- Students go outside for recess every day. Please ensure your child is dressed appropriately for outside play even during inclement weather.
- Students in K3 through Grade 1 are required to keep rain gear (coat with hat or hood and boots) at school for Outdoor Learning. Rain pants are encouraged as well.

LOWER SCHOOL PROCEDURES

CAMPUS SAFETY AND EMERGENCY PROCEDURES

ASP has developed a set of procedures to be followed in the case of an emergency.

EMERGENCY DRILLS

We have emergency drills multiple times each year. Some of the drills are announced while others are not. Since emergencies often occur without warning, students, parents, and teachers are asked to become familiar with these procedures.

Emergency information regarding campus opening or closing is posted on the school website and also sent out via SMS.

ALTERNATE CONTACTS

Please ensure your child's teacher has an alternate contact listed for you in the event that we cannot reach you.

ID CARDS AND SECURITY

Every MS and US student, parent, faculty, and staff member must have a valid ASP ID badge. ASP ID badges for all adults must remain visible at all times. Visitors are required to register with security (security@asparis.fr) and reception (reception@asparis.fr) in advance of their arrival.

Upon arrival, every visitor will report to security before entering ASP. They will then proceed to reception to present a valid ID. Once verified, visitors will obtain a temporary ASP ID badge for their time on campus. Visitors' ASP ID badges must be returned to the reception upon leaving.

Any vehicle entering ASP must be registered with the security (security@asparis.fr), and the badge supplied must be visible in the windshield when entering campus. The driver and any passengers in the vehicle must present their ID badges at the campus entrance. Visitors with vehicles must notify security in advance of their visit with the vehicle details, model, and plate number.

PHOTOS AND PRIVACY

The School arranges individual and class photographs for students with a professional photographer during the first semester. These photographs will be used in the school yearbook. Parents also have the option to purchase these photographs.

When on school grounds, it is requested that all persons respect the privacy of all students, parents, faculty, and staff and refrain from taking photographs of anyone who has not given explicit permission.

If you do NOT wish for your child's photograph to be taken for school use, please notify the Communications Department at: communications@asparis.fr

PERSONAL PROPERTY

Students and parents are kindly asked to label ALL personal belongings that come to school.

If items are misplaced, this enables us to return them to the correct owner.

Students are discouraged from bringing expensive personal items to school, such as mobile phones and game consoles. Parents are kindly requested to discuss this issue thoroughly with their children and to encourage them to be responsible with their personal belongings. ASP is not responsible for damage to or loss of personal belongings. ASP will provide all necessary technology for teaching and learning—your child is not required to bring any technology to school.

LOST AND FOUND

There is a large bin opposite the Lower School Library for Lost and Found items. Parents are welcome at any time to check this for lost items. The P.E. Department also keeps a lost and found box in the gym for misplaced items left in the field house. Often items are put out on display at school-based events. Unclaimed items are eventually donated to a charitable organization after a reasonable amount of time. **To reduce the number of lost items stored, please clearly label your child's belongings.**

SNACK AND CAFETERIA

Students in Early Childhood – Grade 5 are assigned a specific lunch period. Grade K3 and K4 students must bring a packed lunch from home every day. These grades eat lunch in their classrooms with teacher supervision; microwaves are available to heat up their packed lunches.

Students in Grades K5–5 eat lunch in the Lower School Cafeteria. Students can either join the School's lunch program or bring a packed lunch from home (microwaves are available with adult supervision). Payment for the lunch program can be made online via the Parent Portal, or by cash/check at the Upper School Cafeteria.

If your child is not signed up for the cafeteria lunch program, but needs a school lunch for some reason (if they forget their lunch at home, for example), their account will be charged and you will receive an email that their account balance is negative. You can pay off the negative balance online via the Parent Portal or by check/cash at the Upper School Cafeteria.

HEALTHY SNACKS

All classes have a 15–20 minutes scheduled recess/snack break during the morning. Please send one small, healthy snack with your child every day, as we want to promote good eating habits. (fruit, vegetables, granola bars, cheese, crackers, etc.) **Grades K3–K5 have an additional afternoon snack.**

Students may also bring a small, reusable, spill-proof water bottle with a lid. Please label the water bottle with your child's name.

Junk food such as candy, soda, and chocolate is not allowed at snack time.

CLASS PLACEMENT

Towards the end of the school year, it is our policy to make initial tentative placements of

students in classes for the coming year. The clear and fairly managed criteria for class placement include:

- Academic range and balance
- Balance between new and returning students
- Behavior needs
- EAL needs within the class
- Friendships and optimal peer relationships
- Gender (to maintain a balance in the class)
- Home Language (to maintain a balance in each class)
- Size of the class
- Learning requirements within the class
- Teacher's professional judgment, experience with, and detailed knowledge of the child
- Academic and personal abilities and needs

Placement recommendations are given very careful consideration by the teachers, and remain tentative until after the arrival and assessment of new students is completed at the beginning of the next academic year. There are times, however, when the School will decide on a placement for a specific student with a specific teacher. In these special cases, this decision is made in collaboration with our Learning Support teachers.

Please note that until enrolment numbers are established close to the start of the new academic year, additional sections within a grade level may be opened.

Please be assured that the School has your child's best interests at heart in all such decisions.

SCHOOL SUPPLIES

All Lower School students need to have a backpack or school bag for use during the school year. For students in Grades K5–5 who do not participate in the school lunch program, they also need a lunch box or bag in which they can transport their food to the cafeteria daily. Other school supplies may be requested by students' teachers on a grade by grade basis.

COMMUNICATION

Our goal is for parents to have the necessary information to support their child's learning. The teacher (homeroom or specialist) should always be your first point of contact. If any questions or concerns arise during the year, please make an appointment directly with your child's teacher. As educators, we feel strongly that good communication with parents maximizes student learning. We maintain close communication with parents in the following ways:

ASP PARENT POST

This newsletter contains pertinent information like upcoming events, a section dedicated to the Lower School and important happenings, as well as all other relevant communication that families need to stay well informed.

CLASS AND GRADE-LEVEL NEWS

Class and grade-level newsletters and updates are regularly published once every two weeks, via Seesaw. They contain specific information on curriculum and activities within the particular grade level and class.

LOWER SCHOOL PARENT COFFEES

These events are opportunities for parents to connect and discuss matters relevant to the Lower School, both as a whole group and within a particular grade level. Each grade-level liaison hosts a welcome coffee in September for parents in their grade, the PFA hosts monthly forums throughout the year, and the Lower School Director hosts Parent Coffees 3-4 times per year.

PARENT OPEN HOUSE

This event is scheduled in September to enable parents to meet the teachers and learn about the programs and expectations. Attendance is very important. Details related to these sessions will be sent home early in the school year.

CONFERENCES

Student progress is reported to parents at two scheduled conferences which take place during the first and second semester. Extra conferences may be arranged at the request of the parent or the teacher.

The first-semester conference is a traditional parent-teacher conference. Parents are invited to come to school and discuss their child's progress and areas for growth with their child's homeroom teacher and specialist teachers.

In the second semester, parents are invited to participate with their child in a Student-Led Conference (SLC). We believe that Lower School students must be actively involved in their learning, which includes reflections and reviews of their progress. Students in all grade levels are directly involved in the preparation for the SLC. They work with their teachers to review their progress, to reflect on past goals for each subject, to set new goals, and to report their reflections and progress to their parents during the conference.

ASP teachers are available to speak with parents upon request. If parents wish to make an appointment to meet with a particular teacher they should contact this teacher directly via email.

STUDENT AGENDA

Parents should check and sign the student agenda daily as it will contain important notices and messages (Grades K5 and up.) Students may also record their homework or project assignments inside the agenda. Student agendas should be brought back and forth to school every day so that teachers and parents can communicate regularly. The agenda, as well as email, is used to communicate dismissal changes (such as playdates or bus changes) to the homeroom teacher.

SEESAW

Seesaw is our learning platform, which provides meaningful connections between families and the classroom, allowing family members to view student work on any device and celebrate their child's learning. It also provides families with continuous visibility into their

child's learning experience and an opportunity to support and celebrate their growth. Parents will receive an activation code at the beginning of the year to set up their accounts and can expect to receive important classroom information via the platform. Checking Seesaw regularly is an expectation for parents.

COMMUNITY DIRECTORY

ASP publishes a family directory once a year and a digital copy is available on the Parent Portal.

IMPORTANT CONTACT INFORMATION

- Nurse: 01 41 12 82 73
- Lower School Office: 01 41 12 82 78
- Transportation: 01 41 12 86 59
- Counselor: 01 41 12 82 75
- Cafeteria: 01 41 12 86 54
- Admissions: 01 41 12 82 45

LANGUAGE LEARNING AT ASP

While embracing students' mother tongues, the language of instruction is English and all students are encouraged and supported in becoming competent in the use of the language.

Using the common language of English contributes to a feeling of one united school community. Students may use their home languages at lunch and recess, or when helping to translate, but should be careful to not exclude other classmates from conversations.

While all core subjects in the Lower School are taught in English, all students also have instruction in French every day.

HOME LEARNING

At ASP, children are actively engaged in rich, purposeful, structured learning experiences during the school day to support their success in school. After 3:30 p.m., we believe that extra-curricular activities and family time are paramount, and children should have some choice in their learning beyond their school day. We also believe that play is vital for a child's well-being, so we try our best to let our kids be kids after the rigorous school day.

We do not regularly assign traditional written homework for Lower School students to complete at home. **That said, daily reading is a division-wide expectation and requirement.** Teachers may also personalize short-term homework assignments for students in need of extra practice and support to improve conceptual understanding, to reach our grade-level benchmarks, or to work toward student goals. In all cases, we will ensure that our students' learning needs are met.

Home learning:

- Empowers students to make choices in their learning

- Includes inquiry, exploration and joy in learning
- Promotes the desire to keep learning
- Acknowledges the importance of developing a variety of talents and interests outside the school
- Fosters intrinsic motivation and self-directed learning

What might Home Learning look like?

- Students engaging in active and/or creative, unstructured play
- Students read for pleasure for at least 30 minutes each evening
- Parents reading daily to their child(ren)
- Students follow their passions and with choice in what they want to learn after the school day

How does research support Home Learning?

- Reading has the single greatest impact on student achievement. It expands vocabulary and broadens knowledge across all curricular disciplines.
- Unstructured, imaginative, child-centered play and physical activity enhance student performance and lead to better behavioral choices.
- Neurological development is dependent upon active play and exercise.
- Students should prioritize authentic reading at home.
- There is no conclusive evidence that generalized, traditional homework increases standardized test scores or improves academic achievement. In fact, there is recent evidence to suggest that it actually negatively affects a child's relationship with school.

How does home learning connect to school?

Learning initiated in the classroom will have natural extensions to home learning. For example, your child may be invited to bring items from home or discuss topics at home to contribute to school projects and facilitate the transfer of learning. In our classroom learning communities, we will celebrate school-home learning connections and invite students to share their passions and learning with others through Inspiration Projects.

INSPIRATION PROJECTS

[Click here](#) for our parent note regarding Inspiration Projects.

LOWER SCHOOL SUPPORT SERVICES

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

EAL support is provided in Grades 1–5. EAL teachers work alongside homeroom teachers to support and prepare students to be successful. Students can be supported in their homeroom or the EAL classroom. Classroom content is followed as much as possible. The EAL program focuses on key language arts areas: listening, speaking, reading, and writing. Students develop English language skills for the classroom, as well as for interaction with peers, teachers, and beyond. EAL is usually taught in groups with certain individualized instruction.

Learning an additional language generally follows the pattern of learning a first language. Conversational English is most often learned quite rapidly and enables students to communicate with their peers and become active participants in the school social environment. Research indicates that it may take up to five to seven years for non-native speakers to develop the academic aspects of the language to the same standard as native speakers. Parents who have questions about payment should contact the Admissions Department.

LEARNING SUPPORT

Learning Support is provided to students in Grades K3–5. Learning Support teachers support students so they are successful in their grade-level classroom. Students can be supported in their homeroom or the LS classroom. Classroom content is followed with certain scaffolds or modifications. Support can be offered to students in any subject.

Learning support needs are determined by the child's parents, homeroom teachers, specialists, and/or evaluations. When academic or developmental questions arise, the school will alert parents of these problems and work with the parents to develop an action plan for their child. Parents who have questions about payment should contact the Admissions Department.

COUNSELING

In conjunction with the homeroom teachers, the Lower School counselor supports the physical, emotional, social, and academic well-being of all students. The Lower School counselor offers classroom and parent support, and individual and small group counseling. In addition to assisting with personal issues, the counselor is available to help students and parents with social and academic questions or concerns.

TUTORING

If you feel your child needs additional academic support outside of the classroom, please contact your child's teacher or the Lower School Counselor.

NURSES' OFFICE

ACCIDENTS AND ILLNESS

In the event of an accident, parents will be notified, and if necessary, the relevant emergency service will be solicited. The following information is provided to inform parents of the school's health activities and policies as well as the type of medical assistance available. Familiarity with this information is necessary to provide students with the best possible health care.

Three nurses work at ASP. The Nurses' Office is located on the ground floor of Building 3 in room 3010. The office is open from:

- **Monday to Thursday between 8:30 am and 5:00 pm**
- **Friday between 8:30 am and 5:00 pm.**

Students may visit the Nurses' Office at any time of the day but **they must inform their class teacher before visiting**, unless it is an emergency.

Please feel free to contact the Nurses' Office if you have any questions, or if you require any assistance regarding your child's health and safety at school.

CONTACT INFORMATION:

- Direct line 01 41 12 82 73
- Marie Paule Foligne 01 41 12 85 74
- Internal Ext 510
- Emergency line: 06 82 82 88 20
- Email address: nurse@asparis.fr

EMERGENCY MEDICATION

With parents' advance written permission, students may be given non-prescription medication during the school day to treat mild conditions such as a headache, a sore throat, or minor injuries sustained at recess. A medical evaluation will be requested if a student requires non-prescription medication more than three times per month for the same symptom.

DAILY MEDICATION

Students with diagnosed medical conditions may need emergency medication during the school day. These medications are kept locked in the health department, together with the student's name, class, condition, and dosage. **A parental permission slip and a doctor's permission slip are required along with these medications authorizing their use.** If a short-term illness requires the use of antibiotics or other prescription drugs, the parents should, if possible, arrange for such medication to be taken before or after school.

If medication must be given during school hours the medication must be kept in the nurses' office. It must be labeled with the student's name, a current medication form stating the dose, the time it is to be given, and the parent's signature. The nurses will assist in giving the student the medication. **Please be aware that students are not permitted to carry their own medication in school or during school trips. In special circumstances, please contact the school nurse.**

No student is permitted to leave the school on account of sickness without the permission form from the school nurse. Students should not contact their parents due to sickness during school hours, they should be assessed by the nurse and the parents will be contacted if necessary.

STUDENT ILLNESS

Sick students should be kept home for several reasons. Attending school when sick can lead to the illness worsening, an increase in recovery time, and spreading the illness to others. Regardless of the illness type, a sick student will always need rest.

The following are the school health guidelines for excluding a student from school:

- Temperature of 37.5°C or above in the past 24 hours
- Nausea, vomiting, diarrhea or severe abdominal pain
- Head lice or nits

- Acute cold, sore throat, persistent cough
- Red, inflamed, or discharging eyes
- Acute skin rashes or eruptions
- Suspected scabies or impetigo
- Swollen glands around jaws, ears, or neck
- Earache
- Any weeping skin lesions unless protected and diagnosed as non-infectious
- Other symptoms of severe illness

EXCLUSION FROM ACTIVITIES (PHYSICAL EDUCATION)

If for some reason, (illness or physical disability) a student cannot participate in physical education activities, he or she must bring a doctor's or parent's note to school stating the condition and length of time the student is excused from this activity.

STUDENTS RETURNING AFTER ILLNESS

Please report any infectious conditions such as chicken pox, infectious diarrhea, scarlet fever, tuberculosis, impetigo, meningitis, mononucleosis/glandular fever, or hepatitis before the student returns to school. Students with these conditions should return with a doctor's note stating they are no longer contagious or stating which special precautions must be taken. Students with head lice should not attend school until they are effectively treated and nurses will evaluate when students are able to return to the classroom. This procedure is necessary to protect the health of the others in school.

AFTER-SCHOOL ACTIVITIES & SPORTS

The Lower School Sports and Activities program starts in K4 and is divided into three seasons: fall (trimester 1), winter (trimester 2), and spring (trimester 3). There are numerous Lower School extracurricular activities such as academic clubs, music offerings, and sports each trimester. To learn more about Lower School Sports and Activities, visit the Arts, Activities, and Athletics page on the ASP website. You can also contact athletics@asparis.fr for more information. Sign-ups begin a few weeks before the trimester starts and you will receive information via email and via the ASP Parent Post.

FIELD TRIPS

The costs of trips that take place during the school day are covered by tuition. Parents are asked to sign a permission form for all field trips individually via PowerSchool.

- Parents will be notified a week or more in advance of field trips.
- Students not attending field trips are expected to remain at home for the duration of the field trip.
- Students on field trips are representatives of the ASP community at all times and are expected to act accordingly. Teachers who organize the trip, along with the Director, may establish additional criteria and guidelines for student expectations as appropriate to the trip. The school undertakes a major responsibility by taking students on field trips and we must be assured that the students will behave safely.
- All school rules apply during field trips. Students violating behavioral policies on the field trip may be sent home if feasible, and they will receive disciplinary

consequences for their behavior. Students who must be sent home from a field trip will be done so at the parents' expense.

- Students must be on time to school to ensure they do not miss the bus departure for the field trip.

OVERNIGHT AND EXTENDED SCHOOL TRIPS

The same basic criteria apply to school trips as for field trips and excursions. In the Lower School, all students in Grades 3–5 participate in overnight extended trips.

- Parents are encouraged to attend the overnight field trip meeting prior to the field trip to be fully informed about the special circumstances of the trip.
- Extended field trips in each of the Grades 3–5 are vastly different. If you have questions about a child's field trip, your child's teacher is the first point of contact.
- Updates about an extended field trip are posted on SeeSaw. Specific details will be given at the parent meeting prior to the trip.

BIRTHDAY PARTIES

The School will distribute invitations for birthday parties, **only if one of the following guidelines is met:**

- Invitations are sent to all students in the classroom, OR
- Invitations are sent to either all the boys or all the girls in the class.

Invitations to students in other classrooms are to be distributed outside of school.

SPECIAL EVENTS

Students may be involved in several special events throughout the school year including:

- Music and instrumental concerts
- Grade-level and Lower School assemblies
- Seasonal parties or celebrations

Parents may be invited to school for some events to participate, watch, and/or volunteer.

LIBRARY - LA BIBLIOTHEQUE

The Library is situated on the ground floor of our Lower School facility. It currently houses the Lower School library collection and offers classroom research facilities. Library services are provided by a teacher-librarian and a full-time library assistant. A monthly newsletter is sent to faculty and parents informing them of what is new in the library.

OPENING HOURS

Classes visit the Library two times over the 8-day schedule. K3 children may check out one book at each visit. Grades K4 and K5 may check out two books, Grade 1 is allowed three books, and Grades 2 thru 5 are allowed up to five books.

The Library is open between 8:00 a.m. and 4:00 p.m. from Monday to Thursday, and from 8:00 a.m. to 3:30 p.m. on Friday. It is not open on the weekends, school holidays, or public holidays. Please note that after school hours students **must be supervised by a parent when they are using the Library.**

THE COLLECTION

The Library has a collection of approximately 18,000 titles. The English book collection is divided into the following sections: Fiction (Junior Fiction, Easy Readers, and Picture Story Books), and Non-Fiction (Secondary Non-Fiction, Junior Non-Fiction, Secondary and Junior Reference). There is also a large French Fiction and Non-Fiction collection. A small collection of picture books and fiction books in Dutch, Italian, Spanish, and Japanese also exist to support mother tongue programs. The library also subscribes to a number of magazines and periodicals. The following link allows access to the library catalog and sundry sites for research purposes. It also houses links to the current (and past) newsletter(s): <http://sites.google.com/a/asparis.fr/la-bibliotheque>

LIBRARY CHARGES

The Library does not issue overdue fines but charges 15 euros for the replacement and processing fee for **any long overdue items**. An item is deemed long overdue if it has not been returned within three months of issue. At the end of the school year, students need to have returned all library materials or made a payment for lost materials to receive their progress report.

PARENTS

Parents may borrow items from the library but must return any item immediately if needed for school learning purposes. Parents borrow under their name at school and have the same loan period duration as students.

Finally, we encourage returning parents to check out books for the summer in order to keep the students reading over the long break.

ONLINE ASSISTANCE

The library collection is accessible through our website, which also offers several online databases and research sites including Kids Discover, Learn 36, and Ebsco.

We encourage the use of each of these databases to assist developmentally appropriate student research in accordance with school usage.

PARENT FACULTY ASSOCIATION (PFA)

The PFA is a vibrant organization that provides support for the advancement of the school, its parents, and students. We promote a sense of connectedness by offering various all-school community activities, events, and volunteer opportunities.

We have an amazing group of parent volunteers who serve as the governing body and grade-level liaisons for all PFA groups. Here you will find key information about our activities and events, information about our monthly meetings, and various opportunities to get involved and connect with other parents.

The Lower School's PFA welcomes parents of new and returning students to join in their support of school initiatives. For more information, please see the [Community Portal on ASP's website](#).

PARENT VOLUNTEERING OPPORTUNITIES

Parents are occasionally invited to volunteer in the Lower School, whether in a classroom or on a field trip.

TECHNOLOGY

We believe that every child must learn to be a safe and responsible digital citizen and an effective, independent digital learner. We aim to use technology to support, enrich, and extend learning where most appropriate, and to provide an environment where students gain the technological skills and knowledge needed to be successful in their learning - both now and in the future.

There are many benefits of technological integration for student learning. Technology expands the range of resources available in the classroom and provides tools for teachers to better meet individual learners' needs. It enables students to take more responsibility for their learning, solve problems themselves, explore their creativity, and pursue their passions.

At ASP we provide ready access to technology for learning to all students, taking an age-appropriate approach to devices. iPads, computers, and other technology are used to support learning.

RESPONSIBLE USE POLICY

Personal electronic devices of different types are common features in the lives of all members of the ASP community. These electronic devices, when used appropriately and conscientiously, can be a benefit to education. However, personal electronic devices can also serve to distract and detract from student learning when used inappropriately and without regard to others in the community.

Student personal electronic devices - referred to in this document as cell phones, portable communication devices, laptops, wireless devices, smartphones, and suchlike - must be used in ways that enhance a student's educational experience at ASP, and must not be used in any ways that detract from teaching and learning opportunities.

All use of electronic devices - including mobile/cell phones - by lower school students must occur outside of school hours. It is recommended that students leave their devices at home as ASP carries no responsibility for lost, stolen, or damaged personal electronic devices. In all cases, students are required to leave their electronic devices in their backpacks. They must not be used in the classroom at any time.

PRACTICAL INFORMATION

CULTURAL EXPECTATIONS

The French government has granted the American School of Paris the privilege to exist as an international school. As such, we have agreed to abide by French laws and regulations. Both on and off campus, students, parents, and teachers are asked to be positive representatives of the American School of Paris and the wealth of community members we

are so fortunate to have.

WITHDRAWAL FROM ASP

Please contact the Admissions Office, inform your child's homeroom teacher, and fill out the Student Withdrawal form, indicating the child's last day of attendance and the new address. When the form has been submitted, other offices will be notified to make the necessary arrangements. It is best to give at least two weeks' notice so that report cards and other records can be properly prepared and provided to families before their departure. Please make sure that library books and other materials are returned by the student's last day of school, and that you settle all financial accounts before departure.

For potential future school placements, parents may request that recommendation forms be filled out by their child's teachers. It is best to allow one to two weeks for recommendation forms to be completed to have sufficient time to respect deadlines.