



Opening the World to Your Child


Parent Handbook 2019-2020

Amendments


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International School of Tucson

Parent Handbook

Welcome to the International School of Tucson (IST) and to our community. If there is anything we can do to help you feel more of a member of our school, please let us know.

This Handbook applies to IST and is intended to meet the Arizona Department of Health Services requirements for a “Statement of Service”. Please keep and refer to it frequently, and please note that by enrolling your child(ren) you are agreeing to and accepting of its contents. If you have any questions or concerns about any aspect of the School, please do not hesitate to contact us.

The principal focus of IST’s Program is on “Opening the World to Your Child” through our Mission. Together we make this an exceptional community.

Welcome

Kevin Brown MEd. (Inclusive Education)
Head of School

Jessica Palma
Deputy Head of School
Director of Preschool

MISSION AND VISION OF INTERNATIONAL SCHOOL OF TUCSON

Mission

IST is dedicated to developing globally minded, internationally confident students through the delivery of a unique education in immersive language learning, cultural understanding, leadership and character development.

Vision

To become a school internationally recognised for its unique delivery, excellent student academic attainment and its inclusive philosophy.



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Structure and Staffing

IST is the operational arm of Tucson International School, recognized by the IRS as a 501-c-3 not-for-profit corporation. IST is governed by a Board of Trustees which sets overall policies for the school and develops a long-term plan for its development.

Head of School – Kevin Brown MEd. (Inclusive Education)

The Head of School has overall responsibility for the day-to-day running of the school, and the implementation of IST's Policies and Procedures. In particular, he is responsible for strategic planning, capital planning and staff selection, and their implementation.

Deputy Head of School - Jessica Palma

The Deputy Head of School has specific responsibilities for all matters relating to the whole school and for IST's progress towards program implementation. She advises the Head of School on all matters relating to the Preschool / Nursery and assumes responsibility for the day-to-day running of the school in the absence of the Head of School.

Structure

Nursery School:

Infants – 6 weeks to one year old and walking

Toddlers – 1 year old and walking to 3 years old

The Preschool comprises:

| | | |
|----|---------------------------------------|------------------------------------|
| P3 | nominally three year-olds : elsewhere | PK (US), N (UK), PS (Fr) |
| P4 | nominally four year-olds : elsewhere | PK (US), R (UK), MS (Fr) |
| P5 | nominally five year-olds : elsewhere | K (US), Y1 (Aust, NZ, UK), GS (Fr) |

The Junior School comprises :

| | | |
|----|---------------------------|--|
| J1 | nominally six year-olds | elsewhere G1 (US), Y2 (Aust, NZ, UK), CP (Fr) |
| J2 | nominally seven year-olds | elsewhere G2 (US), Y3 (Aust, NZ, UK), CE1 (Fr) |
| J3 | nominally eight year-olds | elsewhere G3 (US), Y4 (Aust, NZ, UK), CE2 (Fr) |
| J4 | nominally nine year-olds | elsewhere G4 (US), Y5 (Aust, NZ, UK), CM1 (Fr) |
| J5 | nominally ten year-olds | elsewhere G5 (US), Y6 (Aust, NZ, UK), CM2 (Fr) |

The Middle school comprises:

| | | |
|----|------------------------------|---|
| M1 | nominally eleven year-olds | elsewhere G6 (US), Y7 (Aust, NZ, UK), 6ème (Fr) |
| M1 | nominally twelve year-olds | elsewhere G7 (US), Y8 (Aust, NZ, UK), 5ème (Fr) |
| M1 | nominally thirteen year-olds | elsewhere G8 (US), Y9 (Aust, NZ, UK), 4ème (Fr) |

The High school (TBC 2020) comprises:

| | | |
|----|------------------------------|--|
| H1 | nominally fourteen year olds | starting on IGCSE program for graduation |
| H2 | Graduation year | under the Arizona 'Move on when ready' program |



Parent / School Agreement

IST is implementing an inquiry-based approach to learning, and by enrolling their child(ren) at IST, parents involve themselves in their educational experience. This participation becomes more effective if a clear agreement spells out the responsibilities and expectations IST and parents have of and to each other.

Parents can expect that IST will:

- Implement and integrate an inquiry-based approach into the curriculum, thus encouraging curiosity, creativity and responsibility
- Provide developmental opportunities in the early years and challenging academic standards for its junior and Middle school students
- Keep parents informed of their children's progress and performance
- Enforce standards of conduct in a firm yet caring fashion, in an atmosphere that fosters mutual respect
- Work towards the well-being and increasing autonomy of each student

IST can expect that parents will :

- Provide a home environment conducive to learning and complementary to the School's goals
- Support and participate in school activities in a positive manner
- Recognize that a productive partnership entails clearly defined roles
- Accept the consequences of student behavior unacceptable to the school with the understanding that setbacks are an integral part of a global learning experience
- Resolve problems through the appropriate channels : teacher, Deputy Head of school, Head of School, Board of Trustees

This Parent / School Agreement recognizes two points:

- Parents are experts on their children, hence can provide the school with information valuable in assessing the student as a whole person
- Teachers are expert in their field and are solely responsible for curriculum content, within school guidelines. As such, they can communicate to parent's areas where their children may need additional support.

Both parties must work in unison in order to fulfill the school's broad educational goals. This partnership, if it is to succeed, must take place in an atmosphere of mutual respect and civility.



ABOUT IST - IST is an Independent School

The International School of Tucson is a Nursery, Preschool, Elementary and Middle School serving children aged 6 weeks old through 8th grade.

Hours of Operation: Monday through Friday, 7:00am - 6:00pm

For our infants, toddlers, and preschoolers, we offer full-day and part-day care.

All parents have access to the areas on facility premises where the parent's enrolled child is receiving childcare services during operating hours.

The facility is regulated by and inspection reports are available from:

Office of Childcare Licensing – Arizona Department of Health Services

400 West Congress Tucson, AZ 85701 #520-628-6540

Copies of past facility inspection reports are available in the main office for viewing.

What is an Independent School?

Non-public schools come in two general forms, often described as Private Schools and Independent Schools although the two terms are often used loosely and interchangeably. Neither is funded by the State, and in Arizona neither is regulated by the State. The main difference between the two forms is that Private Schools typically have another layer of control or ownership such as an owner or a Church or diocese and often receive direct or indirect funding from that other layer such as free use of buildings, utilities and maintenance. The result is that their expenses can be lower than those facing Independent Schools, resulting in lower fees to parents, and their policies and procedures are often also set elsewhere. Private Schools often play a role in a wider community such as that of the sponsoring Church.

Conversely, Independent Schools are stand-alone, answerable only to themselves and to their parents, and receive no funding or support other than from Fees, Fundraising and Gifts. They pay undiscounted rates for everything, such as buildings, and tend to create their own communities centered on the School. Independent schools often offer “niche” programs and so must actively continue to identify and fill their niches; as a result, they can be more innovative, dynamic and student-centered and are often perceived as being more successful than both their private and public counterparts.

Fundraising

IST's Tuition Fees cover the School's operational expenses only such as rent, utilities, salaries, debt servicing and program costs, Tuition Fees cannot meet the School's capital needs. Capital expenses, such as building renovations and future land / building acquisitions, are met through Fundraising and Giving; the more we raise the less we have to borrow, thus reducing the effect on Tuition Fees of debt servicing.

Please note that the School's Fundraising is completely separate from the ISTPA's fundraising which tends to consist of a number of smaller, ongoing activities. Queries or concerns about



ISTPA fundraising and the use of ISTPA funds should be addressed directly to the ISTPA, of which all parents are members.

IST's capital campaign, funded from Fundraising and Giving, has two goals: meeting ongoing capital costs and establishing an endowment so as to ensure IST's ongoing sustainability. This year's capital campaign includes the Annual Dinner & Silent Auction. More information will be published in the Weekly email, and parents are expected to participate fully in both events and to promote both events to their family, friends and colleagues.

Giving to IST

Parents, friends and the community can help IST achieve its mission in providing international education by donating time, money and goods.

Money can be given to support specified Operational areas or to be used as part of the general funding. Cash Donations that are useful and needed by the school are:

IST Scholarship Fund – funds can be applied to IST General Scholarships, or to a specific Scholarship with a name and criteria specified by the donor

Specific Purposes Funds – the donor specifies the purpose such as books for a particular class (such donations will go through the Annual Fund)

Money can also be given to the Capital Funds to support the School's Capital Projects. Cash Donations that are useful and needed by the school are:

IST Capital Fund

The capital fund supports the continued development of the IST buildings and resources to ensure a unique future and education for all students.

Donations not only help IST build and run the school; such support makes IST a special place for all children. Anyone interested in making a donation should contact the Head of School.

Gifts to IST

Gifts to a class, Sector or Section of IST will normally stay with the class, Sector or Section for the rest of that academic year, however thereafter will be allocated to general School use.

NURSERY

Age

Children are accepted into IST's Nursery School program at the 6 weeks of age. When a child is deemed socially, emotionally, and physically (walking) ready, they will be transitioned in to the toddler room.

Children are accepted into IST's Preschool Program at 3 years old on a year round basis if they are (1) emotionally and socially ready and (2) potty-trained. They generally transfer to the Junior School (J1 – 5) at around age 6, although this depends on the child's readiness and placement is more by level than by age.

Hand washing

All students should wash their hands prior to entry into the classroom, in addition all students will wash their hands on each break and meal times and before entry back into the classroom.

Emergency Clothes

Each child should have a set of Emergency Clothes for use in the event of an accident, or where activities such as water-play require changing. Wet or soiled clothing are sent home at the end of the day, and should this occur, parents are asked to replace the Emergency Clothes the next day so that we always have a set on hand Emergency Clothes should also be named.

Drop Off

The school is open from 7:00 am to 6:00 pm daily.

The nursery school will be open during all IST Preschool and Junior / Middle School holidays (fall break, winter break, and spring break). However, the nursery school will be closed on the following holidays: Martin Luther King Day, Rodeo Days, Memorial Day, 4th of July, Labor Day, Thanksgiving (and the Friday after), and the week between Christmas and New Years. There is also staff training days throughout the year when the school is closed to students. Please see the current calendar for all dates.

You are welcome to drop your child off at any time. However, in the toddler room, to avoid disruption to the class and the activities the children are participating in, if you drop off after 10 am you must drop your child off with an administrator. Disruptions are especially difficult during nap time as it causes distraction to those napping already and affects the other children's well being for the rest of the day. We also do not want parents to have to try to navigate their way in the dark room. This does not apply to the infant room.

At this time, the receiving teacher conducts a "Wellness Check" to determine whether the student is fit to attend school that day. The teacher is legally obligated to refuse a student s/he feels to be unfit for school, such as through illness and/or infection. The teacher is also legally obligated to inspect the general wellbeing of the student and to inquire after any cuts, bruises or scratches.



Pick Up

Nursery students must be signed out by a parent or by someone previously so authorised in writing by a parent. At this time, the teacher conducts a “Wellness Check” to determine whether the parent, or designee, is fit to take the child that day. The teacher is legally obligated to refuse to allow a student to go with someone s/he feels to be unfit at that time, such as through intoxication or through a suggestion that that person might be a threat to the well-being of the student.

We ask parents not to attempt significant conversations with teachers at this time as they are still responsible for their other students. You may request a formal meeting with your teacher for this purpose; please see “Communication with Parents”.

Lateness

Nursery closes at 6pm. Parents will be charged at the rate of \$5 per five minutes after 6.00pm for any child not collected and may be referred to the police or Child Protective Services.

Toys

Nursery students often want to bring toys from home to show to their friends and/or to play with. However, these toys almost always end up lost and/or broken. Therefore, we ask that you do not send your child to school with toys from home.

Infant Room

Each infant is on their own feeding schedule. All food and drink will be refrigerated and must be labeled with the child’s first and last name. Staff may not prepare food or bottles; all food must come ready to serve. Bottles will be heated in a bottle warmer. Infants 5 months and under will always be held when bottle fed.

Infant Feeding Policy

Nourishing, wholesome, and developmentally appropriate food is required for infants in child care to accommodate growth and development.

- Infant formula/breastmilk and baby foods are provided by parents.
- Designated staff will obtain from the child’s parent or health care professional a written description of each child’s feeding history and instructions before the child enters the program.
- The child’s teachers/caregivers review and plan together to follow instructions for correct feeding.
- Bottles must be labeled with the infant’s name and date the bottle was prepared or the date the breast milk was expressed. Freshly expressed breast milk will be fed within 72 hours of collection.
- Full bottles will be refrigerated immediately upon arrival at the center.



Bottles will not be reused at this facility. Parents should pack enough bottles to last throughout the day.

Each infant will have their own crib and be on individualized sleeping schedules. All infants will be placed on their backs to sleep. Please provide a “pack and play” sized sheet and a sleep sack for your infant instead of a blanket – blankets are NOT allowed in cribs.

Parents will need to supply the child’s diapers, individually labeled for proper storage. Children will be checked every half an hour for soiled diapers. If obviously wet or soiled, the child will be changed sooner. Please leave at least three sets of clothing in cubby and please dress them appropriately for weather. Your child will be going outside of the room everyday for a play period or a ride in the stroller.

Around 10-12 months, the infant teachers, in conjunction with you, will start to transition your baby to a schedule similar to the toddler room. This is to help ease the transition on your child from one room to the next.

Toddler Rooms (Cubs, Bears, Wolves)

| | |
|-------------------|--|
| 7:00 am – 8:00 am | Morning greetings, free choice activities |
| 8:00 am – 9:00 am | Outside play time (Gym on inclement days) |
| 9:00 – 9:30 am | Potty time, diaper changing, hand washing |
| 9:30 – 10:00 am | Morning snack time |
| 10:00 – 10:30 am | English/Spanish circle time, Music time |
| 10:30 – 11:00 am | Art time, manipulatives, fine motor skills |
| 11:00 – 11:30 am | Potty time, diaper changing, hand washing |
| 11:30 – 12:00 am | Lunch time |
| 12:00 – 2:00 pm | Nap time |
| 2:00 – 2:30 pm | Potty time, diaper changing, hand washing |
| 2:30 – 3:00 pm | Afternoon snack |
| 3:00 – 4:00 pm | Outside play time (Gym on inclement days) |
| 4:00 – 4:30 pm | Potty time, diaper changing, hand washing |
| 4:00 – 5:00 pm | Late snack, free choice time |
| 5:00 – 6:00 pm | Free play |

IST will provide 1% or whole milk or water at each specified meal time for each child. Food and snacks will not be provided. Bottles are not allowed in the toddler room, but sippy cups are.

FOODS - PUBLIC HEALTH GUIDELINES

When meals and snacks are provided from home for a child’s consumption, families should support safe and healthy eating by providing nutrient-rich choices that meet CACFP/USDA Meal Patterns for Children.

- Foods provided by parents SHOULD BE healthy choices from the CACFP/USDA meal components of grains and bread, meat and meat alternatives, vegetables and fruits. **Please refrain from sending highly processed meats, chips, cookies, candy, desserts and sugary drinks.**

UNDER 4 years of age: *-Round, firm foods that might lodge in the throat of a child under 4 years of age are not permitted. These foods include hotdogs, whole grapes, large bites of meat and raw vegetables. Vegetables may be steamed, foods may be cut in small pieces for safe service.*

When your child is ready, the teachers will begin working on potty training your child in conjunction with the parents and what is happening at home. Every child is different. This milestone usually happens sometime between two and three years of age. In order to be successful, potty training must be a positive experience for your child. Teachers will work together with the parents to ensure that it goes smoothly for your child using positive reinforcement and different techniques that work best for your individual child.

**Please note that a child cannot transition to the preschool until they are completely potty trained.*

Toilet Learning Policy

Learning to use the toilet is an important developmental milestone. **Parents and providers** must be partners and support each other during this process to make it as easy and smooth as possible. Plans about each child's toilet training needs are to be developed by the caregiver and parent together.

Toilet learning takes place in the childcare center and in the home. Learning and discussions about toileting take place in the classroom and in the home, outside and inside the bathroom.

The right time for toilet learning will be different for every child. It is important to look for clues that the child is ready. The decision should be based on the child's developmental level not the adult's eagerness to start. It is recommended the process not begin before 24-27 months of age.

To be successful child must be able to:

- cooperate with adults
- stay dry for at least two hours at a time during the day or be dry after naps
- understand words about the toileting process
- have regular and predictable bowel movements
- express verbally, through facial expressions or posture the need to eliminate
- follow instructions
- get to and from the bathroom area help and pull diapers or pants up and down

Toilet learning is a part of normal curriculum, reading stories, singing songs, discussing various steps of toileting, and taking trips to the bathroom.

If the child shows resistance to learning, he or she may not be ready for the process or find it too stressful. Let the child guide the process. If a power struggle occurs stop the training and start again at another time.

Naps

The afternoon session begins with quiet time; students may take a nap which ends as the student wakes up. As students wake, they are given quiet activities until all members of the class are awake at which point they have the PM Break. Children need to bring blankets and crib size sheets to school for nap time. Due to storage constraints, please do not send pillows, stuffed animals, or extra large-fluffy blankets.

Curriculum and Learning

The main focus of the nursery school is on the development of each baby and toddler individually. At the International School of Tucson, we believe that children require developmentally appropriate programs to meet their social, emotional, physical, and intellectual needs. The classrooms are designed to allow the children to explore, play, and learn to make choices.

The infant program revolves around the individual schedule and needs of the baby. The environment is designed to help the baby grow and develop in a caring, nurturing environment.

The toddler program promotes learning through language development, personal skills training, social interaction, creative thinking opportunities, and center-based cooperative activities. These learning centers foster academic, social, emotional, and physical development in small group settings.

In the block center: Children begin to understand math concepts (shapes, size, building structures, solving construction problems). They also learn to cooperate. Building blocks promote their language development and expand children's play!

In the dramatic play center: Social emotional skills (negotiation, cooperation), imagination (recreate life experience), large and small motor skills (they put on clothes, button and unbutton), language and literacy skills (children are communicating, asking and answering questions).

In the math/manipulative center: Counting, classifying, patterns, small motor skill development, hand-eye coordination, cognitive and problem solving skills.

In the science & discovery center: They develop their language and vocabulary by talking about their discoveries. They learn how to observe, collect information, make predictions, and experiment.

In the art center: Students are able to express their originality and individuality, work on fine motor skills, and develop language by talking about what they are doing. Children use thinking



skills to plan and organize in order to translate their ideas and feelings into art. They are given many materials to use regularly.

In the music and movement center: Children expand their vocabulary and language; strengthen their phonological awareness by singing rhyming songs and repetition. Reading (singing) story songs helps children to focus on a story. Songs encourage a child's comprehension by using body movement to dramatize a story. Teachers provide musical instruments for creative self expression.

In the reading/library center: Students develop phonological and phonemic awareness: Phonological awareness includes the ability to separate sentences into words and words into syllables. Phonemic awareness is the ability to recognize that words are made up of a discrete set of sounds. (Activities include rhyming, finger plays, songs, clapping syllables, matching beginning sounds).The students also learn to make predictions, think about cause and effect, make connections between stories or between their lives and stories; retell stories, learn about sequence.

Toys and games are important, too! All of our activities encourage children to play actively. We use "open ended" toys (Legos, beads, pegs, wooden shapes), cooperative toys (domino, matching games, card games, and board games). Toys and games also help develop social emotional skills when the children are learning to cooperate, share, and take turns.

Language

Being the International School of Tucson, a key component to the nursery school is language acquisition. English will be the main language spoken by each teacher. However, each child may be exposed to each of the four languages our school offers at the higher levels (Spanish, German, Chinese, and French). For example, a German lullaby may be sung to an infant and a book in Spanish about different animals may be read to the toddlers.

Assessment

Assessment at IST serves two purposes: to measure a student's progress against defined specific Learning Outcomes, and to provide feedback to teachers and to the School as to that student's progress and to the success of different learning and teaching strategies. We believe that authentic, ongoing assessment of children in our early childhood program is the key to planning appropriate learning experiences and helping all children succeed. Much time is devoted to observing and monitoring progress in early years settings as the outcomes are crucial in planning for and enhancing young children's development. We currently use the Early Years Foundation Stage (EYFS) Tracker to record and analyze children's progress through the nursery and preschool. Parent reports are generated four times per year for the parents to see their child's progress.

All assessment results are shared with parents on a regularly scheduled basis, but are also available for parents to see at any time. All assessments are kept confidential between the school and the parents of the child.

Preschool

School Hours

The School opens for Extended Care at 7:00am, and the Preschool day begins at 8:15am. Preschool students may be dropped off at any time 7:00 – 8:30am to Morning Extended Care. From 8:15am onwards students should be taken directly to their classroom.

The School day ends at 3:30pm, and any student who has not been collected by his/her parent /guardian or designee by 3:45pm will be placed in Extended Care. Any student not collected by 6:00pm may be referred to the police or Child Protective Services.

Hand washing

All students should wash their hands prior to entry into the classroom, in addition all students will wash their hands on each break and meal times and before entry back into the classroom.

Emergency Clothes

Each child should have a set of Emergency Clothes for use in the event of an accident, or where activities such as water-play require changing. Wet or soiled clothing are sent home at the end of the day, and should this occur, parents are asked to replace the Emergency Clothes the next day so that we always have a set on hand - Emergency Clothes should also be named.

Drop Off (8:15 – 8:30am)

Preschool students must be signed in with either the “Before School Care” teacher or their class teacher. At this time, the receiving teacher conducts a “Wellness Check” to determine whether the student is fit to attend school that day. The teacher is legally obligated to refuse a student s/he feels to be unfit for school, such as through illness and/or infection. The teacher is also legally obligated to inspect the general wellbeing of the student and to inquire after any cuts, bruises or scratches.

Please drop off your child quickly and then leave the room so as to avoid delaying the start of class, disrupting activities which may be in progress or changing a class dynamic. We also ask parents to conduct conversations with other parents well away from the classroom(s) so as to avoid any disruptions.

Toys

Preschool students often want to bring toys from home to show to their friends and/or to play with. However, these toys almost always end up lost and/or broken. Therefore, we ask that you do not send your child to school with toys from home.

Pick Up (3:30 – 3:45pm)

Preschool students must be signed out by a parent or by someone previously so authorised in writing by a parent. At this time, the teacher conducts a “Wellness Check” to determine whether the parent, or designee, is fit to take the child that day. The teacher is legally obligated to refuse to allow a student to go with someone s/he feels to be unfit at that time, such as through intoxication or through a suggestion that that person might be a threat to the well-being of the student.



We ask parents not to attempt significant conversations with teachers at this time as they are still responsible for their other students. You may request a formal meeting with your teacher for this purpose; please see “Communication with Parents”.

Lateness

Parents are asked to aim at dropping off their child(ren) at 8:15am as late arrivals are disruptive to the class and to other students. Much of the Preschool programme concerns establishing routines and many of these revolve around the first 15 minutes of the school day.

Naps

The afternoon session begins with quiet time; Reception and Transition students may take a nap which ends as the student wakes up. As students wake, they are given quiet activities until all members of the class are awake at which point they have the PM Break. Children need to bring blankets only to school for nap time. IST provides individual sheets for each child and washes them weekly. Due to storage constraints, please do not send pillows, stuffed animals, or extra large-fluffy blankets.

Snacks

Morning snack is from 9:15am – 9:45 am and afternoon snack is from 2:15pm – 2:45pm, comprising approximately 15 minutes for eating and approximately 15 minutes for unstructured play. Please send your child with at least two snacks daily for them to eat during these times.

Lunch

The morning and afternoon sessions are separated by a one-hour Lunch break from 11:00am – 12:00pm, comprising approximately 30 minutes for eating and approximately 30 minutes for unstructured play.

Extended Care – AM

Any Preschool student who is at school before 8:15am is required to go to Extended Care at an additional Fee. Parents should ask at the School Office for details of the Extended Care programme.

Extended Care – PM

Any Preschool student who is still at school at 3:45pm is required to go to Extended Care at an additional Fee. The After-School Care programme is intended to provide parents with peace of mind should they, for example, be caught in a meeting or in freeway traffic. Parents should ask at the School Office for details of the After-School Care programme.

Parents will be charged at the rate of \$5 per five minutes after 6:00pm for any child not collected and may be referred to the police or Child Protective Services.

Note Extended Care ends at 5:00pm on Exhibition days and parents are asked to respect this so that teachers can prepare for the event.

Curriculum and Learning

At IST, our preschool programme is very unique. We offer full language immersion classrooms in Spanish, French, German, or Chinese. The curriculum in each language is inquiry based, developmentally appropriate, and child centered. Each classroom is set up in learning centers which foster academic, social, emotional, and physical development in small group settings.

In the block center: children begin to understand math concepts (shapes, size, building structures, solving construction problems). They also learn to cooperate. Building blocks promote their language development and expand children's play!

In the dramatic play center: Social emotional skills (negotiation, cooperation), imagination (recreate life experience), large and small motor skills (they put on clothes, button and unbutton), language and literacy skills (children are communicating, asking and answering questions).

In the math/manipulative center: Counting, classifying, patterns, small motor skill development, hand-eye coordination, cognitive and problem solving skills.

In the science & discovery center: They develop their language and vocabulary by talking about their discoveries. They learn how to observe, collect information, make predictions, and experiment.

In the art center: Students are able to express their originality and individuality, work on fine motor skills, and develop language by talking about what they are doing. Children use thinking skills to plan and organize in order to translate their ideas and feelings into art. They are given many materials to use regularly.

In the music and movement center: Children expand their vocabulary and language; strengthen their phonological awareness by singing rhyming songs and repetition. Reading (singing) story songs helps children to focus on a story. Songs encourage a child's comprehension by using body movement to dramatize a story. Teachers provide musical instruments for creative self expression.

In the reading/library center: Students develop phonological and phonemic awareness: Phonological awareness includes the ability to separate sentences into words and words into syllables. Phonemic awareness is the ability to recognize that words are made up of a discrete set of sounds. (Activities include rhyming, finger plays, songs, clapping syllables, matching beginning sounds). The students also learn to make predictions, think about cause and effect, make connections between stories or between their lives and stories; retell stories, learn about sequence.

Toys and games are important, too! All of our activities encourage children to play actively. We use "open ended" toys (Legos, beads, pegs, wooden shapes) and cooperative toys (domino, matching games, card games, and board games). Toys and games also help develop social emotional skills when the children are learning to cooperate, share, and take turns.

Co-Curriculum

The Co-Curriculum comprises activities that parallel and reinforce what is covered in the curriculum. Field Trips are an integral element of each Unit of Inquiry, usually for collecting the information and data needed for that Unit. Some Field Trips visit the more usual museums and animal centres, however less usual destinations may include farms, factories, University of



Arizona Departments, etc. Visits are essentially Field Trips in reverse where a curricular “expert” comes to the class to share his/her knowledge and expertise.

Extra-Curriculum

We believe that all IST students should be exposed to and required to follow a general and broad-based curriculum, however some students will have the “attitude and aptitude” to go further in some areas. We allow for and encourage this through the Preschool Extra-Curriculum Program which includes activities such as, chess, choir, soccer, and recreational/participatory activities such as dance.

Clubs are not mandatory and certain behavioral and attitudinal expectations will be enforced; students may be asked to leave a club if they behave inappropriately. When a student joins a Club they are making a commitment to attend and to participate fully and appropriately for that semester. Activity leaders and other students will act based on that commitment and parents are asked to support us in working with students to honor it.

Assessment

Assessment at IST serves two purposes: to measure a student’s progress against defined specific Learning Outcomes, and to provide feedback to teachers and to the School as to that student’s progress and to the success of different learning and teaching strategies. We believe that authentic, ongoing assessment of children in our early childhood program is the key to planning appropriate learning experiences and helping all children succeed. Much time is devoted to observing and monitoring progress in early years settings as the outcomes are crucial in planning for and enhancing young children’s development. We currently use the Early Years Foundation Stage (EYFS) Tracker to record and analyze children’s progress through the preschool and preschool. After the teachers have input their data on each student, reports are generated at the end of each semester for the parents to see their child’s progress.

Inquiry

IST’s Preschool programme orients students towards a Junior School programme built on “Structured Inquiry”. “Inquiry” may be defined as “a seeking for truth, information, or knowledge, seeking information by questioning” and individuals carry on the process of inquiry from the time they are born until they die, although they might not reflect upon that process. Memorizing facts and information is a less important skill in today’s world; through inquiry, individuals construct much of their understanding of the natural and human-designed worlds. Inquiry implies a need or desire to know and is not so much seeking the right answer, often there is none, as seeking appropriate resolutions to questions and issues. Inquiry implies emphasis on the development of inquiry skills and the nurturing of inquiring attitudes or habits of mind that will enable individuals to continue the quest for knowledge throughout life.

Placement

IST’s Preschool is an entry-level programme and students are generally initially placed more by age than by achievement; being an international school where families might have come from different educational traditions, we can expect a range of ages in each class. However, we will typically have



no more than three years in age difference within each class, thus the Transition class might include three and five year-olds. Nevertheless, a student might be more appropriately placed at a “higher” level, for example moving from Reception to Transition, and this can be done subject to the three-year Policy above. Placements are always made with full consultation with the families, and any discussions are held with the parents rather than with the student.

Promotion / Acceleration / Retention

Each child’s teacher will continually assess him/her against four criteria as to whether s/he is ready to enter the next class level (“Promotion”); age is typically less of a factor than readiness. Occasionally a student may be best served by going up by two class levels (“Acceleration”), or by remaining at the same class level (“Retention”). These criteria are :

- Academic and intellectual readiness
- Physical readiness, including size and co-ordination
- Emotional readiness
- Social readiness

A student should show progress against all four criteria. A recommendation concerning any movement will be made to parents, although, as much as is possible, class changes will occur at natural breaks such as at a semester beginning. It is important to understand that children develop at different rates and so any class placement must be determined by what is best for each individual child, and that each child should feel positive about his/her placement. Please note that annual re-enrolment is not automatic.



JUNIOR AND MIDDLE SCHOOL

School Hours

The Junior/Middle School day begins at 7:45 a.m. and students should be in their classrooms ready to begin their lesson at that time. The school day ends at 3:30 p.m. and students should be picked up by 3:45 p.m. unless they are participating in an After-School Program. The School Office is open from 7:00 a.m. – 6:00 p.m.

Drop Off (7:00 – 7:45 a.m.)

Junior/Middle School students may be dropped off at any time between 7:00 – 7:45 a.m. for supervised free play. Extended Care fees apply until 7:45. From 7:45 – 8:00, students should go directly to their form tutor classroom. Junior/Middle School students must be signed in by their parent with either the on-duty teacher or their class teacher.

ALL JS / MS parents must be out of school by 07:55 and cannot reenter until 3:30pm. Classes will begin exactly at 08:00. Any JS / MS student who arrives after 07:55 has to be signed in the 'late book' in the front lobby area and go directly to class. Parents are not allowed to enter past the lobby after 07:55.

Junior and Middle School Parent entry to the school during school hours (8:00am-3:30pm) will only be granted for the following reasons:

- a. For a prearranged meeting with a member of staff
- b. Special events
- c. With prearranged permission from a school administrator

If you need to pick up your child for an appointment, someone from the front office will collect them for you.

At drop off, the receiving teacher conducts a “Wellness Check” to determine whether the student is fit to attend school that day. The teacher is legally obligated to refuse a student they feel unfit for school, such as through illness or having an infection condition. The teacher is also legally obligated to inspect the general wellbeing of the student and to enquire about any cuts, bruises or scratches.

We ask parents to conduct conversations with other parents well away from the classroom(s) so as to avoid any disruptions.

Pick Up (3:45 p.m. onwards)

Students who have not been picked up by 3:45 p.m. must either join an after-school Club (see “Extra-Curricular”) or go to Study Hall. Any student not collected by 6:00 p.m. may be referred to the police or Child Protective Services.

Junior/Middle School students must be signed out by a parent or by someone previously so authorized in writing by a parent. If a student is in an After-School Club, parents or designees



are asked to wait until the club's finishing time. If a student is in Study Hall, parents or designees may pick up their child at any time.

At this time, the teacher conducts a "Wellness Check" to determine whether the parent, or designee, is fit to take the child that day. The teacher is legally obligated to refuse to allow a student to go with someone they feels to be unfit at that time, such as through intoxication or through a suggestion that that person might be a threat to the well-being of the student.

We ask parents not to attempt significant conversations with teachers at this time as they may still be responsible for their other students, or may have club or Study Hall responsibilities. You may request a formal meeting with your child's teacher for this purpose; please see "Communication with Parents".

Lateness and absence

Parents are asked to make every attempt to drop off their child(ren) as close to 7:45 a.m. as possible. Late arrivals are disruptive to the class and to other students. Please notify the school of any delays in arrival or if you expect your child to be absent over any period longer than a day.

Parents are asked to observe the a.m. session start and p.m. session end times, late arrivals and early departures are disruptive to the class and can negatively impact student learning and behavior. Therefore after 0755 no parents are allowed past the entry doors.

Timetable

The School day is divided into six hour-long sessions to include Foreign Language, English Language, Math, Science, P.E., Art, Music, Social Studies, History, Leadership, Lunch and two Breaks. Please refer to your student's schedule for a specific timetable.

Note: On Expo days, some Clubs may be cancelled. Information will be posted and parents notified of such changes.

Lunch

There is a forty-five minute lunch break and the time is shared between eating and free play.

Snacks

Students should bring two snacks each day, one for the mid-morning break, and one for the afternoon break.

Curriculum

Being an independent and an international school, IST has been accredited by Cambridge International Education for English Language, Mathematics and Science. The Junior School follows the Cambridge Primary Curriculum and the Middle School follows the Cambridge Secondary 1 Curriculum. These curricula have as their premise that, as we cannot know what

tomorrow's world will be like, or what tomorrow's world will require of its citizens, what our children know will matter less than what kind of people they are.

Cambridge Primary, typically for learners aged 5 to 11, gives schools a world-class curriculum to develop learner skills and understanding in English, mathematics and science. It enables teachers to assess children's learning as they progress with two optional assessments: Cambridge Primary Progression Tests and Cambridge Primary Checkpoint. Cambridge Primary helps identify a learner's strengths and weaknesses and can be used to support learning and development. It prepares learners for a smooth transition to Cambridge Secondary 1 and beyond.

Cambridge Secondary 1 develops skills and understanding in English, mathematics and science for the first three years of secondary education. It combines a world-class curriculum, high-quality support for teachers and integrated assessment.

The language immersion aspect of the curriculum takes 40% of the contact time with Mathematics, Science, English Language, Art, Music, Social Studies, Human Geography and PE sharing the remaining 60%.

The immersion approach mimics the natural process of children's language acquisition. The Junior School builds on the Preschool focus on confidence with an emphasis on fluency, and moves from the Preschool's listening and speaking to reading and writing. It is essential that any student entering above grade 1 must be bilingual already or capable of passing a language entry test due to the amount of hours dedicated to language.

Co-Curriculum

The Co-Curriculum comprises activities that parallel and reinforce what is covered in the curriculum. Field Trips are an integral element of each Unit of Inquiry, usually for collecting the information and data needed for that Unit. Some Field Trips visit the more usual museums and animal centers. However, less usual destinations include farms, factories, University of Arizona departments, restaurants and retirement homes. Visits are essentially Field Trips in reverse where a curricular "expert" comes to the class to share their knowledge and expertise. Each Unit of Inquiry finishes with a "Culminating Activity" which the students present to their parents and to the IST community at an exhibition. After-school activities reflecting the social, cultural, and ethnic backgrounds of our community further complement the curriculum.

Extra-Curriculum

We believe that all IST students should be exposed to and required to follow a general and broad-based curriculum, however some students will have the "attitude and aptitude" to go further in some areas. We allow for and encourage this through the Junior/Middle School Extra-Curriculum Program which includes competitive/performance activities such as basketball, chess, Lego, choir, soccer, science and recreational/participatory activities such as dance.



Clubs are not mandatory and certain behavioral and attitudinal expectations will be enforced; students may be asked to leave a club if they behave inappropriately. When a student joins a Club they are making a commitment to attend and to participate fully and appropriately for that semester. Activity leaders and other students will act based on that commitment and parents are asked to support us in working with students to honor it.

A student who needs to leave a Club meeting early should advise the activity leader, and go to Study Hall that day instead, so as to prevent any disruption to the Club's activities.

Academic Policies

In education, everyone starts out being trusted and the assumption is that students are honest until proven otherwise. Junior/Middle School students are encouraged to take responsibility for their own work, to recognize their strengths and weaknesses and to do as well as they can on their own merits. While we do not anticipate academic dishonesty in the Junior/Middle School, we do ask for parents' support in stressing to students the importance of presenting their own work and of not claiming credit for the work of others. The integrity of the student's work should hold true, whether done at school or elsewhere, and as such we ask that parent involvement be limited to encouragement and support.

Assessment

Assessment at IST serves two purposes: to measure a student's progress defined specific learning outcomes and to provide feedback to teachers, parents and to the School as to that student's progress and to the success of different learning and teaching strategies.

IST's Junior/Middle School uses a range of formative and summative assessments to measure students' progress throughout the year. We will report the progress of your child to you up to four times a year.

Every student in the Junior/Middle School takes an international baseline assessment at the start of the school year and the result is used to create a personalized learning experience for every student.

At the end of 5th and 8th grade, students take the externally set and marked Cambridge Primary Check Point and Cambridge Secondary 1 Check Point examinations respectively.

Homework

IST believes that homework is an integral element of the teaching and learning equation and that homework should be done by the student alone and unaided. However we also believe in the family structure in developing the social well being of a child. Thus, the parent's responsibility is not to assist the student but to provide the conditions so that the student might be able to complete the task(s) as intended / or support play and social interaction. Accordingly, homework is set within the capabilities and capacities of the student which may mean different students receive different homework tasks.



IST believes that homework has only a partial positive effect in Elementary school and should only reinforce work done in the classroom.

Therefore the following homework is in place and as dictated by each teacher:

- Grade 1- 4 – spellings, reading (every night) other subjects support as required.
- Grade 5 – subject based homework as required BUT limited 15 minutes per subject per week.
- Middle school – Subject and IGCSE Pre reading and flipped classroom work. 20 minutes per subject.

Homework must be turned in exactly when requested.

Middle School students are expected to complete homework as assigned by their subject teacher. Parents may excuse their children from homework, for example in the event of a family priority, although we ask that this be done sparingly. The Planner Book should be used for this purpose (see “Communicating with Parents”).

Languages

The Languages Program follows the same progressions as a child learning their ‘mother tongue’. Receptive skills proceed productive, thus listening comes before speaking and reading before writing. Oral language proceeds written language and a period of silence proceeds speech. IST thus focuses on confidence before fluency and before accuracy. Activities are designed to develop confidence and to produce students who are risk-takers as it is only through making mistakes that we acquire language, and that we learn what is right and wrong and what is acceptable and unacceptable. Language can also be characterized as a Program of literature study, and thus of acquiring the language levels necessary for the study of literature.

Placement

IST’s students are generally placed more by achievement than by age; being an international school where families might have come from different educational traditions. We can expect a range of ages in each class however we aim at no more than three years in age difference within each class. Placements are always made with full consultation with the families, and any discussions are held with the parents rather than with the student.

Personal, Social and Health Education (“PSHE”)

This area includes topics such as Alcohol, Drugs and Tobacco, My body, Diet and Exercise, Health, Hygiene, Bullying, Relationships etc. Some of these topics may be covered during Science and some in Social Studies lessons. IST employs the services of a School Nurse who delivers Hygiene, health checks and various state required medical aspects. Ample notice will be given to the parents and they may decide for their child to opt out. Parents with any questions or concerns about PSHE should raise them with the Head of School.

Tests

Tests are an additional and important assessment instrument used in the Junior/Middle School, and should not be viewed as a threat or a punishment. The aim of a Test is to reveal the students' capabilities:

- Individually and unaided
- On a common or standard task
- In front of a teacher/invigilator/proctor
- Within a time constraint



HIGH SCHOOL (TBC 2020 start)

School Hours

The High school day begins at 7:45 a.m. and students should be in their classrooms ready to begin their lesson at that time. The school day ends at 3:30 p.m. and students should be picked up by 3:45 p.m. unless they are participating in an After-School Program. The School Office is open from 7:00 a.m. – 6:00 p.m.

We ask parents to conduct conversations with other parents well away from the classroom(s) so as to avoid any disruptions.

Pick Up (3:45 p.m. onwards)

Students who have not been picked up by 3:45 p.m. must either join an after-school Club (see “Extra-Curricular”) or go to Study Hall. Any student not collected by 6:00 p.m. may be referred to the police or Child Protective Services.

Lateness and absence

Parents are asked to make every attempt to drop off their child(ren) on or before 7:45 a.m. as late arrivals are disruptive to the class and to other students. Please notify the school of any delays in arrival or if you expect your child to be absent over any period longer than a day.

Parents are asked to observe the a.m. session start and p.m. session end times, late arrivals and early departures are disruptive to the class and can negatively impact student learning and behavior.

Timetable

The School day is divided into six hour-long sessions to include Foreign Language, English Language, Math, Science, P.E., Art, Music, Social Studies, History, Leadership, Lunch and two Breaks. Please refer to your student’s schedule for a specific timetable.

After School Program

Students still at school at 3:45 p.m. are required to go either to an after-school club or to Study Hall which is available until 6:00 p.m. WRITTEN permission may be given for high School students to leave school on their own.

Note: On Expo days, some Clubs may be cancelled. Information will be posted and parents notified of such changes.

Lunch

There is a forty-five minutes lunch break and the time is shared between eating and free play. Students should bring two snacks each day, one for the mid-morning break, and one for the afternoon break.

Curriculum

Being an independent and an international school, IST has been accredited by Cambridge International Education. Students will take the Grand Canyon Diploma to achieve graduation in Grade 10 (HS2). Please attend school information sessions to receive a full explanation.

Co-Curriculum

The Co-Curriculum comprises activities that parallel and reinforce what is covered in the curriculum. Field Trips are an integral element of each Unit of Inquiry, usually for collecting the information and data needed for that Unit. Some Field Trips visit the more usual museums and animal centres. However, less usual destinations include farms, factories, University of Arizona departments, restaurants and retirement homes. Visits are essentially Field Trips in reverse where a curricular “expert” comes to the class to share their knowledge and expertise. Each Unit of Inquiry finishes with a “Culminating Activity” which the students present to their parents and to the IST community at an exhibition. After-school activities reflecting the social, cultural, and ethnic backgrounds of our community further complement the curriculum.

Extra-Curriculum

We believe that all IST students should be exposed to and required to follow a general and broad-based curriculum, however some students will have the “attitude and aptitude” to go further in some areas. Although the school work may be heavy it is supported that students have both internal and external interests in other social activities.

Academic Policies

In education, everyone starts out being trusted and the assumption is that students are honest until proven otherwise. Students are encouraged to take responsibility for their own work, to recognize their strengths and weaknesses and to do as well as they can on their own merits. The integrity of the student’s work should hold true, whether done at school or elsewhere, and as such we ask that parent involvement be limited to encouragement and support. In the Cambridge assessments any dishonesty will lead to an automatic failure.

Assessment

Assessment at IST serves two purposes: to measure a student’s progress defined specific learning outcomes and to provide feedback to teachers, parents and to the School as to that student’s progress and to the success of different learning and teaching strategies.

Homework

IST believes that homework is an integral element of the teaching and learning equation and that homework should be done by the student alone and unaided. For IGCSE and the Grand Canyon Diploma homework and self study will be essential.

Students will receive 20 minutes per subject per week as a general rule. However, additional homework will be given as the approach of exams and exam confidence is being built.

Languages

The Languages Program follows the same progressions as a child learning their 'mother tongue'. Receptive skills proceed productive, thus listening comes before speaking and reading before writing. Oral language proceeds written language and a period of silence proceeds speech. IST thus focuses on confidence before fluency and before accuracy. Activities are designed to develop confidence and to produce students who are risk-takers as it is only through making mistakes that we acquire language, and that we learn what is right and wrong and what is acceptable and unacceptable. Language can also be characterized as a Program of literature study, and thus of acquiring the language levels necessary for the study of literature.

Personal, Social and Health Education ("PSHE")

This area includes topics such as Alcohol, Drugs and Tobacco, My body, Diet and Exercise, Health, Hygiene, Bullying, Relationships etc. Some of these topics may be covered during Science and some in Social Studies lessons. IST employs the services of a School Nurse who delivers Hygiene, health checks and various state required medical aspects. Ample notice will be given to the parents and they may decide for their child to opt out. Parents with any questions or concerns about PSHE should raise them with the Head of School.

Tests

Tests are an additional and important assessment instrument used in the Junior/Middle School, and should not be viewed as a threat or a punishment. The aim of a Test is to reveal the students capabilities:

- Individually and unaided
- On a common or standard task
- In front of a teacher/invigilator/proctor
- Within a time constraint



WHOLE SCHOOL DISCIPLINE AND GUIDANCE POLICY

IST will utilize positive discipline and guidance techniques so that children will be provided with a safe, happy, comfortable environment. The purpose of discipline is to help children develop self control, and to teach children that each person is responsible for his own actions. It is the adult's responsibility to provide discipline so that a child may grow and learn to get along comfortably with others.

Implementation

Definite guidelines for behavior are established so that children know what is expected of them. This helps them to feel secure.

Limits and consequences will be clear and understandable to the child, consistently enforced and explained to the child before and as part of any disciplinary action. When discipline is necessary it will be carefully applied so that the child still feels that he is an important and worthwhile person.

When there is a specific plan for responding to a child's unacceptable behavior, all staff that interacts with the child will be aware of the plan and cooperate in its implementation.

Involving parents

If a child, for some reason, is not responding to techniques used, we will ask for a conference with the parent to explain the child's behaviors and the discipline techniques used. The parent and the teacher together will develop additional techniques that will be used. The teacher will keep a log of the child's behaviors, the discipline used, and the outcome. The teacher will maintain contact with the parent to further discuss progress or lack of progress.

As each child and each situation is unique, and different measures may be appropriate, parents with concerns about student behavior are asked to refer to their child's teacher and/or the Leadership team. Please do not admonish the child(ren) of another parent.

Involving children

Guidelines for behavior and consequences will be explained to the children before and as part of any disciplinary action. The teacher will help the children to understand that the guidelines provide for a happy and safe place for all children. All children will have reasonable opportunity to resolve their own conflicts (in a developmentally appropriate context).

Disciplinary issues as a cause for termination of enrollment

IST will make every effort to meet the needs of individual children and to provide a happy, safe environment for all children. When behaviors exist which do not respond to the positive discipline techniques of IST, the teacher and Leadership team will meet with the parent and together they will develop additional techniques in an effort to help the child to respond appropriately.



In the event that the teacher, Leadership team, and the parent together are unable to resolve the inappropriate behaviors exhibited by the child, IST will notify the parent that we will seek professional assistance through external resources. This may include having a behavior specialist observe the child and develop a behavior modification program.

If, after these attempts have been made to meet the child's individual needs, the child demonstrates inability to benefit from the type of care offered, or whose presence is detrimental to the group, IST will notify the parent of the intent to discharge the child from the program. When it is determined that it is in the best interests of the child to terminate enrollment, the child's and parents' needs shall be considered and the school will assist the parent to plan for alternate care.

Please note: *We take biting, hitting, or any other action showing intent seriously and IST does not tolerate bullying ("Bullying" refers to a deliberate and systematic attempt to make another person feel bad, physically or psychologically, it is very uncommon at the preschool school level). Such behaviors may accelerate the above process.*

Discipline techniques

- Staff persons will give children praise, love, and positive reinforcement.
- Staff persons will respond consistently and firmly to inappropriate behaviors.
- By misbehaving, a child shows that he needs to learn how to behave in a particular situation.
- The staff person will use this opportunity to teach the child by explaining why the behavior was inappropriate and what the child should have done. The child may be asked to repeat what the staff person has said to be sure that he understands.
- The staff person will help the child learn to express feelings in words and to find a new way to handle the situation that caused the inappropriate behavior.
- Firm positive statements about behaviors or redirection of behaviors are the accepted techniques for use with infants and toddlers.
- Removal from the group to help a child gain control will not exceed one minute per year of age.
- Removal from the group is appropriate only for children over 24 months of age.
- Children are not disciplined for bathroom accidents.

Discipline techniques will **never** include any form of corporal punishment, threatened or actual withdrawal of food, rest or use of the bathroom, abusive or profane language, any form of public or private humiliation including threats of physical punishment, and any form of emotional abuse including shaming, rejecting, terrorizing, or isolating a child.

WHOLE SCHOOL GENERAL POLICIES

Affidavit of Intent for Private School

Arizona State law requires that, upon enrolling your child(ren) in the foundation / Kindergarten you submit an Affidavit of Intent (once) to the County Superintendent of Education; You are also required to notify the County Superintendent on withdrawing your child(ren). The forms can be found at www.Schools.Pima.Gov, or they can be obtained from the school office.

Age

Children are accepted into IST based on chronological age but may be placed based on developmental assessment if the school feel that this is in the best interest of the child. All such decisions will be taken in coordination with the parent or guardian.

Alcohol, Drugs and Smoking

Alcohol may only be consumed by adults on the school campus at official school events which happen after 6 p.m. and there has been explicit communication from the organizer, and where such use has been sanctioned by the Head of School. Drugs may not be used on the school campus under any circumstances. Persons who come onto or near the campus and appear to be under the influence of alcohol and/or drugs will be asked immediately to leave and the police called. Smoking is not permitted on the campus at any time; this includes the parking lot area and any place where smoke may drift onto the campus such as on the footpath next to the play yard. Please observe these policies for the health and safety of all our children.

Birthday Parties

Students who wish to celebrate their birthdays with their grade level class may do so at the end of the School day at 3:30 p.m. Parents are asked to email any such celebrations to the school administration well in advance and to consider the school's extra-curricular program which will take precedence. These celebrations should occur in the Lunch Area. The parent organizers are responsible for cleaning up afterwards. No photos of any other children may be taken.

Most children make their best and closest friends at school and these are the children whom they will want to invite to parties held outside the school and outside the school day. Great awareness and sensitivity to children's feelings should be exercised with party invitations. Invitations to parties may only be distributed at school if the entire class is included.

Bullying

IST does not tolerate bullying. Bullying is a deliberate and systematic attempt to make another person feel bad, uncomfortable and/or unsafe either physically or psychologically. Young children often do things which are inappropriate but which don't constitute bullying. Any concerns over the behavior of another student should be referred to the nearest IST staff member and/or the Head of School.

Cell phones

Junior/Middle School students may not have cell phones while on the IST campus or event. High School students may have them but only for academic purposes and they must not be used around younger students.

Cosmetics and hair colours

We believe that make-up and cosmetics for young children are inappropriate and parents are asked not to send their child(ren) to school with or wearing cosmetics; this includes false nails, facial piercings, multi coloured nail-polish (single colour on all nails is allowed) and make-up kits. Please note that medicated lip-balm or skin-care products should be treated as a medication. Please see "Health and Medical". Students' hair should not be coloured unless it is a natural colour (blond, brown, black etc).

Doctor/Dentist Appointments

IST believes that time lost from the classroom cannot be replaced. Parents are asked to avoid scheduling appointments with doctors, dentists etc. during School hours.

Emergency Procedures

IST has procedures to ensure the safety of children and staff. Fire Drills are held monthly and Lock down Drills once per Semester. The first Fire Drill each Semester and both Lock down Drills are announced. During these drills, children learn about evacuating the building, keeping safe, and the importance of being quiet so that they can listen to adults. IST staffs are first aid and CPR trained.

Festivals and Other Observances

IST seeks to prepare its students for an international community. This means both celebrating the diversity we have as a school and exposing our students to what it means to be a member of such a community. Elements of internationalism weave through the curricular program and form a large part of the co-curricular programs

Teachers and students are encouraged to explore and to observe holidays and festivals from different cultures. IST encourages parents to organize such observances, however parents are asked to discuss them with the Head of School before making any arrangements. So as not to disrupt the learning environment, any such events will take place at the end of the School day beginning at 3:45 p.m.

These events should occur in the Courtyard, and the parent organizers are responsible for cleaning up afterwards.

Lost Property

Items such as lunch boxes, books, jackets and sweaters should be plainly marked with the child's name so they can be easily returned. "Lost and Found" should be the first place that students look for items.

Valuable items should not be brought to school; if one is found, it will be held at the office for parents to collect.

Lunch and snacks

IST does not offer a lunch option. Students should bring lunch from home in a container so designed as to maintain the temperature of the contents. Parents are reminded that there are no food preparation facilities, thus lunches cannot be refrigerated nor heated, and this should be considered when lunches are prepared. The following items may NOT be brought to School :

Chewing Gum

Hard candies or other choking hazards

Canned foods / Glass containers

Metal cutlery

Microwaveable foods

Students eat their lunch with the other students, and under the supervision of the teachers on duty. At this age, students will often share their lunch with their friends, although we try to discourage such sharing for health and safety reasons. If your child is on a special diet, please inform their teacher so that such sharing can be prevented.

A student who does not have lunch will be given an “emergency meal” as required by Arizona law, and parents will be charged \$6.

Snacks

IST will not provide snacks during regular school hours for any students. Students may bring snacks from home if they wish, however parents are asked to check that they are healthy and avoid sugar.

Money and Valuables

Parents are asked not to send their children to school with money or valuable items. Parents may make payments at the office at any time. Payments can also be deposited in the IST box in reception. Valuable items, if one is found, will be held at the office for parents to collect.

Non-Discrimination

The International School of Tucson does not discriminate on the basis of race, religion or national heritage and each child is treated on his/her individual merits.

Play Yard Safety

We believe free, unstructured play is essential for a child’s individual and group development. Accordingly, although IST staff members are positioned so as to keep our students “within sight and sound” at all times, they also take as little a role in the play yard as possible. This means that when a student falls, the nearby staff members will give him/her a chance to get up unassisted, to resolve the matter and to take individual control of and responsibility for the

situation. Should safety or student actions be a concern, IST staff members will of course, intervene.

Re-Enrollment

Although IST has a philosophy of essentially open-entry when a student first applies to the Preschool, re-enrollment and Junior/Middle School enrollment is not automatic. In mid to late January of each year, letters are sent to parents offering places for the following school year, and recommending the student's placement. Parents who wish to discuss the School's recommendation should contact the Head of School in the first instance, however please note that IST reserves the absolute right to offer or withhold the offer of a place to a student where we feel we cannot meet his/her needs or where sufficient progress has not been made in the previous academic year.

Religion

As an international school, and as part of our mission to provide students with Values for a Global Society, IST does not endorse or promote any particular religious view and we ask parents to support us in this. In particular, we encourage parents to discuss with their child(ren) that different families may hold different religious or philosophical views and that their child(ren) should not try to insist on one religion in particular, especially where it makes another child or family feel uncomfortable.

Supplies

A school supplies list will be distributed to each family prior to the beginning of the school year.

Students will be issued with one recorder for their Music class in J2. Although this is the child's own, it is required for class and if lost, they will be issued with a replacement and the parent(s) billed \$20. Should this occur, parents are asked where possible to deduct the funds from the child's allowance or savings so as to encourage them to take individual control of and responsibility for the lost recorder.

Visitors

Occasionally IST students may invite non-IST students to join them for the day. IST welcomes such visits, however a letter in support of such a request must be sent to the office in advance. Please note that state law requires that IST have a completed Blue Card with a copy of the guests current immunizations record - even when the visit is just for one day. While teachers usually welcome guests to their classrooms, there may be occasions when guests cannot be accommodated. From time to time, prospective students may also join a class for assessment purposes. Guests are expected to abide by IST rules and guidelines.

Other visitors, such as curricular or co-curricular "experts", UA or other researchers, student teachers or teachers from other schools, may also visit IST classes. Where possible, notice of such visits will be given. Please feel free to discuss any concerns with the Head of School.

Sun Safety

Parents/guardians are asked to send their children to school with sunscreen/sunblock in clearly labeled and named containers plus a large wide-brimmed sunhat. The expected lifespan of sunscreen/sunblock can be significantly shortened by heat, and so parents are advised to send new items at least once each semester. Sunscreen should be applied year-round before school each morning, even on cloudy days, and the student's teacher will ask them to re-apply it at lunchtime for the second half of the day. Note: Arizona Health Regulations prohibit aerosol sunscreens/ sunblocks as they may be flammable.

Parents are urged to send a labelled sunhat with their child year-round - leaving the sunhat at school is recommended. Teachers will assist with its proper and regular wearing; a child who does not wear their sunhat will be unable to play outside. We do not allow baseball caps as they offer no protection to the ears or the nape of the neck unless they have a neck covering attached.

Pima County Health also recommends the application of a sun blocking lip-balm of at least SPF 15, and the wearing of sunglasses.

Uniform and Appearance

IST believes that uniforms:

- Establish a tradition, create school spirit and a sense of identity and belonging.
- Are a form of identification and a symbol of IST, and can improve security by making students easily identifiable.
- Help remove distractions and competition associated with fashion or group oriented clothing.
- Reduce pressures associated with dressing to fit in with one's peers, and avoid conflicts that might arise from this.
- Eliminate competitive dressing and reduce visible differences that might come from students' social, economic, cultural or ethnic backgrounds.
- Are economical.
- Increase awareness of personal appearance and grooming.
- Are easy to monitor, reducing conflicts over what is acceptable or unacceptable clothing.

Nursery

There is no set uniform criteria, however closed shoes (heel and toe) are required. (sandals, flip-flops, "cros", "heelies" and similar shoes may not be worn)

Preschool Uniform

IST T-shirt (short or long-sleeved, blue) with logo



- Red activity shorts, skirts, or pants (plain, solid “lipstick red” without stripes, markings or logos)
- Sneakers (sandals, flip-flops, “crocs”, “heelies” and similar shoes may not be worn)
- Floppy/wide-brimmed hat
- IST red sweatshirt with logo

Junior School

Uniform polo shirt with logo purchased from Garment Graphics.

Khaki bottoms

- Girls may wear khaki skirts, pants or shorts at an appropriate length (skirts and shorts must be knee length). Boys may wear khaki pants or shorts. No “cargo” style shorts/pants.
- Majority black color shoes. They can be dress shoes or sneakers/tennis shoes. They must have a closed toe and heel, no high heels.
- Black or white socks. Girls may wear red / black tights or leggings under their khaki skirts when the weather is cold.
- Uniform sweatshirts and jackets are optional and may be purchased for the cooler months. Children may also wear white long sleeve shirts under their uniform polo shirts.

Middle School

Uniform light blue oxford shirt with logo purchased from Garment Graphics.

- Uniform tie purchased from Garment Graphics. Please note that there are different colors for each grade level.
- Girls may wear khaki skirts, pants, or shorts at an appropriate length (skirts and shorts must be knee length). Boys may wear khaki pants or shorts. No “cargo” style shorts/pants.
- Black belts
- Uniform navy blue sweater vest. Mandatory November – March. Optional in the warmer months.
- Majority black color shoes. They can be dress shoes or sneakers/tennis shoes. They must have a closed toe and heel, no high heels.
- Black or navy socks. Girls may wear navy or black tights or leggings under their khaki skirts when the weather is cold.
- Uniform sweatshirts and jackets are optional and may be purchased for the cooler months.

In addition to the IST sweatshirt, students may wear any type of jacket in inclement weather. Such fleece/jackets may only be worn while at school in exceptionally cold weather and only while the students are outside. IST encourages “layering” of clothing

for warmth, and parents are asked to send their child(ren) with plain white non-logo under-shirts if needed, or “lipstick red” tights worn with the jumper or skirt.

Cosmetics should not be worn. Clear lip-balm and clear nail varnish may be worn for medicinal reasons. Hair should be neat and tidy and not coloured unless in natural colours.

Sport clothing for Club Sports such as Basketball and Soccer

T-shirt

Activity shorts or sweatpants

Sneakers

All items must be named. Please take the time to do this.

High School

Either Middle school uniform may be worn or a one colour collared shirt with tie and smart trousers (not denim). Closed formal shoes and a in cold weather a blazer, suit or single color V neck sweater.

Mufti or dress down days

On occasions when dress is at the students or parents individual choice; such as ‘mufti’ day; the dress must not be offensive to others. Examples would be wearing slogans or badges denoting any negative racial, cultural comments or bad / foul language which may insult others. Shorts or skirts must cover the upper thigh and lower back at all times. Shirts and tops must not show the belly or chest on males or females. Closed shoes must still be worn for break times.

Weapons

IST have a strict policy that NO weapons are allowed on campus unless it is an on duty member of the Law enforcement agencies. This includes all guns, knives, martial arts weapons or any makeshift object which is designed to be used as a weapon.



Communication With Parents

IST Main Number: (520) 406-0552

Parents' first "port of call" is the teacher who is available to meet with parents and to follow up on any concerns.

Email

Parents may contact the Head of School at brown@ISTucson.org and the Deputy Head of School at palma@ISTucson.org. Teachers may be contacted at [\(lastname\)@ISTucson.org](mailto:(lastname)@ISTucson.org), however teachers are only available Monday – Friday 8:00 a.m. – 3:45 p.m. and so responses may not be immediate. The planner is still the preferred medium of communication, and a Parent-Teacher Conference should be arranged for anything major.

Office Hours

The School's Office Hours are 7.00 a.m. – 6.00 p.m., Monday – Friday. Telephone messages can be left at anytime outside these hours.

Parent Teacher Consultation Meetings

A formal Meeting is scheduled twice a year where parents have the opportunity of meeting their child(ren)'s teachers individually. Parents will be informed well in advance of the conference dates and sessions will be booked online.

Queries and Concerns

Should a parent have a query or concern about anything at IST, they are asked to:

Verbally refer the matter to the nearest IST staff member.

Verbally refer the matter to child(ren)'s teacher(s) or through a note in the student planner.

Verbally refer the matter to the Deputy Head of School or Head of School Request a conference with the Head of School to discuss the matter

Website

The School's website can be found at www.istucson.org. Our intention is that the website act as a reference source for enrolled parents.

Parent Involvement

IST seeks to involve every family in their child's education, and to strengthen the educational experience through parental involvement and they have a variety of opportunities to become involved. Parents may request a classroom visit for no longer than 20 minutes and at least 48 hours in advance, twice per academic year.

Expos

At least two times each year parents and the community are invited to visit the school to see what their child and other IST students have been doing. Accordingly, parents and students



are urged also to visit other rooms, language sections and class levels so that they can have a more informed view of the IST community to which they and their child belong. In particular, parents are asked to familiarize themselves with the class level subsequent to their child's current class so that they can know the teacher and the program their child will encounter in the next school year. Please see the School Calendar for dates.

Expert Visitors

Parents or parents with friends who have expertise, in any of IST's curricular and co-curricular areas who are interested in coming in to speak to students are asked to leave their names at the school office or make their intent known to the class teacher. We are particularly interested in native-speaker visitors who can give presentations in the students' languages (Chinese, French, German, and Spanish).

Parent Association

IST has an active Parent Association ("ISTPA") and by enrolling child(ren) at IST, parents are automatically members. ISTPA is an independent organization and runs a number of events to integrate parents and families into the life of IST. ISTPA also has a number of specialized committees, some of which are permanent and some of which relate to a specific topic or event.

Any parent who is interested in becoming involved in any of the School's projects is invited to leave his/her name and area of interest at the School Office.



Welcome to the ISTPA!

The International School of Tucson's Parents' Association ("ISTPA") was formed to support the mission of the school through a parent-membership partnership.

Everything we do in the ISTPA is with the aim of helping foster a festive aspect in the school and ensuring the enjoyment of our children, families, teachers, and staff with events and fundraisers. In addition to ongoing support, the monies raised are also used to support the teachers and school administration through grants awarded at the end of each year.

As our school is growing we need to expand as well. What started as a small group of devoted parents has grown into a vibrant organization. But we need more participation. Even a commitment of once a quarter helps enrich our meetings, and thus our projects.

All parents or legal guardians of children enrolled at IST are automatically members of the ISTPA. You can opt-in to our mailing list where you will be informed of our website, social media presence, news, updates, etc. You can always reach us via e-mail at: parents@ISTucson.org

The ISTPA's mission is:

To provide a forum for the exchange of information and ideas among parents
To organize programs and activities for the IST community

To encourage and promote active involvement by parents in their children's school community

To foster relationships among parents, the school's administration, faculty, and the community

And, on occasion, to represent the views of the parents to the school

The ISTPA Executive Committee is comprised of the following elected officials:

President

Vice President (or Co President)

Treasurer

Secretary

Come join us the first Wednesday of each month, where we discuss and plan events for our school. All meetings are held at the school and free childcare is available.

Welcome to our community where we are eager to meet you and share ideas on how to make each year a memorable one at IST!



Health and Safety Policy

Rationale

The Board of Trustees and Head of School recognize that it is their duty to ensure, so far as it is reasonably practical, that all those at IST are not exposed to risks to their health and safety. The Board of Trustees and Head of School accept that they have a responsibility to take all reasonable steps to secure the health and safety of students, staff and others using the school premises or participating in school sponsored activities. They believe that the prevention of accidents, injury or loss is essential to the efficient operation of the school and is part of the good education of its students.

The aim of the Board of Trustees and Head of School is to provide a safe, healthy working and learning environment for staff, students and visitors.

The Board of Trustees and Head of School believe that only the adoption of safe methods of work and good practice by every individual can ensure everyone's personal health and safety. The Board of Trustees and Head of School will take all reasonable steps to identify and reduce hazards to a minimum but all staff and students must appreciate that their own safety and that of others also depends on their individual conduct and vigilance.

As a school, we aim to:

- ensure that all children, staff, parents and visitors to the school are safe.
- ensure that Health and Safety regulations are followed at all times.

Please note that enrolling your child(ren) at IST authorizes us to call paramedics or administer first-aid if we feel it necessary.

Board of Trustees and Staff Responsibility

Role of the Board of Trustees

The Board of Trustees has the ultimate responsibility for Health and Safety in the school. The Board of Trustees will:

Ensure that Health and Safety regulations are followed at all times.

- Ensure that there is an effective and enforceable policy for the provision of health and safety throughout the school and that this is reviewed each year.
- Ensure Health and Safety inspections are carried out by the Facilities Manager and Designated Board member each semester.
- Identify and evaluate all risks relating to accidents, health and school sponsored activities.



- Identify and evaluate risk control measures in order to select the most appropriate means of minimizing risk to staff, students and others.

Role of the Head of School

The Head of School, in conjunction with the Board of Trustees, has the subordinate responsibility for Health and Safety in the school.

The Head of School will:

Ensure that Health and Safety regulations are followed at all times.

- Ensure Health and Safety inspections are carried out by the Facilities Manager and Designated Board member each semester.
- Encourage staff, students and others to promote health and safety.
- Monitor the standard of health and safety throughout the school, including all school based activities.
- Monitor first aid provision.

Report to Trustees on any Health and Safety issues that require further attention and resourcing.

Identify the training needs of staff and students and ensure, within the financial resources available, that all members of staff and students who have identified training needs receive adequate and appropriate training and instruction in health and safety matters.

Role of Facilities Manager

The Facilities Manager will:

- Conduct regular safety inspections around the school.
- Report, as appropriate, any health and safety concerns to the Head of School.
- Be involved in Health and Safety inspections with the Designated Board member.
- Be responsible for ensuring all electrical equipment is inspected and safe to use.
- Be responsible for ensuring that the testing and servicing of all alarms and firefighting equipment is carried out each year as required.
- Ensure a fire drill is completed according to the schedule.
- Ensure all signage is used meet the statutory requirements.
- Check the Health and Safety Book in the Staffroom on a regular basis to ensure hazards are cleared.

Role of Staff

Members of staff will:

- Ensure that they are aware of and follow Health and Safety issues recorded in this policy.
- Make risk assessments when using a piece of equipment.
- Ensure that their classroom or working space is organized so that the flow of children around the room does not cause risk.
- Ensure that routes to the most commonly needed resources and areas are clear.
- Ensure that no dangerous or unsafe items are left in classrooms or working spaces.
- Ensure that children are never left unattended in classrooms or other areas around the school.
- Inform the Head of School or Deputy Head if a child vacates their room or area where they are working without permission.
- Ensure that on School Trips, correct supervision is provided at all times.
- Demonstrate to children how to use equipment such as scissors or other tools in a safe manner.
- Ensure that children do not touch electrical sockets.
- Ensure that they use appropriate equipment such as step ladders (rather than chairs) when displaying work, hanging work, etc.
- Inform the Facilities Manager of any health and safety hazards in the classrooms or work spaces by recording them in the Health and Safety Book in the Staffroom.
- Record any significant accidents that they witness using the appropriate form and hand onto the Head of School.
- Ensure that they attend relevant school based INSET.
-

Role of First Aiders

First Aiders will:

Ensure that first-aid boxes for the playgrounds, classrooms and trips are kept in stock.

Complete accident form to the Head or Deputy Head and inform parents when they deal with a child who has suffered a bump to the head.

Record any significant accidents that they deal with using the appropriate form and hand onto the Head of School or Deputy Head.

Record aware of Health and Safety issues recorded in this policy.

Exclusion Policy

A child will be excluded from the program (and parents must pick up their child) if they exhibit any of the following;

- Fever of 100° (please note, a child cannot return to the program until they have been fever free for 24 hours)
- Sores that are open, infected, or not easily covered
- Vomiting more than twice in 24 hours – no return for 12 hours
- Diarrhea
- Red eyes with discharge/drainage
- Lice or nits (please note, a child cannot return to the program until they have been treated and are nit free. Children sent home will be checked by a member of staff before reentry to the program is allowed)
- Undiagnosed rash
- Not feeling well enough to participate in the day's activities
- Unusual mood or behavior that will make it difficult for staff to care for other children in the program

Health, Immunizations and Illness

As required by law, and for the health and safety of students and teachers, all children admitted to IST must submit a completed "Blue Card", with attached Immunizations Record or Exemption Statement, before entering class. After the "Blue Card" has been submitted, any changes that may occur in the child's health status should be brought to the attention of the school in writing or by email, such as hospitalizations, allergies, and/or health problems of any kind. Religious exemptions must be supported by a statement of religious belief signed by the parent, this may mean the child will be excluded during any contagious outbreaks that occur. Immunisation toolkit:

<https://azdhs.gov/documents/preparedness/epidemiology-disease-control/immunization/school-childcare/school-immunization-toolkit.pdf>

Parents – if you volunteer OR work at IST in any capacity you must also be fully immunised.

A child who is feverish or has a communicable (contagious or infectious) condition must be kept at home. Parents are asked to call or email the school each day a child is ill and to leave a message indicating they will be absent.

Where an absence is due to illness or family emergency, this can be done by telephone or by leaving a message on the school's answering machine. Arizona law requires parents to advise the school if a child has a communicable condition, such as measles or chicken pox, so that the school may alert other parents promptly. If a child contracts head lice, they must stay at home and be treated; in this event, parents are asked to contact the office so that all children can be checked at school. The individual child or class will not be identified as all parents are expected to be vigilant.

If major changes take place in the home environment, or any other event occurs which may cause stress and anxiety in the child, the parent(s) are asked to notify the school. This is the best way to enable the school to better understand and support the child during a difficult period.

Medications

If a child needs to take medicine at school, including over-the-counter drugs, a Medication Authorization Form must be completed by the parent(s)/guardian who should notify the office and provide the medication in its original container, marked with clear instructions as to dosage and time of day it should be administered.

This policy applies also to over-the-counter (“OTC”) or non-prescription medication; even aspirin or cold remedies may not be administered without written and signed instructions from the student’s parent(s) . Only IST staff can dispense medication, and a record is kept of the parent’s instruction(s) and dates and time of dosages.

Parents are asked to read the instructions on OTC medications carefully. State law requires that age-guidance must be followed, so if for example the medication is intended for “age 6”, a note from a physician is required before staff may dispense it to a younger child. In this instance, a parent Medication Authorization alone is insufficient.

For the safety of all IST students, parents are asked NOT to send medication to school in a child’s lunch box or backpack and to hand all medications, and written dosage instructions, directly to the Head of School.

Organization Information for the Health and Safety areas listed below follow:

- 1.Accidents in School
- 2.Accidents out of School
- 3.Electrical Equipment
- 4.Equipment around the School
- 5.Fire Regulations and Emergency Procedures
- 6.Hazardous Materials / Pesticides
- 7.Medicines in School
- 8.Physical Education
- 9.School Security



10.School Trips

11.Science

1. Accidents in School (Procedural)

Lists of designated First-Aiders are available in the staff lounge and office. In the event of an accident happening, the following procedures will be followed:

a) Procedures for minor accidents (bumped knees/elbows) - get child to apply cold compress. If minor, these do not need to go to a First Aider. Grazes - get child to apply cold compress. If minor, these do not need to go to a First Aider. Small cuts - get child to apply pressure if minor. If concerned about depth of cut, get child to apply pressure to cut and send to a First Aider. Splinter - send to a First Aider. If sticking out, they can remove it. If embedded, they cannot but will telephone parents. Bleeding nose - send to a First Aider depending on severity. Items/objects in eyes or ears - send to a First Aider.

b) Procedures for dealing with head injuries - let the child get up independently - do not try to assist. Send to a First Aider. If the child cannot stand independently, a telephone call will be made to the parents shortly after the injury has taken place.

c) Procedures for dealing with major accidents

(seizure) - if accident occurs do not move child if having a seizure, move furniture away from the child and protect their head with a cushion/ sweater if available. Send a responsible person to the Main Office immediately to inform them of the accident. Stay with the child. The Head of School, Deputy Head or Office staff will inform a First Aider.

Once First Aider has arrived, the class teacher's responsibility is with their class, not the injured child. This may mean that you need to remove your class to another area (library, hallway, ICT Suite) - the important thing is to keep the other children calm.

Once the First Aider has assessed the situation, they will make the decision whether an ambulance is called. The First Aider will stay with the child/adult. The Head of School, Deputy Headmaster, Office Staff or a First Aider are the only people who telephone for an ambulance. The Head of School, Deputy Headmaster, Office Staff or a First Aider will then contact the parents.

(Suspected broken bones, child loses consciousness,)

Do not move the child. Send a responsible person to the Office immediately to inform them of the accident. Clear the scene of the accident by moving children to another part of the playground. One adult stays with the child until a First Aider arrives; the other adult monitors the other children. The Head of School, Deputy Head or Office staff will inform a First Aider.

Once the First Aider arrives, the adult's responsibility is with the other children, not the injured child. The important thing is to keep the other children calm.

Once the First Aider has assessed the situation, they will make the decision whether an ambulance is called. The First Aider will stay with the child/adult. The Head of School, Deputy Head, Office Staff or a First Aider are the only people who telephone for an ambulance. The Head of School, Deputy Head, Office Staff or a First Aider will then contact the parents.



In case of an emergency where an ambulance has been called, the Head of School deals with the emergency with the First Aiders. The Deputy Head deals with the school continuing as normal.

If the Head of School is absent, the Deputy Head takes on this role as Acting Head of School.

If the Deputy Head is Acting Head of School or the Deputy Head is absent, a named Acting Deputy will ensure the school continues as normal. This will be member of the Leadership Team.

Someone dealing with the accident will update the staff involved as soon as possible - but staff needs to recognize that this may not be immediately.

2. Accidents out of School - A mobile phone and small First Aid kit are always taken on an outing - no matter how short. The following procedures will be followed if a child is injured off site:

If on site of a museum, swimming pool, etc., there should be a designated First Aider on that site that you can call upon. They will assess the situation and make a decision.

- Always inform the school as soon as possible - it may be that parents need to be contacted or you need adult help to support the children in returning to school.
- If in between sites (walking, bus stop) - use common sense. If an ambulance is required, call immediately. Always inform the school as soon as possible - parents will need to be contacted or you may need adult help to support the children in returning to school.
- If an ambulance is called for offsite - a staff member from the school must accompany the child. Always inform the school which hospital the child is being taken to.

3. Electrical Equipment

The Facilities Manager is responsible for ensuring the safety of all electrical equipment.

Electrical equipment can only be used if it has been inspected, tested and labeled by the Facilities Manager. Staff must not attempt to repair any electrical equipment, but should pass it immediately onto the Facilities Manager who will ensure that it is repaired appropriately.

4. Equipment around the School - Staff should visually check equipment before using it in lessons. If there are concerns regarding the health and safety of any piece of equipment, it should be labelled and reported to the Facilities Manager. (broken bench, etc.) If urgent, a message should be sent to the Facilities Manager immediately.

5. Fire Regulations and Emergency Procedures

a) Fire Hazards Displays hanging from the ceiling in classrooms need to be a meter apart to avoid becoming a fire hazard.

Lessons that involve heating or the use of potentially dangerous equipment must be carefully supervised. (See note on equipment)

The Facilities Manager should be informed of any fire hazards immediately.



b) Fire Alarms and Equipment - The Facilities Manager is responsible for ensuring that all alarms and equipment are tested as required.

c) Fire Drills are completed every month. Timings are noted for evacuation of the building and for the completion of marking the class registers.

Each class has a map on the wall, showing the fire drill for the class. Children line up and leave the building silently. All doors must be shut after leaving. Classes line up at designated spots some distance from the building. Registers are called and reported to either the Head of School or Deputy Head immediately.

No child or adult should return to the building until the Head of School or Deputy Head gives the all clear.

d) Emergency procedures in the case of an emergency (fire, bomb threat, etc.), all occupants of the building should be evacuated immediately.

In these situations, everyone should be evacuated off site as soon as registers have been completed using the outside gates (evacuation maps are clearly displayed in every room). In case of an evacuation, the Head of School/Deputy Head will ensure that details of children are taken to the evacuated site in order that parents and guardians can be informed.

6. Hazardous Materials - All hazardous materials must be kept under the Facilities Manager's supervision at all times.

These materials include fixatives, hair spray, white spirits, mentholated spirits, etc.

Pesticide Application

Chemicals for insect and rodent control shall be applied in minimum amounts and shall not be used when children are present in the facility. All parents will be notified in writing at least 48 hours before a pesticide is applied on the facility's premise.

7. Health, Immunizations and Illness

As required by law, and for the health and safety of students and teachers, all children admitted to IST must submit a completed "Blue Card", with attached Immunizations Record or Exemption Statement, before entering class. After the "Blue Card" has been submitted, any changes that may occur in the child's health status should be brought to the attention of the school in writing or by email, such as hospitalizations, allergies, and/or health problems of any kind. A child who is feverish or has a communicable (contagious or infectious) condition must be kept at home. Parents are asked to call or email the school each day a child is ill and to leave a message indicating they will be absent.

Absences should be reported to the school office as much in advance as possible. Where an absence is due to illness or family emergency, this can be done by telephone or by leaving a message on the school's answering machine. Arizona law requires parents to advise the school if a child has a communicable condition, such as measles or chicken pox, so that the school may alert other parents promptly. If a child contracts head lice, they must stay at home and be treated; in this event, parents are asked to contact the office so that all children can be checked



at school. The individual child or class will not be identified as all parents are expected to be vigilant.

If major changes take place in the home environment, or any other event occurs which may cause stress and anxiety in the child, the parent(s) are asked to notify the school. This is the best way to enable the school to better understand and support the child during a difficult period.

8.Medicines in School - Medicines can only be given to a child when the parent has authorized this on a written form. These forms are in the Administration Office. MEDICINES cannot be placed in the child's lunch box or bag under any circumstances. Staff cannot administer over the counter medication to Nursery and Preschool students without a Doctor's note. Over the counter medicines for Junior and Middle school must be age appropriate and dosage will be based on the medicines dosage directions only. All medicines must be kept in the Administration Office with the forms. They are administered by the Administration Staff or Head of School. The forms are signed with the time the medicine was given. No medicine should ever be kept in a classroom.

9.Physical Education - The PE equipment must be inspected by all PE Teachers before use. If equipment is found to be defective or unsafe, it should be removed and the Facilities Manager must be notified immediately. Staff should ensure that children wear appropriate clothing and footwear for PE sessions. No jewelry, except small stud earrings, can be worn.

10.School Security - The school is protected by CCTV which covers all entrances to the school grounds. All school gates are locked throughout the day. Visitors to the school must use the intercom to access entry.

a) Visitors to the School - All visitors to the school should report to the Admin Office on arrival. All visitors must sign in and out in the Visitors book situated in the Main Office.

Prospective parents who want to visit the school will be given an appointment time with the Admissions Office. Staff are expected to notify the Admin Staff if they are expecting a guest speaker for their class. Staff should challenge anyone on site who is not known to them and escort them to the Admin Office.

11. Field Trips

When organizing a visit, staff ensure that travel arrangements, routes and facilities at the venue are clear to all the adults accompanying the trip before leaving. Attendance checks are taken before leaving the facility, immediately upon arrival at the facility, hourly after arrival, upon departure, and when they return to school. Written permission will be obtained before a child is taken on a field trip.

What is taken on field trip:

- Emergency blue cards
- Copy of field trip form



- Enough water for all participating
- First Aid box
- Mobile phone

Transportation

The International School of Tucson does not provide any type of transportation to and from school. Should a field trip off site occur, a bus or other appropriate vehicle will be hired.

12. Science

Science Teachers should be aware of safety issues and ensure adequate supervision at all times. Common safety issues to be aware of include:

Whenever possible, avoid using glassware: plastic containers are more suitable.

Candles or night-lights should be stood in sand in a metal tray.

If children need to pick plants, warn them to pick with the hand they don't eat with.

If growing cultures, use sealed containers in which to do so.



Financial Policies

All fees and other income are applied to the support and improvement of the School.

Enrollment

Enrolling a child occurs as follows:

- Initial parent meeting with the Admissions Officer to learn about IST and its programs
- Submission of the Registration Forms and payment of the registration fee
- Submission of the Tuition Deposit Agreement and payment of the tuition deposit (if applicable)
- Submission of the Enrollment Forms, signing of the “Tuition Fee Agreement” and initial tuition fees payment per the agreement

Disenrollment

A child is disenrolled when:

- The parent advises the School in writing of their intention to withdraw his/her child
The parent advises the School in writing of their intention not to re-enroll his/her child
The academic year ends and the child has not been re-enrolled
The parent fails to meet an enrollment or re-enrollment deadline
- The parent fails to comply with the terms of the Tuition Fee Agreement
- The School determines that it is unable to meet the needs of the family and/or the child
- The child is expelled by the School (see the Behavior Code)
- All Tuition Fee Agreements must be honoured even after disenrollment.

Liability Insurance

IST carries liability insurance. Transportation companies hired for field trips must also carry their own liability insurance. Copies of all our policies are viewable at the school office.

Tuition Fees

Tuition Fees are levied and published annually and may be paid in one of three ways:

One payment in full at the beginning of the academic year

Two payments, due approximately July 16 and December 1 (this option carries an administration fee) * Ten payments, due on the 16th of each month (this option carries an administration fee) *

*Please note that if you choose a payment plan, you must purchase tuition insurance. Please see the business manager for more information.



Payments must be made by check, cash, or credit card (*an additional 2.75% fee will be assessed for all credit and debit card transactions*). At the time of a child's enrollment, parents select the payment method and sign the Tuition Fee Agreement which forms a contract with the school. Note that fees are levied on an annual basis and parents remain liable for the full annual fee amount, including any administrative fees, even where a student is disenrolled.

Other Fees

Other fees, such as those for extended care or payments made by the school to outside providers, do not attract a discount. Such fees are usually invoiced near the end of each month and payment is due immediately.

Breakages, Damages and Lost Items

Where school property is broken, damaged or lost accidentally IST will typically bear the loss. However, where the breakage, damage or loss is deliberate or for example due to carelessness or a child's ignoring a teacher instruction, parents will be invoiced for the replacement cost of the item.

Monthly Invoices

On or around the 15th of each month, IST issues invoices for services used in the preceding month; payment is due immediately. Payments will first be applied to the oldest open invoices.

Discounts

The following discounts are available : Sibling and Military

Late Payment

All Fees are due as per the Tuition Fee Agreement. Where payment is not received on time, any discount offered may be withdrawn and a \$20 'Late Fee' charged. Where payment is not received, despite an arrears letter having been sent, the matter may be referred to an attorney and the recovery costs will be added to the Fees due. Parents having difficulty meeting their financial commitments to the school are asked to contact the Head of School.

Returned Checks

Where a check is returned for any reason, a \$35 fee will be added to the original amount. This also applies to checks written for non-tuition items such as class photographs.

Scholarships

IST students may benefit from the Arizona Tax Credit Scholarship Program. For information on Scholarships, please contact the Institute for Better Education at www.IBEScholarships.org or (520) 512-5438 or Arizona Tuition Connection <https://arizonatuitionconnection.com/> (480) 409-4106. School paperwork will also need to be completed see the Business manager.

Withdrawal

Where a student is withdrawn from IST during an academic year, parents remain liable for the balance of the annual fees as per the Tuition Fee Agreement. See “Disenrolment”.

Tuition Fee Agreement Declaration

The following declaration appears in the Tuition Fee Agreement signed by all parents on enrolling their child(ren) at IST :

I/we understand and agree to the following :

- 1 I /We have selected the payment method overleaf and agree to abide by the payment schedule.
- 2 I am/we are personally, jointly and severally responsible for the “Total Fees Payable”, even in the event that a third party I/we expect to pay some or all of such Fees fails to do so.
- 3 Each payment must be received by the International School of Tucson (“IST”) on or before its due date.
- 3a Any payment received up to ten (10) days after its due date shall be deemed “late” and an additional \$20 Late Fee payable.
- 3b Any payment not received within fifteen (15) days of its due date shall be deemed “in arrears” and IST has the right to declare this Agreement in default.
- 3c IST has the right to charge interest on any payment in arrears at the rate of \$20 (Late Fee) plus 12% per annum, calculated on a pro rated basis from its original due date.
- 4 If my bank returns any payment for any reason, a “Returned Check” Fee of \$35 will become due. 4a The relevant payment and Returned Check Fee will be due immediately, in full.
- 4b Absent proof of bank error, IST has the right to declare this Agreement in default.
- 5 Upon written notice of default, any “Total Fees Payable” plus any fees under points 3 and 4 above, will be immediately due and payable.
- 6 IST is a school of limited enrolment and the overhead expenses of the School do not diminish with the departure of some students during the course of the year. Where my / our child(ren) is disenrolled for any reason (as defined in the IST Parent Handbooks), I / we may still be liable for the “Total Fees Payable” plus any fees under points 3 and 4 above.
- 7 I/we understand that the offer of a place to my / our children applies to this School Year only, and does not imply that such an offer will be made in the future.
- 9 I/we will be liable for any legal, attorney and/or debt-recovery expenses in the event of my/our non-compliance with this Agreement.
- 10 I/ we will assume full responsibility for any losses or damages resulting from the actions of my child(ren), financial or otherwise, and for any books or equipment issued to my child(ren) by the School.
- 11 Fees of the current any previous school(s) have been paid and that neither I/we nor my/our child(ren) have any obligation, financial or otherwise, to another school.



- 12 My/our child will be on academic and social probation and this “Tuition Fee Agreement” must be completed in respect of his/her Fees before s/he may enter class.
- 13 I / we have received a copy of the IST Preschool/Junior School Parent Handbook and understand that the Handbook(s) form(s) a part of this Agreement. I/we have read and understand the Handbook(s), and agree to the terms contained therein.

Arizona Private School Tax Credit

Each year, Arizona allows individuals to claim a credit for making a donation to a School Tuition Organization for scholarships to private schools.

1. **Determine the amount you are able to donate.** During the 2017 tax year, single filers may donate a maximum of \$1,089 and married filers a maximum of \$2,177.
2. **Determine if you would like to recommend a school or a student for your donation.** IST welcomes donations of both Undesignated and Designated Awards. Undesignated Awards provide for IST State Tax Credit Scholarships. However, state law allows families to canvas friends and relatives for Designated Awards in respect of their own child(ren).

If recommending a student, you will need to know both the students name and the school they attend. It is important to realize that not every student is eligible to receive every type of scholarship award. Donations received without a student recommendation or donations received in which the recommended student is not eligible, will be pooled and awarded to low income families.

3. Make your donation. Donations can be made for the previous tax year up until April 15th, to claim on a federal return (if eligible) the donation should be made on or before December 31st).

4. Take the credit. Take your donation as a credit on your Arizona State Taxes and check to see if it can be deducted off of your Federal taxes too.

Your donated funds will be used to award scholarships to students attending qualified private K-12 schools in Arizona.

There are some rules you need to be aware of:

1. It is against the rules to donate to kids within your own household.
2. It is against the rules to swap donations with another family.

IST urges parents to promote the Arizona Tax Credit Scholarship program to their family, friends and colleagues.

For information on the Arizona Tax Credit Scholarship program, please contact either:

Arizona Tuition Connection

<https://arizonatuitionconnection.com/> (480) 409-4106.

The Institute for Better Education at www.IBEScholarships.org or
[\(520\) 512-5438](tel:5205125438)

Miscellaneous

Holiday Programs

IST offers Programs during the four Holiday periods (see School Calendar):

Autumn / Winter / Spring / Summer

These programs have a “language exposure” focus rather than the “language acquisition” focus of the regular program, and are open to non-IST students on a “space available” basis. For more information, please contact Admissions.

Intellectual Property Use Agreement

Intellectual property consists of all ideas, inventions and works produced by students or members of staff of IST, while attending or in the employ of IST, where such production is wholly or partly a result of activities undertaken at IST or as an element of an IST program. As such, Intellectual Property includes, but is not limited to, artwork, literary creations, scientific discoveries and mathematical treatises. For the purposes of this agreement, intellectual property shall also include photographic and other images of students or members of staff of IST, while attending or in the employ of IST, where such images are wholly or partly a result of activities undertaken at IST or as an element of an IST Program.

The rights to reproduce such intellectual property shall be assigned to IST in perpetuity or for such time as may be defined by law, and as such, the right to reproduce such intellectual property remains with IST. This right may be temporarily assigned to a student, staff member or third party, but this shall be done only under specific written conditions. The intention of this agreement is to use such intellectual property primarily to further the IST educational goals, which might involve marketing or other uses. At all times, IST shall use such intellectual property in a responsible, efficient, ethical, and legal manner, in accordance with all IST rules and policies as stated in IST handbooks and elsewhere.

Technology Use in the Junior / Middle School

IST’s Junior/Middle School Information and Computing Technology (“ICT”) Program is centered on providing students with the computer skills they will need to succeed academically, and in particular on word-processing (keyboarding) with some spreadsheet and some presentational (Desk-Top Publishing, Power Point) skills. Parents with any queries or concerns over ICT at IST should contact the Head of School.

End of the handbook.

This handbook is for reference only and DOES NOT supersede any School Policies as laid down in the School policy documents.

Welcome to IST



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