



**British
Columbia
Canadian
International
School**

مدرسة بريتيش كولومبيا الكندية الدولية

B.C.C.I.S. SCHOOL HANDBOOK OF POLICIES, RULES AND REGULATIONS

This handbook provides students and parents a description of the policies, procedures and expectations for British Columbia Canadian International School. Please go through this handbook with your children so everyone becomes familiar with the information. This is not a complete document as rules may need to be revised or added as situations occur. Revisions will be communicated to students and parents.

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School Philosophy

1. To encourage the pursuit of excellence in all endeavors and the acceptance of responsibility for the enrichment of oneself and society.
2. To provide students with an exceptional and comprehensive environment in which to achieve their aspirations and make a positive contribution to the global community.
3. To foster the holistic development of students and to develop a harmonious, updated, globally connected learning environment that inspires students to envision new possibilities and empowers them to achieve their aspirations through a partnership of motivated students, caring staff, and involved parents within a dynamic Canadian educational system.

BCCIS believes all students can learn to:

- be independent
- confront and overcome problems
- be decision makers
- access, analyze, and apply information
- use technology to facilitate learning
- be active and responsible participants in learning
- use everyday experiences to achieve their full potential
- be dynamic contributors to society

BCCIS believes all students are entitled to:

1. The highest educational standards that foster intellectual and individual growth.
2. A stimulating, joyful education that embodies internationally respected values and qualities.

Mission Statement:

Striving for excellence today; preparing students to succeed in a challenging world tomorrow.



Admissions Information

At BCCIS, students are at the heart of the educational experience. We believe that school should be engaging, stimulating and fun in order for each child to best develop the self-confidence, interpersonal skills and academic foundation for success in a rapidly changing world. At BCCIS students learn to master content, and to synthesize, apply and make critical judgments about what they learn. Our program strives to be dynamic, experienced based and designed to be appropriate to the developmental needs of children from nursery through adolescence.

Admissions Criteria

Our primary goal in the admission process is to assess each applicant's level of readiness for the grade to which he or she is applying. This allows us to place students in the learning environment in which they will be most successful while at our school.

Occasionally we find that BCCIS expectations of students are different from other international and local schools. Because of this all candidates seeking admission to BCCIS need to schedule an entrance exam and possibly an interview with our school administration.

BCCIS follows an academic year based on the northern hemisphere and the Canadian curriculum from British Columbia. This means that school typically begins the first week of September and runs until the third week of December. Students return in January and classes continue until the end of June. While most students enter school at the beginning of each semester, we are willing to look at entrance throughout the year; with the exception of May and June

BCCIS Admissions Policy

1. BCCIS offers a Toddler, Preschool, an Elementary and a Secondary School Program. Students will advance by successfully completing the learning outcomes for each grade. Admission to the graduation program will be by successfully completing the Gr.9 program in English, Math, Science, French, and Social Studies. Successful completion of the preschool program does not automatically assume transition to the British Columbia Program.
2. Enrollment at B.C.C.I.S. is open to students of all nationalities who meet the entrance requirements.
3. All students applying to BCCIS must sit for a placement test. These tests are in oral and written form. All students will be assessed by the Principal or designate. The assessments will be in English. Math, Reading Comprehension and Writing are assessed for Gr. 2 to 6. Grade 7, 8 and 9 may also be tested in Science. Admission to grade 10 will require 80% or higher in the Math, Science and English, entrance assessments. Entrance to grade 11 and 12 is limited to students entering from British Columbia, Canada or in some cases other Provinces in Canada..

Age requirements for admissions:

Nursery accepts children who are under three years 0 months (3.0 years) as of October 1st in the year of entry.

Pre-school: at least 2 years, 6 months by October 1st the year of entrance.

KG 1: at least 3 years, 6 months by October 1st the year of entrance.

Kindergarten (KG2): at least 4 years, 6 months by October 1st the year of entrance.

To apply you will need

1. Completed BCCIS application form
2. Four recent color photographs of the candidate (passport size)
3. Copy of the candidate's passport (if candidate not Egyptian) or original birth certificate. Original birth certificate for Egyptian Nationals
4. Medical certificate from your child's doctor and copy of complete vaccination record (including hepatitis B, required only for pre-school, KG1, KG2,)
5. Previous year's records: (translated into English if necessary and most current transcripts/report cards/mark sheets.
6. For Egyptian Nationals, original, stamped results of previous Arabic Ministry Exams and a stamped transfer form
7. Information regarding special programs and services, and standardized test results if taken internationally.
8. Fee schedule and payment methods

The administration will review the application after all materials are received and all procedures are completed.

Fees (subject to change) and Refund Policy

- A re-enrollment fee of 3000LE is due between March 15th and March 30th of each year
 - If a refund of this fee is requested during April, a 15% administration charge will be deducted
 - If a refund of this fee is requested during May, a 25% administration charge will be deducted
 - No refund will be made after May 30th
- Tuition may be paid in three installments: 40% due before August 15; 30 % due before December 15 and 30% due before March 15th. Fees may be paid in one installment before August 15th.
 - A refund of the tuition fee, less a 15% administration charge, will be granted prior to the beginning of the school year.
 - Once school begins for the year, tuition fees are non-refundable
- A refund of Transportation fees, less a 15% administration charge, will only be granted if the student never used the school transportation.
- Please contact the school for the present fees regarding tuition and transportation.

Personal Education Number - P.E.N.

When a student registers in KG2 at BCCIS and at any other British Columbia School, they are given a Personal Education Number (P.E.N.). This number is unique to each student and ensures

that the student is registered with the Ministry of Education in British Columbia. If a child who was registered in a school in B.C. and then registered here at our school, they would have the same P.E.N. In the same way if a child leaves BCCIS and moves to B.C. they would keep their P.E.N.. This number becomes very important grades 10, 11, and 12 when students use this number to write their exams on line and to access their marks online.

Educational Programs

British Columbia Canadian International School teaches an educational program that is the same as the educational framework found in British Columbia, Canada. This educational program has been authorized by the Ministry of Education of Egypt. The language of instruction is English. The Arabic programs of Arabic, Egyptian Social Studies and Religion are taught for appropriate grade levels and in Arabic. Egyptian Nationals sit for Egyptian Ministry of Education exams in grades 3, 6, 9, 11 and 12.

French language courses begin at grade two and continue to grade 12. French is compulsory for students in grades 5-11 and may be offered as an elective in grade 12. Elementary French is more conversational than written so participation in class is of utmost importance.

The school has the following structure:

- Pre-school – three and four year olds (Preschool and KG 1)
- Elementary School - KG 2 (Kindergarten) – Grade 7
Primary Program KG2 - 3
Intermediate Program 4 – 7

Secondary School – Grade 8 – Grade 12

The British Columbia curriculum is offered from Kindergarten (KG2) to Grade 12. Upon completion of Grade 12, students receive a Graduation Certificate called the 'Dogwood Diploma'. This graduating certificate is exactly the same as the certificates earned and issued in the province of British Columbia, Canada. A transcript of their grades from the Ministry of Education is also issued.

Education in British Columbia and at B.C.C.I.S. is guided by three important principles:

- Learning involves the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.

Student Academic Support

It is the responsibility of the school to meet student's academic needs through the resources provided at B.C.C.I.S. Students who struggle with subject material may require additional assistance beyond the normal classroom instruction. Teachers encourage students to obtain assistance during school hours. Study sessions occur after school at least two days each week for added support. The days these occur will be announced at the beginning of each year. There are a number of learning links that can be found on our website. These sites will support learning through internet activities.

If a student is struggling the principal may

- Meet with the teacher to identify ways in which differentiated instructions provided to the student in the classroom.
- Schedule a parent- teacher-administrator meeting to discuss and develop strategies to support the student at home and at school
- Encourage the student to stay after school for assistance

Preschool Program (more information is available in the preschool section at the end of this document)

Our curriculum is designed to provide an inclusive program of learning and development for early childhood education and covers the following areas:

1. **Social and Emotional Development**
2. **Language and Literacy**
3. **Cognitive Development**
4. **Creative Development**
5. **Physical: Fine and Gross muscle development**

At BCCIS we recognize that children learn best through integrated learning and active participation. To this end we design curriculum content so that children are actively engaged in the process of learning. Our classrooms develop creatively throughout the year with children as active participants. Each classroom is unique and reflects the efforts of the teacher, student and group dynamics.

We use the following teaching approaches in all our classrooms:

- Child-initiated learning (interacting with children during free-choice activities)
- Teacher-directed learning (planned activities) to teach new and ongoing concepts)

In this way children learn that cooperative interaction, (together we learn), is an enjoyable process and feel motivated to learn. Periods of child-initiated learning are evaluated as the child demonstrates more socially competent behaviors.

Teachers at BCCIS guide the learning process within the framework of a developmental continuum to ensure that all students are developing and learning in all the five areas listed. In general, children master particular skills through a series of steps, (progressive learning), to reach developmental milestones. We assess the progress of individual children and decide what kind of experiences will support his or her learning needs. At BCCIS we embrace all of our students as individuals. We know that learning styles, temperaments, familial, cultural, physical and mental challenges are all factors to consider in our assessments of learning outcomes.

Elementary Program

Primary Program – KG2 - Grade 3 (A Ministry Arabic Exam is written by Egyptian Nationals at Grade 3)

In these primary grades, teachers help children with their personal, social and intellectual growth. We know that each child develops differently, with individual strengths and needs. That's why teachers look at five areas of development when they teach and measure children's progress.

- **Intellectual development**

Children understand better and develop knowledge when they are able to use their hands and then explain to others what they have learned. In the classroom, children play games, build with materials, listen to stories, tell stories, and read books. Children learn to work together as they read, write, do experiments and use materials to solve math problems.

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- **Physical development**

Children learn best when they feel safe and are healthy and active. At school, children run, skip, play with balls and hoops, balance and role-play. While they do this, they develop co-ordination and learn to follow rules and co-operate. They also become more aware of their bodies and the importance of safety.

- **Social responsibility**

As children work together, they notice and value other children's feelings. They learn to assume responsibility by working in groups, solving class problems, making friends, and wanting to make their classroom and school a better place. Children learn about their own and others' safety, as they behave in socially responsible ways. Children also learn to care about others as they collaborate, share decision-making, reflect, and evaluate themselves.

- **Artistic development**

Children flourish when they use their senses, imaginations, and bodies to express their feelings and ideas in creative ways. In the classroom, children paint, draw, dance, act out favorite stories, play with rhyme and rhythm, respond to music and art, and sing name games. These creative activities allow children to express their ideas and individuality. They also help children accept and value others' ideas.

- **Emotional and social development**

In these early school years, children learn to take turns, share and co-operate as they work together in groups. They learn to listen to others, respond to requests, and make their own needs known. Children become more self-confident as they gain independence. This means that children in primary grades learn to make thoughtful choices and accept responsibility for their decisions.

Intermediate Program Grades 4 to 7 (A Ministry Arabic Exam is written by Egyptian Nationals at Grade 6)

Every child is unique. In the intermediate grades, children change socially, emotionally, physically, aesthetically, artistically and intellectually. Although children develop at their own rate, parents and teachers see patterns of development as children move from Grade 4 to 7.

Literacy is the ability to read, write, speak and listen. It also includes the ability to use knowledge and information to solve problems and generate new ideas. Schools set a high priority on helping children learn literacy skills. Children develop these skills through reading, writing and communicating with others. There are math literacy skills as well as reading and writing.

Opportunities to learn and apply math skills arise naturally in everyday situations around the house and out in the community. By showing children the practical applications of skills such as estimating, graphing, quick fact recall, fractions, problem solving, skip counting and geometry, parents support their children's learning outside the classroom.

Secondary Program Grade 8 and 9 (A Ministry Arabic Exam is written by Egyptian Nationals at Grade 9)

Grade 8 students want to be respected by parents, teachers and peers. They tend to have high expectations of themselves, and they need guidelines. They explore their independence and test boundaries. Parents and teachers must make sure the boundaries are clear and consistent. Generally, Grade 8 students are tentative in their explorations. Most are fairly willing to accept authority, but they want increasing independence from the family. Many students say that they no longer want to be seen with their parents, but parents who are visible and involved seem to lend a degree of reassurance to their Grade 8 children. Grade 8 students still enjoy family activities but also feel the pressure of peer group influences. Friction between friends can have a strong impact on adolescent personalities. New roller coaster emotions often emerge. Parents may find that

communication with the school tends to decrease in Grade 8. Some students continue to share information about what is going on at school, but the newsletters sent home by the school don't always arrive. (to ehlp with this, newsletters are posted on our website www.bccis.net)

Students in Grade 9 tend to challenge authority and question rules. Peer group acceptance is sometimes more important than excelling academically. Many students seek opportunities to be leaders. Grade 9 adolescents may want to limit parental involvement in all aspects of their lives. They increasingly protect their privacy and may become secretive. Students in Grade 9 spend more time away from the family. They usually resist parental influence, but see much younger siblings as cute and might take a caring role with younger children for short periods of time. Grade 9 students speak up for themselves. They may display unusual aptitude for a specific subject, such as math, science, English or one of the fine arts. Their ability to communicate, analyze and problem-solve is refreshing.

The above information regarding education is from the Ministry of Education website <http://www.achievebc.ca/education.asp> this website is full of ideas on how to support your child at each level of schooling. Take some time to check this website out. It will help both you and your child answer many questions you may have throughout the school years.

Source: <http://www.achievebc.ca/education.asp>

Graduation Program – Grades 10, 11 and 12 (A Ministry Arabic Exam is written by Egyptian Nationals at Grades 11 and 12)

Students begin to earn credits for graduation at grade 10. There are a number of compulsory courses at each grade level that students must successfully complete. Students in Grade 10, 11 and 12 are also required to take examinations administered from British Columbia as part of their course completion in English, Math, Science and Social Studies. These exams are exactly the same exams that students in B.C. must take. The exams are written through a secure website from British Columbia and are marked in B.C. At the grade 12 level students take ministry exams in the majority of the science, math and humanities courses. This can help students to become eligible for scholarships and some post secondary programs in Canada. The chart on the next page presents detailed information regarding the requirements for graduation at B.C.C.I.S.



Course Requirements for Graduation at B.C.C.I.S and in British Columbia, Canada

The graduation program at B.C.C.I.S. is through the Ministry of Education in British Columbia, Canada. In order for students to graduate with a Dogwood Diploma, every student has to pass certain basic subjects as well as complete a minimum number of other subjects. The table below is more detailed.

Subject	Grade	Credits	Compulsory or Optional
Planning	10	4 credits	Compulsory
English	10	4 credits	Compulsory
Socials Studies	10	4 credits	Compulsory
Mathematics	10	4 credits	Compulsory
Science	10	4 credits	Compulsory
French 10	10	4 credits	Compulsory
Band/Information Tech	10	4 credits	Optional
Physical Education	10	4 credits	Compulsory
English* or Communications**	11	4 credits	Compulsory
Social Studies	11	4 credits	Compulsory
Foundations of Math or Precalculus	11 or 12	4 credits	Compulsory at grade 11 Optional at grade 12
One of Chemistry, Biology, Physics or Earth Science	11 or 12	4 credits	Compulsory at grade 11 Optional at grade 12
French	11	4 credits	Compulsory
English or Communications	12	4 credits	Compulsory
One of Art, Drama, Band, Information Technology.	10 , 11 or 12	4 credits	Compulsory
Graduation Transitions		4 credits	Compulsory
The students are required to take an additional 24 credits to graduate. These elective courses may be based on the student's interests or what may be required by some faculties as they enter University.	10 11 12	24 credits	A science may be optional, Civilization, English Literature, Information Technology, Visual Arts, Drama, Law, Physical Education
Total credits required for graduation with a B.C. Dogwood Diploma		80 Credits	
*required for university entrance			
** required for entrance in trade schools			

Graduation Transitions is a program that encourages students to take ownership of their health and learning. Students look at the connections between their learning and their future and to exhibit attributes of a B.C. Graduate.

Some other examples of courses that students may take as optional courses for the additional 24 credits include: French 12, Biology 12, Physics 12, History 12, Geography 12, English Literature 12 Futures 11, Global Studies 12 and Economics 12

Egyptian National Students must successfully complete Arabic through grade 12 in order to be eligible for entrance to University in Egypt. Effective June of 2012, Arabic 10 will be a 4 credit course within the B.C. Program.

Hours of Operation

The hours of operation for the reception desk and the phones are:
Sundays through Thursdays 8:00 a.m. - 4:30 p.m.

Days of Instruction

B.C.C.I.S. school instructional days are Sunday through Thursday. The number of days of instruction range between 182-186 days each year. This number varies, depending upon the holidays that are set each year.

Hours of Instruction 8:00 a.m. to 3:08 p.m.

The school day begins at 8:00 a.m. Students are encouraged to be on site 10 minutes before school begins and need to be in their first period class by 8:00.

Classroom instruction ends at
3:05 for Elementary School
3:08 for Secondary School

After school activities will begin at approximately 3:15 and will end no later than 4:30.

The school year runs on a linear basis and is basically divided into three terms: September to the end of November, December to the end of March and March to the end of June. Formal reports are issued at the end of each of these terms.

Lost and Found

The school is not responsible for lost items. Found items are kept in the Discipline supervisor's office. Unclaimed items will be donated to a charitable organization at the end of the school year. To prevent loss, please practice the following:

- Student's personal items (clothing, sportswear and books) should be labelled with the Student's name and grade as all uniforms look the same.
- Students should keep their books and school supplies in their classroom (elementary) or their locker (secondary)
- Students should not bring items of value to school.
- **Note that cell phones, mp3 players and electronic games are not allowed during school time. They will be confiscated.**





BCCIS Calendar 2011- 2012

School week is Sunday through Thursday School Hours 8:00 a.m. – 3:08 p.m.

Date	Day	Activity
September 4	Monday	School Opening Preschool Orientation
September 5	Tuesday	Gradual entry for Preschool begins (Sept. 5, 6, 7)
September 8	Thursday	Full day for preschool
September 8	Thursday	School Wide Cooperative Games afternoon
September 12	Monday	Meet your child's teacher 3-5
October 5	Wednesday	Science Day at the School - displays
October 6	Thursday	6th of October Celebration - No school
October 9	Sunday	NID Professional Day – Students not in School
October 10	Monday	NID Professional Day – Students not in School
October 31	Monday	Halloween Activities
November 3	Thursday	Last day before Eid Al Adha
November 13	Sunday	Return to School
November 17	Thursday	Terry Fox Run - afternoon
December 8	Thursday	Report Cards sent home
December 12	Monday	Parent Teacher Conferences –10-6:00 (No classes)
December 19	Monday	Elementary Concert
December 20	Tuesday	Last day of classes before Winter Break
January 7	Saturday	Coptic Christmas
January 9	Monday	Return to School
January 25	Thursday	Police Day
February 14	Tuesday	Valentine's Day Activities and Talent show
February 23	Thursday	Teacher professional Development Day (No school for Students)
February 29	Wednesday	Pink Day – Anti Bullying
March 7	Wednesday	Science Fair
March 11	Sunday	Secondary Exam Week
March 18	Sunday	Taba Holiday
March 29	Thursday	Report Cards Sent home
April 2	Monday	Parent Teacher Conferences –10- 6:00 No Classes
April 5	Thursday	Last Day before Spring Break, Easter Sunday, Sham El Nessim
April 17	Tuesday	Return to school
April 22	Sunday	Earth Day – activities at school
April 25	Wednesday	Sinai Liberation Day
May 1	Tuesday	Labour Day
May 10	Thursday	International Day – student and class displays
May 13	Sunday	NID Professional Day – Students not in School
June 20	Wednesday	Elementary Year End Assembly
June 21	Thursday	Last day of classes for Students Elementary Report Cards issued
June 21	Thursday	Secondary Exams begin Grades 8 - 11
June 28	Thursday	Secondary Report Cards issued

B.C.C.I.S Instructional Day 2011-2012

Elementary School KG 2 – Grade 7

Time	Designation
8:00 – 8:05	National Anthems
8:05 – 8:55	50 minutes instructional time
8:55 – 9:45	50 minutes instructional time
9:45 – 10:00	15 Minute recess
10:00 – 10:50	50 minutes instructional time
10:50 -11:40	50 minutes instructional time
11:40 -12:35	55 minute Lunch Break
12:35 – 1:25	50 minutes instructional time
1:25-2:15	50 minutes instructional time
2:15- 3:05	50 minutes instructional time

Secondary School (Grade 8, 9, 10, 11, 12)

Time	Designation
8:00 – 8:50	Arabic classes (every day) (50 Minutes)
8:54 – 9:56	62 minutes instructional time
9:56 – 10:11	Break (15 Minutes)
10:11 – 11:13	62 minutes instructional time
11:17 – 12:19	62 minutes instructional time
12:19 – 1:00 (12:19 – 13:00)	Lunch (41 Minutes)
1:00 – 2:02 (13:00 – 14:02)	62 minutes instructional time
2:06 – 3:08 (14:06 – 15:08)	62 minutes instructional time



Elementary Schedule 2011- 2012



Time / Day	Sunday	Monday	Tuesday	Wednesday	Thursday
8:00 – 8:05 National Anthems					
8:05 – 8:55 50 minutes					
8:55 – 9:45 50 minutes					
9:45 – 10:00	RECESS	RECESS	RECESS	RECESS	RECESS
10:00 – 10:50 50 minutes					
10:50 – 11:40 50 minutes					
11:40 – 12:35	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:35 – 1:25 50 minutes					
1:25 – 2:15 50 minutes					
2:15 – 3:05 50 minutes					



SECONDARY SCHOOL SCHEDULE 2010-2011



Times	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
8:00 – 8:50 (50)	Arabic	Arabic	Arabic	Arabic	Arabic	Arabic	Arabic	Arabic
8:54 – 9:56 (62)	1	6	3	8	5	2	7	4
9:56 - 10:11 (15)	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK
10:11 – 11:13 (62)	2	7	4	1	6	3	8	5
11:17 - 12:19 (62)	3	8	5	2	7	4	1	6
12:19 – 1:00 (41)	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:00 – 2:02 (62)	4	1	6	3	8	5	2	7
2:06 – 3:08 (62)	5	2	7	4	1	6	3	8



We operate on an 8 day schedule for grades 8-12

This shows the date of the week for each month with the day of the rotation on the first day of that week

Month 2009	Sunday Date Or beginning of the week	Rotation Day on 1 st Day of the week	Notes
September	4	Day 1	Day 1 is on the 5 th Cooperation games Thursday the 8th
September	11	Day 5	Meet the teacher September 12 KG2-Gr. 11
September	18	Day 2	
September	25	Day 7	
October	2	Day 4	October 5 th is Science Day Oct 6 - Holiday
October	11	Day 8	October 9 & 10 Pro D Days (no school for kids)
October	16	Day 3	
October	23	Day 8	
October	30	Day 7	October 31 st Halloween Activities
November	6		Eid Al Adha No school this week
November	13	Day 3	November 17 th Terry Fox Run
November	20	Day 7	
November	27	Day 4	
December	4	Day 1	Report cards sent home December 8
December	11	Day 6	December 12 Parent Conference
December	18	Day 2	December 20 Elementary Christmas Concert
January	9	Day 5	January 8 Coptic Christmas (no school)
January	15	Day 1	
January	22	Day 6	January 25 – Holiday – no school
January	29	Day 2	
February	5	Day 7	
February	12	Day 4	February 14 – Talent Show – Valentine’s Day
February	19	Day 1	February 23 Pro D – No school for Kids
February	26	Day 5	February 29 – Pink Day – Anti Bullying Day
March	4	Day 2	March 5 Science Fair
March	11	Day 7	
March	19	Day 4	March 18 Taba holiday – no school
March	25	Day 8	March 29 Report cards sent home
April	1	Day 5	April 2 - Parent Conferences
April	8		Spring Break this week no school
April	17	Day 1	April 15 & 16 Holidays – no school
April	22	Day 4	April 22 – Earth Day April 22 Sinai Lib day
April	29	Day 8	May 1 Labour Day – no school
May	6	Day 4	May 10 – International/Egypt Day
May	14	Day 1	May 13 Prod Day – no school
May	20	Day 5	May 24 Spelling Bee
May	27	Day 2	
June	3	Day 7	
June	10	Day 4	
June	17	Day 1	June 21 last day of classes Elementary School

Reporting

We used an online program last year that had some significant problems and so this year we are moving to a Canadian developed program (Maplewood). This allows for teachers to input marks, comments, discipline , etc. Parents and students will have access to this program through our website so it is of utmost importance that you keep your marking and your data input current. At this time this is for students in grades 4 through 12. We need to look at it to see if it is effective for primary.

For the primary grades, month end updates will be sent home at the end of each month with the exception of November and March as these are formal report periods. These updates will give the parents information about how their child is doing as well as information regarding what the students will be learning for the next month. **A confirmation of receipt of these updates will be sent home as well.** Parents are expected to sign the confirmation and return the signed form to the school.

Parents can access student progress through the internet for intermediate and secondary students.

Report Cards

Parents of students in KG2 through grade 12 will receive three formal report cards each year; one at the end of November, one in March and the yearend report card. Parent/Teacher and Parent/Student/Teacher conferences are held following the report card in both November and in March. These conferences will occur during the school day. We will have a later start and stay a bit later on one day each of the first two terms.

All report cards will include comments in relation to

- What the student is able to do

- Areas in which the student requires further attention or development

- Ways of supporting the student in his or her learning

- Information about student behaviour, attitudes, work habits, effort and social responsibility

Primary Report Cards

The primary report card indicates the student's level of performance in relations to the expected learning outcomes set out in the provincial curriculum for each subject and grade. For Kindergarten, performance is described as Approaching expectations, Meeting Expectations or Exceeding Expectations. For grades 1, 2, and 3 performance is described as Not Yet Meeting Expectations, Approaching expectations, Meeting Expectations or Exceeding Expectations. Report Writer is the program used.

Intermediate and Secondary Report Cards

Criterion referenced letter grades in grades 4 – 12 indicate the student's level of performance in relation to the prescribed learning outcomes set out in the provincial curriculum guide for each subject and grade. Letter grades will appear on the report cards. Report Writer is the program used

Secondary report cards will also have the grades represented by percentages. Intermediate and secondary report cards will be generated from Maplewood software..

British Columbia Achievement and Letter grade chart

Letter Grade	Percentage Range %	Notes
A	86 – 100	The student demonstrates excellent or outstanding performance in relation to expected learning outcomes for the course or subject and grade.
B	73 – 85	very good performance
C+	67 – 72	good performance
C	60 – 66	satisfactory performance
C-	50 – 59	minimally acceptable performance
I		(In Progress or Incomplete) not demonstrating minimally acceptable performance
F	0 -49	has not demonstrated, or is not demonstrating, the minimally acceptable performance

Note that students having overdue library books, unpaid fees, or other unfinished school matters will not receive their report cards until their outstanding accounts are settled.

Honor Roll and B.C Principal's Honor Roll

Honor Roll and B.C Principal's Honor Roll

Honor Roll

- **Elementary Grades**

Students in Grades 4 through 7 having a "B" average or better in English, Social Studies, Science, Math and French will be awarded an Honor Roll Certificate. A C- or an incomplete mark in any subject prevents the awarding of an honor roll certificate. Certificates will be awarded each term and for the whole year.

- **Secondary Grades**

Students having a "B" Average (76%) or better in all subjects will be awarded an Honor Roll certificate. Certificates will be awarded each term and for the whole year. Students who maintain "B" average in Grade 12 will have the title "Graduated with Honors" placed on their graduation diploma by the B.C Ministry of Education.

B.C Principals' Honor Roll

- **Secondary Grades**

At the secondary level, students who maintain an "A" (86% or higher) average in English, Social Studies, Science(s), Math and French will be awarded a certificate of excellence. These certificates will be awarded each term and for the whole year. Students who maintain "A" average in Grade 12 will have the title "Graduated with Honors" placed on their graduation diploma by the B.C Ministry of Education.

Principal Cup

The Principal Cup **may be** presented at the end of the school year to an all round secondary student. The cup is awarded to a student who displays:

- Achievement at an average academic standard,
- Ideal conduct,
- Excellent attendance,
- Participation in school activities
- Co-operation with peers and teachers
- Social Responsibility

The School Cup:

The School Cup **may be** presented to the secondary student who

- Has demonstrated unusual capability in blending academic achievement with a major contribution to student activities.
- Has displayed outstanding usage of English on campus with teachers and colleagues.



Attendance and Lates

Regular and punctual attendance is required of all students on all school days. This is a condition of enrollment at the school. Daily regular attendance is mandatory since our classes are based on active classroom learning. Students must be present in order to participate in interactive and investigative activities; otherwise they will not reap the full benefits of the program. Teachers, administrators and parents should work together to ensure that students miss as little school as possible. Parents are kindly requested to ensure that their children arrive at school on time and are present during regular school days.

When absences occur; they are defined according to the following two categories:

Excused Absence

This category includes illness and important family events such as weddings or funerals. In all cases except illness or emergency, the parent must contact the school at least one week prior to the absence to request that the student be excused. Parents are asked to inform the school receptionist every time your child is to be absent. **Staying at home to study for exams is not an excused absence.** Credit will be given for all school work that is made up after an excused absence. This work must be made up as soon as possible.

Unexcused Absence

This category includes absences that occur without the knowledge of parents or school administrators. Work that is not completed due to unexcused absence cannot be made up and this will have a detrimental effect on your child's achievement. These absences will be considered within the discipline policy.

Chronic Absences

Chronic absences will be referred to the Vice Principal or Principal and will result in a student/Parent/ Administration Conference. Absences whether daily or by class, of 10 or more, shall place a student at risk and may mean the application of one or more of the following:

- A student may be required to attend after school make-up sessions
- A student may be placed on an attendance contract
- A student may forfeit his/her right to sit the final examination in the course concerned; or
- A student may lose credit for a course that does not have a final examination; or
- A student may be asked to withdraw from the school

Class and school attendance will be monitored and communicated regularly to the parents through Maplewood

Returning after an absence

A student returning after an absence must present a written note signed by a parent giving the dates and the reason for the absence. Failure to bring a note will result in an unexcused absence and loss of credit for the missed classes. Absence of more than two consecutive days must be justified by a doctor's report.

Absences and after-school activities

A student who was absent during the regular school hours is not allowed to participate in the afternoon or evening activities.

Being Late

Our philosophy at B.C.C.I.S is that students benefit by being in class and being there on time. We believe that arriving late to a class means missing out on valuable instructional time. It creates a disturbance to the classroom and quite often the school in general. In order to encourage students to arrive on time a policy has been developed.

1. Students with three unexcused lates will receive a phone call home and a lunch hour or after school detention
2. Students with four unexcused lates will lose the privilege of attending the next school wide activity such as a dance or participation in an athletic event.
3. Students with five unexcused lates will receive a one day in-school suspension.
4. Students will receive a phone call home and a lunch or after school detention for every subsequent late after the one day suspension.

Unexcused is defined as, "not having an acceptable excuse through a written note or documented call from home.

Arriving to school Late

When a student arrives to school after the start time, s/he must report to the front desk to get a late slip that will explain the reason for being late. If the bus is late the bus matron will issue the student with a late pass from the bus which must be presented to the classroom teacher.

Leaving School during the day

- If a student has to leave school during the school day, parents must provide a written request expressing the time of the departure
- The student should present the request to the Discipline Supervisor, Vice principal, or Principal before the first bell in the morning
- The One of the three people listed above will prepare a gate pass for the student to leave
- The student will show the pass to the class teacher and retain the pass to give to the security at the gate
- If a student needs to leave the school due to illness, s/he should visit the school doctor who will diagnose the student and contact the parent and a member of the Administration if the student needs to go home.

Doctor and Medical Procedures

- A doctor is on staff and is called in case of any injury or accident that occurs on the school premises. If the doctor feels that a student requires further medical care, the student's parents are contacted. In extreme emergencies, students will be taken to the hospital and the parents are contacted as soon as possible
- If a student needs to leave the school due to an illness, he/she should visit the school doctor who will diagnose the student and will notify the administration if the student needs to go home
- Children diagnosed with contagious illnesses should not return to school without the written consent of a doctor
- Upon registration at the beginning of the school year, the school should be informed of students with special medical needs such as asthma or allergies. If medication is to be taken during school hours, the parents must provide the doctor with a letter describing the dosage and prescription of these medications.

Communication

Parents who wish to visit the school for any reason must first sign in and receive a visitor pass. The security office at the front entrance of the school is where you will sign in. Once you have a pass, please report to the front desk manager so that they can assist you in getting to the person you wish to see.

Online Access to Student Performance

Parents of students in grades 4 to 12 will be able to access information about their child's school work, attendance and behaviour, online. Communication between the teachers and the parents can be easily accessed from any computer. Parents will be given a login and will be able to check student grades, communicate with the teachers and the administration of the school and receive announcements about up-coming class and school events. Details regarding accessing this effective tool will be available on the school website. www.bccis.net

Parent Teacher Communication

We believe in the importance and value of parental involvement in a child's education. Efficient and effective home-school communication requires a sincere effort on everyone's behalf.

- Students from grades 3 through 12 have a planner or communication book. This is a means of communication between parents and teachers.
- Parents are strongly urged to check the communication books in order to be informed of any messages the teacher would like to communicate to the parents.
- Parents are invited to communicate to the teachers in the communication books.
- Students are urged to let teachers and parents know if there is a message in their planner
- All staff members have a school email address that may be found at www.bccis.net. If you wish to communicate with them, this may be more efficient than trying to get them by phone.
- The webpage is updated regularly and this is a good source for information.

Parent Teacher Conferences

Parent-Teacher conferences will occur at the end of the first and second term. These conferences are important in that they establish a stronger home-school connection.

- Parents are encouraged to participate in the school scheduled conferences held at the end of the first and second term.
- Additional conferences are encouraged as needed throughout the year. If an urgent matter concerning a student should occur; parents and teachers should arrange for an immediate conference.
- Parents are asked to visit the school by appointment. Contact the teacher via email or leaving a message at the reception to book the appointment.
- Parents or non-parent visitors should not enter classroom areas without authorization from the appropriate administration.
- Students are not allowed to take or make calls during the school day. If an emergency should arise, the call will be transferred to the principal, the vice principal or Ms Mona Lotfy.

School Communication

- Newsletters will be sent home at the beginning of each month and posted on the webpage.
- Bulletins will be sent home during the month to keep parents and students informed of upcoming events.
- Where possible we will email the newsletters and updates to families. This will help ensure that this form of communication gets home. This only works if we have your updated email address
- Subject and classroom teachers may send class updates and newsletters to keep you updated as to what is happening in your child's class.

Homework

Homework has a number of purposes. Homework helps to develop regular study skills and the ability to complete assignments independently. Homework should focus on the student being responsible for completing his or her homework. The parent should take on the supporting role of monitoring completion of homework, encouraging student's efforts, and providing a good environment for learning. The work that teachers and students do together in the classrooms - the learning that takes place there – can be carefully monitored, with our teachers communicating with the student as it is needed. Once the student goes home, it is not possible to directly monitor the learning and therefore we need to make sure that the work is meaningful and an extension of the school day.

Doing hours of homework will not necessarily make the student smarter, but reading, practicing skills taught by the teachers, developing regular study habits, learning to be responsible for completing assignments and turning them in on time... that's what helps a student be successful, and that's what we all want.

Field Trips

Trips off the BCCIS school compound are undertaken for a variety of pedagogical purposes. These include:

- Promotion of academic, social and personal growth
 - Participation in athletic activities
 - Promotion of cultural and environmental awareness
 - Participation in recreational activities
- a. All Field trips must have a supervisor present. A supervisor is defined as an adult, and may be selected from among members of the staff, spouses, school's administrators, parents, specialists, or guides provided by an institution.
 - b. At least one supervisor must be a teacher or a member of administration.
 - c. In the case of an overnight trip, a supervisor of each gender must be present.

NOTE: The costs (tickets, housing, transportation, etc.) for supervisors must be built into the cost of the field trip

Eligibility

- Written parent/guardian consent is required via the Parent Consent Form
- Students may be refused the opportunity to participate in an extracurricular activity if there is a behavioural or an academic issue
- Students who are denied participation may expect a refund equal to the amount of money the school is able to have returned on their behalf.

Mosque

- Shoes are to be removed before entering
- The mosque should be left clean after use
- Students will not be excused from class to go to the Mosque. There are opportunities during the free time to visit the Mosque for Prayer
- The mosque is a quiet place for prayer not for socializing or fooling around

Textbook Policy

B.C.C.I.S. will furnish each student with British Columbia authorized textbooks at no extra cost. It is the responsibility of each student to ensure that the textbooks issued to them are not lost or damaged. Students will be charged the cost of replacement for lost books and books that are returned in a condition beyond repair. Damage costs will be charged as well. **Report cards and other official documents that may be requested will be held by the school until the costs have been paid.**

Band Instrument Policy

If a student is involved in a afterschool band program, BCCIS will provide students with a band instrument if the parents wish. The condition of this instrument will be recorded and a contract for use must be signed by both the parents and the students. Misuse or abuse of the instruments will result in the cost of repairs being charged to the student. These instruments are expensive and require responsible care to maintain the integrity of the instrument and the ability of the student to be successful in the band program. Instruments will be used both at school and at home as it is expected that students will consistently practice at home.

Technology Use

B.C.C.I.S. offers instructional technology for the purpose of promoting teaching and learning. It is expected that students learn to use and apply this technology appropriately. Students and parents should read and sign the Technology Use Policy. This details appropriate use of computers and technology within the school. B.C.C.I.S. students and parents must acknowledge that they understand this policy and demonstrate their willingness follow the rules by signing the User agreement.

Students may use their own laptops in the school. This privilege does not permit students to play internet games or use a social utility website (Facebook, MSN, etc.) during the school day.

Misuse of this privilege will result in loss of internet use at the school which may affect letter grades in a number of subjects. **If students plan to print their work at school, they must do this before school or during a break.** This is NOT to be done during class time as the student will be missing valuable learning time and/or preventing other students from learning as they have to wait

Students will be supervised when in the computer lab.

Locker Use

Lockers are assigned to students in grades 8 through 12. These lockers are to be used for storage of student's textbooks and personal property only. Students are asked that they keep their lockers clean, tidy and free of leftover food or garbage. Lockers are to be kept free of graffiti or tagging. BCCIS is not responsible for the loss of property in lockers. Lockers are the property of BCCIS and may be opened by the BCCIS administration for the purposes of inspection.

Students must supply a lock with two keys for their lockers. One Key is to be labeled and given to the Discipline Supervisor so that there is a backup in case a lock is lost or left at home.

The POD – Cafeteria Expectations for Students

- All students will treat the Cafeteria facilities and staff with respect
- Students will line up to get their food in an orderly way
- Students will eat in the cafeteria (exceptions may be KG2)
- Students will sit at assigned grade tables and remain seated while eating
- Students will demonstrate proper table manners
- Students will speak in a normal tone of voice – no excessive raising of the voice
- Students will not leave the cafeteria unless they have permission from the supervising teacher(s).
- Students will clean up their own eating area before leaving the cafeteria
- **Students are not allowed to order from an outside service without administration approval. This approval will only be granted for special occasion**

The Cafeteria will be operated by Helly's Kitchen and both hot and cold dishes will be available

School Uniform Policy

B.C.C.I.S. requires all students to wear the school uniform. A uniform dress code encourages an atmosphere of academic rigor, promotes student achievement and creates an orderly learning environment. Parental cooperation is necessary to maintain a uniform dress code. It is the parent's responsibility to assure the uniform rules are followed so class and school time is not wasted.

- The colors for pants, shirts, shorts, skirts, and jumpers will be red white, beige or black and must be the official uniform as described and shown in the B.C.C.I.S. Uniform Flyer. No substitutes are permitted unless authorized by the administration
- All uniforms must be clean and neatly worn
- Undershirts should be plain white with no print and should be long enough to cover the stomach
- Shoes that are **NOT** acceptable are flip-flops, high heels or "roller" shoes with wheels inside. Socks must be worn. Sneakers are the preferred footwear.
- Accessories must be keeping with the school uniform
- The uniform is to be worn as it is designed (pants and shorts at the waist)
- Hair is to be kept neat and tidy and of a reasonable length for the males. Extreme hair colors are not acceptable
- The school uniform is worn at all times including field trips. Exceptions are special theme days as determined by the school administration

If a student does not have the correct uniform attire on at school, they will be sent to the Discipline Supervisor and parents will be called. Persistent breaking of the school uniform rules will result in being sent to the Discipline Supervisor to telephone their parents to request that a uniform be brought to the school. The student will not be admitted to class until properly attired. If this becomes a pattern of behavior, a parent meeting will be set to discuss the issue and create a plan to correct it.

Extra Curricular Participation

B.C.C.I.S. understands the importance of extracurricular activities to the development of all students. Participation in extracurricular activities is encouraged for all students.

Criteria for participation in extracurricular activities by all students includes

- Demonstrating consistent effort in all classes.
- Consistently completing and turning in homework assignments.
- Demonstrating respect and responsibility in all classes and to everyone in the school and community.
- Demonstrating Good Sportsmanship at all times.

Subject and classroom teachers will be consulted with regards to a student's performance in the above stated criteria. If the criteria are not met but a student demonstrates significant improvement this student may be allowed to participate in an extracurricular activity on a probationary or week to week status.

After School Activities

- We once again hope to increase the number of afterschool activities and these will be announced later in September. After school study sessions for Secondary students will

continue on Mondays and Wednesdays and we hope to have a music program for elementary students operated by MusIQ. Other programs will follow.



Academic and Personal Honesty

A good school is one that works toward imparting a sense of honour and high principles to its students. This ideal is crucial to the integrity of our school. Academic honesty is expected of all students at B.C.C.I.S. It is an integral part of the educational process where learning takes place in an atmosphere of mutual trust and respect. Each student is responsible to practice high standards of academic honesty, personal honesty, and moral character. Dishonest academic behaviour will be dealt with fairly and firmly.

Academic dishonesty is defined to include, but is not limited to, cheating, representing other's work as one's own work (plagiarism), lying, inappropriate collaboration, dishonesty in examinations or the writing of papers, interfering with other students' work, dishonesty in producing homework, deliberately falsifying data and copyright violations.

Plagiarism

Many people think of plagiarism as copying another's work, or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense.

According to the Merriam-Webster Online Dictionary, to "plagiarize" means:

1. To steal and pass off (the ideas or words of another) as one's own.
2. To use (another's production) without crediting the source.
3. To commit literary theft.
4. To present as new and original an idea or product derived from an existing source.

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

All of the following are considered plagiarism:

- Turning in someone else's work as your own.
- Copy and pasting work from the internet.
- Copying words or ideas from someone else without giving credit.
- Failing to put a quotation in quotation marks.
- Giving incorrect information about the source of a quotation.
- Changing words but copying the sentence structure of a source without giving credit.
- Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.

Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed, and providing your audience with the information necessary to find that source, is usually enough to prevent plagiarism.

(http://www.plagiarism.org/learning_center/what_is_plagiarism.html)

Plagiarism will result in a zero grade for that assignment and a phone call to the parents. If two students are involved (one giving the material and one using the material), in an act of plagiarism, both parties will receive a zero score and a phone call home. Continued acts of plagiarism will result in suspension and possible failure of a course.



School Rules

- English is to be spoken during classes. There is Zero Tolerance For Arabic
- Students are not allowed to use cell phones, beepers, or electronic games at school.
- Use of mp3 players in the class is at the teacher discretion. The mp3 cannot be a cell phone.
- Students are not allowed to bring to school large amounts of money, toys or other items that are disruptive to the educational process.
- Students must not eat in the classrooms or the library. Chewing gum is not allowed on the premises.
- Smoking is strictly forbidden. This includes in or around the B.C.C.I.S. campus or at B.C.C.I.S. sponsored events.
- Students are expected to be on time in the morning and to be on time for all classes during the day.
- Students should arrive at school properly attired in school uniform.
- Students will not leave the campus during the day for any reason without a written request from their parents and without written permission from an administrator. (gate pass)
- A written excuse must be provided by the parents for the absence of their child.
- Students must have the teacher's approval in the form of a pass or planner when they are out of the classroom.
- Students should abide by the following classroom rules:
 - Attend all classes on time and wait quietly for the lesson to begin.
 - Come to class prepared by having all the necessary books and materials.
 - Work quietly during the class session and follow all of the teacher's instructions.
 - Refrain from disturbing the class in any manner.
 - Respect and maintain the cleanliness and tidiness of the classroom.
 - Leave the classroom in the same condition or better than you found it.
- At the end of the school day, students should go home immediately by bus or car unless involved in a school-sponsored activity.
- Students are expected to move to and from classes in an orderly manner by walking, not running, pushing or shouting.
- Students should be respectful and courteous toward adults and peers at all times. Mutual courtesy and respect between students and absolute respect for staff and faculty are expected at all times.
- Students should use appropriate language at all times.
- Student must refrain from vandalism, respect school property and the property of others.
- Fighting of any kind including play fighting is not allowed at B.C.C.I.S or B.C.C.I.S. sponsored events. Infractions may result in suspension.
- Students are expected to dispose of their personal garbage in waste containers.
- Secondary students are expected to use the lockers at assigned times and avoid loitering around the lockers.
- Students should not bring items of value to school.
- **Note that cell phones, mp3 players and electronic games are not allowed during school time. They will be confiscated and not returned for a minimum of a week for the first offense and if the use persists, the item may be confiscated for the year.**

Transportation and Bus Rules

Parents may choose to have their children commute between home and school by bus, private car or taxi. **Students are not allowed to drive any type of vehicle to school (car, motorcycle, or dune buggy).** Parents/ Drivers/taxi – If parents choose to have their child picked up from the school, they are kindly requested to work with the security personnel at the gate to ensure their child's safety. Details regarding this procedure will be distributed a number of times throughout the year. Please have your child picked up within 10 minutes of the school bell (3:15) at the end of each day. Teachers and staff also leave the school by bus and therefore there is no extended supervision of students waiting to be picked up. **Plans to travel with a friend after school must be made in advance of that day and require a note from both sets of parents. Please do not tip the bus matron or the driver.**

Bus

BCCIS reserves the right to decline to provide transportation to students whose residence is sufficiently remote from the school. If parents choose to have their children commute to and from school by bus, then the parents and students are requested to comply with the following rules:

- The bus matron will contact the parents through a mobile 2 minutes before arrival of the bus. **The students should be ready and waiting when the bus arrives**
- A parent or guardian should be at a bus stop 5 minutes before the scheduled time the student is to be dropped off
- Students should board and depart from the bus properly
- Students should not communicate with the driver
- Students should remain seated at all times and seat belts worn
- Students shall obey orders of the bus matron
- Students will not litter or throw objects in or out of the bus
- Aisles must be kept clear of books and bags
- Head and hands must be in the bus, not out the window
- Students will be courteous and use proper language
- Students use a quiet voice on the bus
- MP3 Players may be used on the bus. These must be played quietly
- Complaints or issues regarding the bus or driver must go to the school administration
- Students may only travel on the bus to which they are assigned. Switching buses creates a security concern with overcrowding and accountability of students
- Buses will leave the school within 10 minutes of the bell. Please proceed to the bus once you are dismissed

All school rules apply to the school bus. Any student who breaks the school bus rules or behaves in a manner that threatens the safety of others on the bus will be reported to the administration and the parent. The student will receive a disciplinary warning on a form (next page). If the student commits three offenses, the student will be denied the privilege to use the school bus services after the 3rd offense. **Bus rules are enforced at all times – on field trips as well as daily travel to and from school.**

The bus driver is not allowed to use his mobile while driving

The bus driver will commit to the speed limits for the safety of the students



BCCIS School Bus Discipline Memo

Date: _____ Time: _____

Student's Name _____ Grade _____

This discipline memo is given to your son/daughter for reasons checked below by the matron. Please sign this memo and have it returned by your child to the principal. If you wish to discuss this issue further, please contact the school.

Warning

Morning Bus _____

- Not following matron's directions
- Moving around while the bus is in motion
- Vandalism
- Throwing items in, from or at the bus
- Unsafe actions (hands, head out of the bus)
- Fighting / unacceptable behaviour

Suspension

Afternoon Bus _____

- Excessive noise
- Not remaining in assigned seating
- Bad Language
- Bullying/ harassment
- Delaying the bus by not being ready
- Other _____

Signature of Parent _____

Consequences: verbal warning, written warning and suspension of riding privileges

A **warning** will result in the student being assigned to a specific seat for a period of time as determined by the matron

A **suspension** will result in the loss of riding privileges for one school day, morning and afternoon. Longer suspensions may result and will be determined by the principal



B.C.C.I.S Discipline Policy



Appropriate, good behavior at B.C.C.I.S. will provide all students with the best environment for learning. It is expected that all students will follow the school rules and regulations. Students have an obligation to:

- ❖ Complete all class and homework assignments
- ❖ Exercise self-discipline
- ❖ Demonstrate self respect
- ❖ Demonstrate Social Responsibility
- ❖ Respect others
- ❖ Respect the school

The school staff has the responsibility to ensure good student conduct. The following is the BCCIS disciplinary policy.

Level One Misbehaviors – Level 1 misbehaviors include, but are not limited to, the following:

- Disturbing and interrupting a class or study period
- Tardiness
- Use of rude or inappropriate language (English or Arabic)
- Violation of the school dress code
- Taking someone else's property
- Fighting (simple assault)
- Misuse of property and equipment
- Not following adult directions the first time
- Unacceptable bus behavior

Disciplinary Measures

- Verbal warning from the teacher
- Continued misbehaviors will result in the teacher completing a discipline report that will be presented to the school principal
 - 1st occurrence will result in a student-principal meeting
 - 2nd offense reported to the principal will result in the parents being contacted and informed of their child's misbehavior
 - 3rd offense will result in a principal/parent/teacher conference
 - 4th offense results in immediate suspension from the school
 - Further offenses will result in longer suspensions and eventual expulsion from the school

Level Two Misbehaviors- Level two misbehaviors include, but are not limited to, the following:

- Use of Profane language (swear words in English or Arabic)
- Vandalism
- Continued and willful disobedience
- Disrespectful comments or actions directed at any staff member
- Smoking on or around the school campus or anywhere when in school uniform

- Use of electronic devices such as mobiles and iPods during school time without teacher permission
- Intentional damage of school property

Disciplinary Measures

- 1st occurrence will result in the teacher completing a discipline report that will be presented to the school vice principal and there will be a student-vice-principal meeting
- 2nd occurrence reported to the vice-principal will result in the parents being contacted and informed of their child's misbehavior
- 3rd offense will result in a vice-principal/principal/parent conference
- 4th offense results in immediate suspension from the school
- Further offenses will result in longer suspensions and eventual expulsion from the school
- In the case of damages to school or other's personal property, the students will also be required to pay the cost of the damages

Level Three Misbehaviors- Level 3 Misbehaviors are those that are extremely serious, offensive behavior which may endanger or harm others. These behaviors include, but are not limited to, the following:

- Assaulting a staff member
- Possession of dangerous instruments or devices
- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Stolen or attempted to steal school property or private property
- Harassing threatening, or intimidating any member of the school community
- Other major incidents deemed relevant by the administration

Disciplinary Measures

- A student committing a level 3 misbehavior, will result in the teacher completing a discipline report that will be presented to the school principal and there will be a student/parent principal meeting
- The student is immediately suspended without warning
- A 2nd offense will lead to immediate expulsion



Appeal Policy

The Board has established this policy to enable a student and/or parents (guardians) of a student to appeal a decision made by an employee of the Board which significantly affects the education, health or safety of a student. For purposes of this policy, the failure to make a decision is considered to be a decision which can be appealed.

The Board believes that the best recourse to address differences of opinion is at the level at which the original decision is made and would expect every possible means to resolve differences to occur prior to the formal appeal process being initiated.

This policy gives the student and/or parents (guardians) the right of appeal. The Board will not tolerate any direct or indirect form of reprisal on the part of a student, parent (guardian), or employee as a result of the initiation or outcome of an appeal.

Where a decision of an employee of the BCCIS significantly affects the education, health or safety of a student, the parent/(guardian) may, within a reasonable time from the date that the student and/or parent (guardian) is made aware of the decision, appeal the decision in accordance with the provisions of this policy.

The Board expects that every effort will be made to resolve any differences regarding a decision at the level the decision is made but recognizes that failing the ability of the employee and the student and/or parent (guardian) to resolve their differences, assistance in the form of mediation may be necessary. In those cases where mediation is unsuccessful, unavailable as an option, or at the discretion of the Board, the Board will initiate on the request of the student and/or parent (guardian) the Board level appeal process. In all cases, the decision of the Board is final.

Fire Drills and Emergencies

Evacuation procedures and routes are posted in each room. Emergency evacuation drills are practiced several times each year.

In the case of an emergency

- An alarm sounds.
- Students and teachers should ensure that all windows and doors are closed. The lights should be turned off before evacuating.
- Students should remain in the classroom quietly until the teacher gives instructions to leave.
- All rooms of the buildings should be evacuated as quickly and quietly as possible
- Walk, in a line, calmly and quietly to the designated safe point.
- Students should stay with their supervisor at the designated point until told otherwise.
- When a signal is given, students return to their classroom quietly and in an orderly fashion.

Teaching and Classroom Staff 2011-2012

1. Collette Ellis-Toddington	Principal
2. Jeff Pelland	Vice Principal
3. Courtney Attle	KG 2
4. Meagan Brown	KG 2
5. Christina Northrup	KG 2
6. Billie Sasakamoose	KG 2
7. Jessica Curtis	Grade 1
8. Amelia Stanevicius	Grade 1
9. Lisa Van ES	Grade 2
10. Laurie Hergott	Grade 2
11. Ashley Richardson	Grade 3
12. Lindsey Morton	Grade 3
13. Emily Chase	Grade 4
14. Mindy Elgie	Grade 5
15. Jessica Robb	Grade 5
16. Peter Stoll	Grade 6
17. Mark Holmes	Grade 7
18. Brandy Redford	Physical Education
19. Maya Matthew	Elem French and Elementary Music
20. Shawn Merke	Math, Science, Economics
21. Lindsey Johnson	English, Drama
22. William Ellison	English, History
23. Stephen Armstrong	Math, Physics
24. Mike Redford	Biology, Math, Physical Education
25. Martin Brown	Chemistry, Science
26. Shannon Donald	French, Planning
27. Alexandria Sherlock	Social Studies, Art
28. Nathan Still	IT Marketing
29. Nirmal Pathipati	ESL Support
30. Maureen Stoll	Librarian
31. Mr. Waheed Kamal	Arabic Teacher – Department Head
32. Ms Nisreen Nour El Din	Arabic Teacher – Department Head
33. Mr. Waleed	Arabic Teacher
34. Mr. Mohamed Gabr	Arabic Teacher
35. Mr.	Arabic Teacher
36. Mrs. Shayma Ahmed	Arabic Teacher (preschool)
37. Mrs. Rasha	Arabic Teacher
38. Mrs.	Arabic Teacher
39. Mr.	Egyptian Social Studies
40. Ms Germaine Mounir Nawar	Christian Religion
41. Mohamed Ebrahim	Elementary School Assistant
42. Sherien Moussa	Secondary School Assistant
43. Yasmine Hassan	Elementary School Assistant
44. Dahlia Mostafa	Elementary School Assistant

Internet Safety Tips for Parents

There are steps parents can take to protect their children who use the Internet. Some are listed below:

General rules for ensuring Internet safety.

Educate yourself about the Internet.
It's important to be knowledgeable about the Internet, because even if you don't have a computer at home, your child can access it at school, at a friend's house, or at your public library.
Create a family agreement for Internet use, including hours of use, which sites can be accessed and which ones shouldn't be.
Place your computer in a central, open location, like the living room, so Internet use can be supervised.

Guiding your child online

Look at the sites your child visits.
Look into software or online services that filter out offensive material. Check with your Internet service provider (ISP) for any blocking features they might offer.
Consider installing a children's search engine, like Yahoooligans.
Create a special folder of "bookmarks," or "favourites," for your child on your computer's browser.

Preserving your family's privacy

If you have a web site, avoid putting your children's pictures on it.
Teach your children to never give out identifying information about any family member. This includes: names, addresses, phone numbers, e-mail addresses, passwords or credit card numbers.
Encourage them to tell you if anyone is pressing for personal information.
Teach your children that talking to a stranger on the Internet is no different than talking to a stranger on the street.

Minimizing possible risks

Talk to your children about potential online dangers such as giving out personal information to strangers. Chat room acquaintances are strangers and your child should never arrange to meet them in the real world unless you give permission and/or know who they are.
Better yet, if your children are young, steer them away from chat rooms. Older children should only participate in chat rooms you approve of.
If your child starts receiving phone calls from strangers, or places calls to people you don't know, get to the bottom of it immediately.
Tell your children that if someone harasses them on-line, says something inappropriate, or makes them feel uncomfortable in any way they should tell you, their teacher, or a trusted adult.
Contact the police immediately if your child receives child pornography, has been sexually solicited or has received sexually explicit images from an adult.

For more information:

Cyber Safety - Whats That? http://learnnowbc.com/Parent_Information_Centre/WhatsThat.aspx

Dealing with Internet Abuses and Hazards <http://www.cln.org/spam.html#Risks>

Internet Awareness for Parents <http://www.media-awareness.ca/english/parents/internet/index.cfm>

[Libraries and Internet Toolkit for Parents and Children](http://www.ala.org/Template.cfm?Section=litoolkit&Template=/ContentManagement/ContentDisplay.cfm&ContentID=50662)

<http://www.ala.org/Template.cfm?Section=litoolkit&Template=/ContentManagement/ContentDisplay.cfm&ContentID=50662>

420 Internet Safety Tips for Parents [Arabic]

الأمر لأولياء الإنترنت على السلامة نصائح

الذين أطفالهم لحماية بها القيام الأمور لأولياء يمكن خطوات هناك

منها بعضاً أدناه ندرج. الإنترنت يستخدمون

الإنترنت على السلامة لضمان عامة قوانين

الإنترنت عن نفسك ثقّف.

في الحاسوب جهاز لديك يمكن إن حتى لأنه الإنترنت على الإطلاع حسن تكون أن المهم من العامة المكتبة في أو صديقه بيت في المدرسة، في الإنترنت إستعمال طفلك فيإمكان المنزل،

التي المواقع إستخدامها، ساعات عدد تشمل أن على الإنترنت إستخدام حول عائلية إتفاقية ضع تصفحها يجب لا التي وتلك تصفحها يمكن

الإشراف بالإمكان يكون لكي الإستقبال غرفة مثل ومرآزي مفتوح موقع في الحاسوب جهاز ضع الإنترنت إستخدام على

الإنترنت على طفلك توجيه

طفلك يتصفحها التي المواقع طالع

التي الشرة من إستفسر. المسيئة المواد تحجب التي الإنترنت وخدمات الحاسوب برامج عن إبحث

الإنترنت خدمة تزود (ISP). تقدمها أن يمكن المسيئة المواد لمنع خصائص أية عن

ياهو ليجنر مثل بالأطفال الخاص البحث محرك ترأيب تدارس (Yahooligans).

في الإنترنت متصفح في لطفلك "المفضلة المواقع" أو "المرجعية الإشارات" لل خاصة ملف أنشئ حاسوبك.

أسرتك خصوصية على المحافظة

عليه أطفالك صور وضع تجنب الإنترنت، على خاص موقع لديك أن إن

:على هذا ويشمل. أسرتك أفراد من فرد أي عن الشخصية المعلومات إعطاء عدم على أطفالك علم

بطاقات أرقام أو السرية الأرقام الإلكتروني، البريد عناوين الهواتف، أرقام العناوين، الأسماء، الإئتمان

شخصية معلومات على للحصول عليهم يضغط أن ما شخص حاول إن إخبارك على شجّعهم

420 Internet Safety Tips for Parents [Arabic]

في غريب شخص مع الحديث عن مختلفاً ليس الإنترنت عبر غريب شخص مع الحديث بأن أطفالك علم الشارع.

المحتملة المخاطر تقليل

الأشخاص للغرباء الشخصية المعلومات إعطاء مثل للإنترنت المحتملة المخاطر عن أطفالك مع تحدّث وافقت حال في إلا شخصياً بهم يلتقي لا أن طفلك على ويجب غرباء هم الدردشة غرف في المتواجدون

تعرفهم أنت أو /و ذلك على أنت

سناً الأبر الأطفال. الدردشة غرف إستخدام من إمنعهم صغاراً، أطفالك أن إن ذلك، من الأفضل

عليها توافق التي الدردشة غرف في فقط المشاركة بإمكانهم

قم تعرفهم، لا بأشخاص هاتفياً بالاتصال يقوم أو غرباء من هاتفية مكالمات تلقي في طفلك بدأ إن

الحال في الموضوع بمعالجة

على بمضايقتهم شخص قام إذا فيه يتقون بالغاً شخصاً أو معلمهم يخبروا أو يخبروك أن أطفالك علم

الراحة بعدم يشعرون جعلهم أو مناسب غير شيئاً لهم قال أو الإنترنت،

تعرّضوا أو جنسي طابع ذات أو إباحية صوراً بالغ شخص من طفلك إستلم إن فوراً بالشرطة إتصل

الجنسي للتحرش

المعلومات من مزيد على للحصول

ذلك؟ يعني ماذا – الإنترنت على السلامة

Cyber Safety - Whats That?

http://learnnowbc.com/Parent_Information_Centre/WhatsThat.aspx

عنها الناجمة والمخاطر الإنترنت إستخدام سوء مع التعامل

Dealing with Internet Abuses and Hazards <http://www.cln.org/spam.html#Risks>

الإنترنت إستخدام حول الأبوين توعية

Internet Awareness for Parents

<http://www.media-awareness.ca/english/parents/internet/index.cfm>

ولللأطفال للأبوين الإنترنت وأدوات العامة المكاتب

Libraries and Internet Toolkit for Parents and Children

<http://www.ala.org/Template.cfm?Section=litoolkit&Template=/ContentManagement>

[/ContentDisplay.cfm&ContentID=50662](http://www.ala.org/Template.cfm?Section=litoolkit&Template=/ContentManagement/ContentDisplay.cfm&ContentID=50662)



B.C.C.I.S.
PRESCHOOL
and
TODDLER PROGRAMS



Main points at a glance

1. Daily arrival and departure protocol

Supervision: No teacher supervision for students before 8:00. If you bring your child to school before that time you will be expected to wait with them until a member of staff is available. ***Do not leave your child before 8:00 without permission of a preschool member of staff.***

Late arrivals: please inform reception if your child is going to be later than attendance call at 8:30 – please read late arrival and the importance of the morning gathering/meeting time in handbook

Parent pick-up and dismissal: The preschool program ends at 3:10 – please be on-time. Parents are expected to call receptions before 3:00pm if you will be delayed. If you are later than 3:20 you will be expected to pick up your child from security in main school.

Parking and buses: to avoid congestion and potential accidents please make sure you park away from the bus parking area during arrival and departure time.

Morning only program: we highly encourage parents to pick up students between 1:00-1:30 in the first term and sometimes longer; especially if your child is in the Pre-K or Toddler program or they are having difficulties settling.

2. Clothing and personal belongings:

Named clothing and belongings: All items belonging to your child (even spare clothing) must be marked or labeled with full name, at the beginning of the school year. We will not be responsible for clothing that is not clearly marked or labeled.

Extra set of clothing: In case of accidents all children need a set of extra clothing (also must be labeled). This extra set of clothing needs to be sent in a plastic bag and will remain at school in your child's personal basket.

School back-pack requirements: A small comfortable child sized backpack that is easy to manage should be provided. **NB: No wheeled backpacks allowed (read policy)**

Personal water bottle: clearly named with permanent marker should be sent into school every day – bottles can be refilled at the school

Nap-time: nap time is mandatory for all our younger pre-K students. **Please read “nap-time” under section two in main policies.**

Personal belongings: no personal toys, games or other personal items may be brought to school unless specifically requested by the teacher. *We will not take responsibility for any, lost, misplaced, or damaged personal items.*

3. Meals: food, drink, and independent eating

No junk food policy: please support a healthy balanced diet for your child by making sure that you do not send candy or other junk food into school with your child. Please note that we have a “no eating on the bus” policy for our department. **This includes toddler group.**

Independent eating: to encourage and support independent self-help skills and good fine motor development we expect all children entering the Pre-K and KG1 program to be able to feed themselves. Matrons are instructed in this policy and will be disciplined for feeding children, so please **do not ask class/bus matrons to feed your child.**

Toddler class eating policy: children in the toddler program will be assisted with eating if need be, however, we will work with the children to ensure that they are eating independently before graduation into pre-k

4. Health and sickness related issues

Absence and sickness: do not send your child to school if they have any of the following symptoms: fever/high temperature, diarrhea, vomiting, heavy cold or early flu-like symptoms, un-diagnosed spots or rashes, etc. Please inform the school if any of these symptoms are present.

Accidents and at school sickness: children who are unwell and/or have accidents, beside the minor fall or scrape, will be seen by the school doctor and you will be notified either by phone or note, at the doctor's recommendation.

5. Toileting

Toilet trained: all students in KG1 and Senior P-K classes are expected to be toilet trained. If your child has more than one toileting accident per day on an ongoing basis you will be contacted to discuss the matter and what actions we need to consider.

Toilet training for toddlers: a toilet training plan will set between teacher and parent as and when we agree that that the child is ready and training should begin. Expectations are that all children entering Senior Pre-K to be fully potty trained.

6. Miscellaneous

Birthdays: No large birthday parties. Small in-class birthday celebrations will be honored by the students and teachers. You may send or bring a cake to be shared by the class during the morning program only – **please inform your child's teacher to check on the time.**

Please refer to main headings for policies listed below:

7. Reports, communication and parent teacher conferences
8. Conduct and rules
9. Discipline policy

BCCIS Early Childhood Education Department Policy and Procedures

1. Arrivals and Departures (including absenteeism) times and procedures.

Arrivals

Children transported by school bus arrive at the school between 7:50 and 8:00. Children whose buses arrive before 8:00 will be escorted by a matron to the garden, (weather permitting) where they are supervised until the teaching staff take over at 8:00. Children arriving by private car should be brought to the garden and left with one of the class-matrons. Please note that there is no official supervision before 8:00am. **Do not leave your child unattended.**

Late arrivals

Please inform reception if your child is expected to be late. Although we highly encourage timely arrivals we understand that occasionally late arrivals are unavoidable. However on a consistent basis being late can be very disruptive to the class and stressful to the late child. Students who arrive late miss out on an important part of our program; morning greeting and planning meeting. If your child's teacher is concerned with frequent late arrival they will contact you to try and find a solution.

Bus Departures

We have two departure times for afternoon buses: 1:00 (this service may not be available this year – check with director) and 3:10pm.

Bus matrons collect and escort students to their buses.

If your child goes home by private car, please ensure that you or your driver is at the school no later than dismissal time (see school timetable).

The preschool program ends at 3:10 – please make sure you are on time if you pick up your child. Parents are expected to call receptions before 3:00pm if they are going to be late for pick up.

Please note there is **no supervision in pre-school after 3:20** – please respect that teachers need to be on time for their own transportation.

Morning only program

We highly encourage parents to pick up students between 1:00-1:30 in the first term and sometimes longer; especially if your child is in the Pre-K program or they are having difficulties settling.

Absenteeism

Please ensure that if your child is going to be absent for longer than two days that you inform the school. Also see health and sickness related absence.

2. Clothing and personal belongings

Uniforms

In order to avoid confusion all clothing, including coats and hats, **MUST** be clearly labeled with your child's full name. Misplaced clothing that is unlabeled is a constant source of frustration and unnecessary time wasting for the teaching staff – 100 plus identical school jackets are not easy for us to identify without a name! Plus, labeling your child's clothing helps to promote self-responsibility and name identification for the students. **Please note that during the colder winter months we will take care to make sure your child is wearing appropriate outdoor clothing, however, as our classrooms are heated they do not need to wear excessive layers of clothing while in the school building.**

Extra set of clothing

Please make sure that your child has an extra set of clothing and at least two sets of extra underwear. Occasional accidents happen and when they do we need to have an extra set of clothing to change your child to change into. If your child does not have a change of clothing we will issue them with one of the new sets of uniforms we keep at the school. N.B: you will be sent the bill for the cost of this set of clothing – keeping your child waiting (while you drive to the school with a change of clothing) in wet or soiled clothing or sending them home in this state, is not an option.

School back-pack (no backpacks with wheels)

We no longer allow students to come to school with pull along backpacks. We have found these bags to be dangerous (they get caught getting on and off the bus, cause accidents going up and down stairs and when run into can cause injury to another student) and space consuming. A small manageable child size bag that will hold a bottle of water, change of clothing and a communication book is all that is required.

Personal Belongings

We discourage personal items and toys from home being brought into school. Toys and other personal items brought into the school frequently cause frustrations for the student (trying to keep an eye on their toys), for other students who want to share it and for teaching staff, having to sort out the problems that arise over jealousy and possession and/or misplacement or damage. For this reasons; items from home brought into school will be kept by the teacher and given to the student's bus matron at the end of the day.

Occasionally, your child's teacher will ask that specific items are brought into school for show-and-tell and on these occasions the teachers will send home a note.

Nap-time bedding

Nap-time is mandatory for all pre-k students who do not leave on the early buses. You will need to send in: two one small flat sheets, a small light weight blanket, a small pillow (crib size), and if needed, a small soft comfort toy. These items must be kept in a draw-string bag and will be sent home weekly for laundering. All items must be clearly marked with your child's name.

Please do not send in full sized comforters or pillows as we do not have the storage space.

Kleenex and wet-wipes

Please provide a large box of tissues and wet-wipes at the beginning of the term. These will be used throughout the year in the class and your child's teacher will let you know when they need to be renewed.

Clear plastic work cover

One large plastic folder is needed to protect work that we send home.

Toddler program list of personal needs will be provided at time of enrollment.

3. Meals and independent eating habits

Meals, menus and costs

Morning breakfast, lunch and mid-afternoon snack are served in the dining room or in the classroom. A monthly menu will be posted on the school website.

No junk food policy

Pease support and encourage healthy eating habits for your child by making sure that you do not send your child to school with candy or other junk food to eat during school time or on the bus – please note we have a “no eating on the bus” rule for our department. This policy includes children the Toddler program.

Independent eating

To encourage and support independent self-help skills and fine motor development we expect all children entering the preschool program to be able to feed themselves. Matrons are instructed in this policy and will be disciplined for feeding children, so please do not ask **class/bus matrons to feed your child.**

We foster good early eating habits by eating and socializing with the students during mealtimes.

Toddler class eating policy: children in the toddler program will be assisted with eating if need be, however, we will work with the children to ensure that they are eating independently before graduation into pre-K.

4. Health and sickness related issues

Absence and sickness

It is important for your child's well being that they attend school on a regular basis, however, should your child be feeling slightly under the weather or you feel that they just need an "at home" day, please follow your intuition – tired and sickening children are not happy and should be at home. **Please do not send your children to school when they are sick and do allow a few days for recuperation** – sending children to school too early often results in extended sickness (read accidents and sickness). If your child is sent back to school and the school doctor agrees that they are not ready to return to school, we will call for you to pick-up your child.

Accidents and At-school Illness

While regular attendance at school is important for optimum learning, children who are sick or over-tired do not benefit by being at school. Therefore, please do not send your child to school during periods of sickness as this can be a difficult time for them, and us. Please remember that when we are sick our immune systems are compromised and we are much more receptive to other virus or sickness that might be around. Furthermore, the risk of contagion for other children is increased.

Should your child become sick while at school they will be examined by the school doctor to determine whether you will be contacted to pick up your child – please be prompt as it can be quite distressing for your child to have to wait in the doctor's or directors office for you to arrive.

Allergies, Illnesses and Other Medical Concerns

The school doctor should be informed in writing at the beginning of the year of any chronic medical conditions, including allergies. It is parent's responsibility to keep information and medications up-to-date. If your child has bronchial asthma and requires an inhaler or has any condition requiring emergency medications, these should be clearly labeled with your child's full name and dosing instructions. These medications should be given to the school doctor to be kept in case of emergency. Medications will only be given to students if they include medical dosage and information with a signed permission note from a parent or a medical practitioner.

Doctor and Medical Procedures

- A doctor is on staff and is called in case of any injury or accident that occurs on the school premises. If the doctor feels that a student requires further medical care, the student's parents are contacted. In extreme emergencies, students will be taken to the hospital and the parents are contacted as soon as possible
- If a student needs to leave the school due to an illness, he/she should visit the school doctor who will diagnose the student and will notify the administration if the student needs to go home
- Children diagnosed with contagious illnesses should not return to school without the written consent of your family doctor
- Upon registration at the beginning of the school year, the school should be informed of students with special medical or chronic conditions, such as asthma or allergies.
- **Very important:** teachers will not give medication without a parent or a doctor's written permission. This must include a properly labeled bottle with measuring spoon and dosage.

5. Toileting, Personal Hygiene, and Self-Care

Toilet expectations

All children entering the preschool are expected to be fully potty-trained and able to take care of their own toileting needs. However, we understand that some children need assistance and that all children should be supervised and therefore, our nannies are trained to assist at such time s. In case of an accident all students must have a change of clothing, including undergarments, in their cubbies. Should a toileting accident occur the child will be changed into their clean clothes and the soiled garments will be sent home in a plastic bag – please ensure that another set of clothing comes back with your child on the following day. The school does not have the facilities to launder soiled garments. Ongoing toileting accidents will be addressed by your child's teacher and if necessary we might need to review the situation.

Toilet training for toddlers: a toilet training plan will set between teacher and parent as and when we agree that that the child is ready and training should begin. Expectations are that all children entering Senior Pre-K to be fully potty trained.

Personal hygiene needs

All students need to bring in two face clothes and two small hand towels with clearly marked names and loops for hanging. These items will be sent home once a week to be laundered. Please make sure that **all items are marked with a permanent marker**.

Independent self-care is one of the cornerstones of early learning and directly impacts the child's ability to take on bigger challenges as well as physical development. Children should be encouraged to dress themselves, including coats and hats, blow their own noses and attend to their own toileting needs. The children are given ample snack and meal times and are expected to feed themselves and help with clean up. We work daily to foster these life skills in the classroom and encourage parents to support these important social skills at home.

Differences between hygiene and messy kids!

It should also be recognized that young children play very hard and this often results in them returning home messy and

sometimes, in stained and dirty clothing. Although we do everything to ensure that when they are using messy materials in the classroom they wear aprons and roll-up sleeves, mess and stains cannot be avoided during other times of play. And, though we make sure that personal hygiene is observed (washing hands after toileting, before and after meals, when they come in from the garden and after art activities) we can't be responsible for sending your child home looking as they did when they left in morning - kids need to be kids, at school and at home!

6. Miscellaneous

Birthday Celebrations

Please inform reception if you want to bring in a cake for your child's birthday. Birthdays are important milestones in a child's life and we are happy to honour the special day in the classroom with a small celebration. However, we are not able to accommodate large scale birthday parties, including **no party bags or gifts**. Parents are welcome to send in small birthday cake to help celebrate -- this should be discussed and arranged with your child's teacher well in advance. Please note that paper plates, plastic spoons and candles should be sent in with the cake as these are not available at the school.

7. Reports, information, and contact

Communications books and newsletters

Communication books will be provided by the school. These books should remain in the child bags and be checked daily for any notes or updates. The teachers only use the book if they have something that they want to share with you – do not expect daily up-dates. The books are used for communications between school and home and must be checked frequently.

You will also receive an informal weekly newsletter from your child's classroom teacher to keep you updated with what's going on the classroom/school.

Reporting and parent-teacher conferences

Three times a year you will be invited to a parent-teacher conference to discuss your child's learning and development. At this time will discuss your child's progress and planning report. These reports are based on our observations and notes which are reviewed and then rated on where your child fits into the developmental continuum appropriate for their age. This is then recorded in a planning and progress report that is shared with you at our parent-teacher conferences.

Contact with Teachers

We strongly believe that clear and close communication with the families of our students is vital to a successful and positive early years learning experience. We look forward to getting to know you and your family during drop-ins and/or other community-building events held throughout the year. We invite you to call the school with any questions or concerns you might have. Please note that teachers are unavailable to come to the phone during class time, but a detailed message can be left with the receptionist. If the receptionist is unable to answer your questions then a teacher or the director will contact you at their earliest convenience. **Any family changes, such as the birth of new child, a recent death in the family and including any concerns should be brought to the attention of the teacher.**

8. Conduct and Behavior

The early years are an important time for establishing skills in social/emotional development – the process by which children learn the values and behaviors accepted by society. The following are some of goals we aim for during pre-school-KG1 years at BCCIS:

- Being polite and respectful to others – this includes nannies and matrons
- Use of appropriate language
- Care and respect of the school environment. For example, putting garbage in bins (not throwing on ground), clearing away after themselves, and respect to property and belongings – theirs and others
- Not physically or verbally hurting others, this includes: biting, hitting, pushing, and/or using unkind words or actions
- Learning to share and take turns
- Listen and following direction from teachers and other staff
- Learning and practicing problem solving skills and conflict resolution
- Communicating their feelings in a socially appropriate manner

9. Discipline policy – working to support your child for success

The foundation of our discipline policy is rooted in teaching positive self-discipline.

An important aspect of a good early childhood program is to promote skills that support healthy social and emotional

development. One important aspect in this critical area of development is to educate children on how to manage their feelings and actions in ways that are considered socially acceptable. We recognize that conflicts and inappropriate acting-out is inevitable during the formative years of childhood and thus understand that children need help in developing skills that relate to managing conflicts and emotions. In fact, we view most behavior problems as valuable teaching/learning opportunities for helping children to find more appropriate ways to express themselves.

As opposed to the short-term solutions of a reward and punishment system we promote empowering children to manage their feelings in ways that are more effective over the long-term. By teaching positive discipline strategies children learn how to manage their feelings and frustrations without resorting to physical or verbal aggressive behaviors. Through a gradual process of role-modeling and positive reinforcement children learn how to take care of their own needs (self-respect) without disrespecting the feeling and rights of other (respect for others). This important foundation will support them beyond pre-school and help them in establishing life-long skills throughout school and into adulthood.

We also recognize that there are occasionally behavioral issues, outside of the expected developmental/age continuum of socially accepted behavior, such as extreme aggressive behavior or acting out, that is causing classroom management problems and/or concerns for the well-being of our other students, that we will need to seek alternative management for. At such times we will share our observations and concerns with you to determine if the problem is something we can work on together or if we need to seek the advice and counseling from an outside professional agency.

10. Registration fees toddler program only:

Registration

L.E 3000 (non-refundable) to hold place for Pre-K or KG1 to be paid at time of registration

Conditions: Annual commitment of 80% attendance from entry date until end of school year to benefit for the reduced registration fee of L.E 3000 instead of the standard fee L.E 6000

Monthly Fees:

L.E 1750 as a monthly fee at time of entry

Condition: Half fees will only be applied over any school scheduled holidays if the vacation is exceeding 10 consecutive working days. **NB.** This does not include national/state holidays, Pro D and mandatory governmental closures.

Late Payments

Monthly fees are to be paid before the 3rd of each month, delayed payments will result in a penalty of L.E 50 per day (applied on weekdays only).

Preschool Staff

1. Adrienne Calder Director of Preschool

KG1

- Sherena Cheraki
- Juae Stupple
- Rony Elkady
- Gale Shaheed

PreSchool

- Nermin Labib
- Angela Barry
- Rebecca Coombs

Toddler

- Gihan
- Maya

Teacher's Assistant:

Heva Marques-Eissa
Cristina Ramona-Duta
Glenda Camara
Sibelle Nobre
Laura Balc-ispas
Nancy Gameel
Ghada Mohamed
Angy Kadry
Laila
Riham
Sherifa