

PARENTS HANDBOOK

PRIMARY YEARS PROGRAMME



School Year 2011-2012

Green Land - Pré Vert International School

Ecole internationale du Pré Vert Green Land - Egypte

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School Giza: 405, Gezirat Mohammed road, BASHTIL, Giza Egypt Tel: +2023405890/1, Mob school: +20102226052

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GPIS ZAYED: www.gpizayed.net

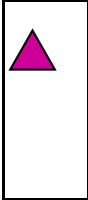

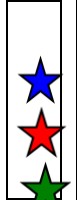
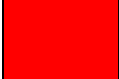






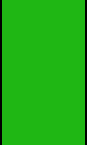
Check our blog: www.greenlandprevert.canalblog.com

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PYP Calendar 2011 / 2012

	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun						
August				1 1st day of ramadan	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
September							1	2	3	4	5	6	7	8	9	10	11 First day of school	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
October		1	2	3	4	5	6 October	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
November					1	2	3	4	5	6	7	8	9	10	11	12	13 and 14 PYP in-service training	15	16	17	18	19	20	21	22	23	24	25	26 Islamic NY	27	28	29	30				
December						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
January			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25 Police Day	26	27	28	29	30	31				
February					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
March						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
April			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25 Sinai day	26	27	28	29	30					
May				1 Labor Day	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
June								1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
July			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
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September		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					

	Premier jour de travail		<ul style="list-style-type: none"> premier jour du second trimestre premier jour du troisième trimestre premier jour du quatrième trimestre 		<p>1^{er} jour pour les élèves du DP</p> <p>1^{er} jour pour les élèves du PPCS</p> <p>1^{er} jour pour les élèves du PP</p>
	Conges et vacances scolaires		Départ prématuré durant le mois de Ramadan		
	Noël		Formation		Les horaires au cours de juillet pour le personnel de 9:00 à 2:30
	Fin du trimestre				PYP students end school day at 12:30

Trim 1	39	jours
Trim 2	50	jours
Trim 3	43	jours
Trim 4	40	jours

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A. GPIS MISSION STATEMENT

GPIS mission statement

GPIS aims to contribute in making the world a better place. To fulfill this objective, GPIS education fosters respect for international as well as national cultures; history and societies while providing its learners with high quality IB education in a local environment. This education values and protects their sense of identity. The school enables its students to master two foreign languages besides Arabic (English and French), equipping them with skills to succeed in communicating internationally.

GPIS strives to develop leaders for the future who are tolerant, caring, reflective, creative and disciplined lifelong learners who contribute in the development of their communities and serve effectively in an internationally mobile world.

GPIS creates value for all its stakeholders through continuous improvement of the profile, performance and satisfaction of all its community members, embracing them all in an atmosphere of genuine care and love.

School aims and philosophy

Green Land PréVert International School recognizes learning as a life-long process. It provides a learning environment that promotes the academic, social and personal development of all our students, and thus we are committed to:

- A. Creating a lifelong love of learning, students eager to inquire & full of curiosity
- B. Establishing a stable & caring school community in which students feel happy & secure
- C. Developing links between disciplines so knowledge is seen by our students as an interrelated world
- D. Promoting intercultural awareness between all students
- E. Providing students with a broad range of skills (communication skills, thinking skills...), experiences and qualifications.
- F. Establishing a broad, balanced curriculum in which art & music are integrated to give our students opportunities to explore, express and develop their artistic and creative talents. Moreover, we enable the students to experience and appreciate the creativity of others.
- G. Integrating sports and providing opportunities for developing physical skills and maintaining physical fitness, which promote a balanced, healthy lifestyle.
- H. Encouraging our students to develop a sense of community service & social compassion
- I. Developing in our students social & leadership skills for use in school & in their life afterwards

So our aim is that our students:

- will be long life learners
- will develop their unique capabilities
- will become critical, independent thinkers
- will become skilled, health conscious, adults who are able to make wise choices in life and who hold positive outlook
- will develop confidence in themselves as balanced human beings who contribute effectively to the society & serve the community

B. MISSION STATEMENT OF THE INTERNATIONAL BACCALAUREATE ORGANIZATION

IBO Mission Statement

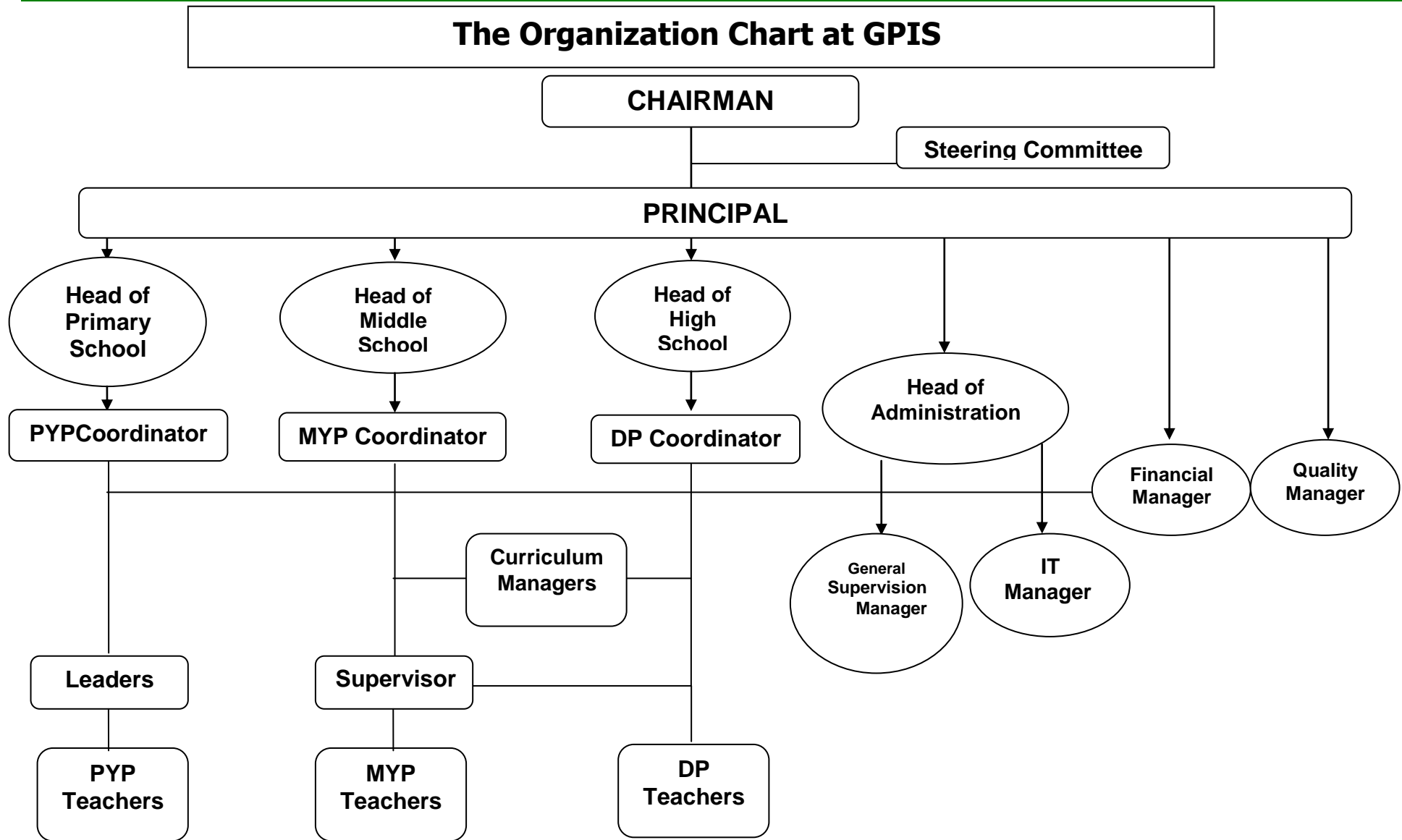
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



C. ORGANISATION CHART AT GPIS



D. PRIMARY YEARS PROGRAMME UNIT MEMBERS




a) The IB coordinators at GPS





Imagine.... Education for a better world.
IBEAM regional conference, Liverpool, England, 26-29 September 2010

<p style="text-align: center;">May Waly Head of middle school and IBMYP coordinator mwaly@greenlandschool.org</p>	<p style="text-align: center;">AmrMokhtar Chairman, General Director IB DP coordinator amokhtar@greenlandschool.org chairman@greenlandschool.org</p>	<p style="text-align: center;">Françoise Mokhtar-Bencteux Head of primary and IBPYP coordinator fbencteux@greenlandschool.org</p>
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b) The PYP unit is composed of seven persons.

	<p style="text-align: center;">Françoise Mokhtar-Bencteux Head of Primary and IB PYP Coordinator</p>	<p style="text-align: center;">fbencteux@greenlandschool.org</p>
	<p style="text-align: center;">Gulnar Etman PYP Leader (early years PYP1-3))</p>	<p style="text-align: center;">getman@greenlandschool.org</p>
	<p style="text-align: center;">Nehal Wanas PYP Leader (primary :PYP4-8)</p>	<p style="text-align: center;">nwanas@greenlandschool.org</p>

	<p>Nermine El Nomany Pedagogical consultant</p>	<p>el_nomani_n@hotmail.com</p>
	<p>Fawzy Sabry Arabic language supervisor</p>	<p>fsabry@greenlandschool.org</p>
	<p>Head of Primary and IBPYP coordinator assistant</p>	<p>ochafik@greenlandschool.org</p>
	<p>Shaymaa Nabil Head of Primary and IBPYP coordinator assistant</p>	<p>snabil@greenlandschool.org</p>

The pedagogical coordination and the leadership are maintained by the PYP coordinator helped by the PYP leaders.

The PYP coordinator is responsible for the understanding and development of the programme and the whole-school implementation of the programme.

To join the PYP unit: (+ 20) 11 837 67 38 – (+ 20) 16 941 57 37

Students Regulations

Contents:

- 1. GPIS Administrative staff - PYP Leaders- MYP/DP subjects supervisors**
- 2. School Hours**
- 3. Absence**
- 4. Uniform**
- 5. Snacks and Canteen**
- 6. Private tutoring**
- 7. Bus transportation**
- 8. Medical emergency procedures**
- 9. Payment of Fees**
- 10. Learner profile – les règles d'or à GPIS**
- 11. General Remarks**
- 12. Communication:**
 - GPIS home page and blog
 - Communication / Appointments
 - Suggestions & Complaints

1- GPIS Administrative Staff - PYP Leaders - MYP/DP Subject Supervisors – Curriculum Managers

Title	Name	e-mails
Chairman ,Managing Director & DP Coordinator	Amr Ahmed MOKHTAR	amokhtar@greenlandschool.org
Head of Primary School & PYP Coordinator	Françoise MOKHTAR-BENCTEUX	fbencteux@greenlandschool.org
Head of Middle School & MYP Coordinator	May WALY	mwaly@greenlandschool.org
Head of Administration	Abdel Rahman SALEH	asaleh@greenlandschool.org
Financial Manager	Nelly DARWICH	ndarwich@greenlandschool.org
Quality Manager (ISO)	Hala El ZOGHBY	hzoghby@greenlandschool.org
I.T Manager	Tamer NEGM	tnegm@greenlandschool.org
Students Affairs	Hisham YOUSSEF	hyousry@greenlandschool.org
General Supervision Manager	Lamia KHALIFA	lkhalifa@greenlandschool.org
Official Liaison's Responsible	El Awadi IBRAHIM	/
Managers Assistants		
PYP Coordinator Assistant	Ola Chafik	ochafik@greenlandschool.org
PYP Coordinator Assistant	Shaymaa Nabil	snabil@greenlandschool.org
MYP Coordinator Assistant	Heba Alaa Eddin HELAL	hhelal@greenlandschool.org
DP administration Assistant	Walaa Abdel Hady	wabdelhady@greenlandschool.org
Administration Assistant	Heba El SHENAWY	hshenawy@greenlandschool.org
Administration Assistant	Esmat Abbass GABR	egabr@greenlandschool.org
MYP and DP subject supervisors/curriculum managers/Deputy heads and coordinators		
Deputy MYP Coordinator/Curriculum manager (English)	Nevine El SEWEFI	nelseweify@greenlandschool.org
Deputy MYP Coordinator /Curriculum manager (French)	Assia MASSRALLY	amassrally@greenlandschool.org
Deputy DP Coordinator / Curriculum Manager	Hamed MOKHTAR	hmokhtar@greenlandschool.org
Deputy Head of High School /CAS Coordinator	Mona Khalil	mkhalil@greenlandschool.org
Student Development Leader	Iman Refaat	irefaat@greenlandschool.org
MYP Arabic Language Supervisor	Fayza FAWZY	ffawzy@greenlandschool.org
MYP Math Supervisor (French Section)	Essam Rabie	erabie@greenlandschool.org
Primary Years Programme Leaders		
PYP Leader Early Years	Gulnar Etman	getman@greenlandschool.org
PYP Leader	Nehal Wanas	nwanas@greenlandschool.org
Arabic Language Supervisor	Fawzy Sabry	fsabry@greenlandschool.org
Pedagogical Consultant	Nermine Elnomany	el_nomani_n@hotmail.com
Documentation Center		
Librarian	Iman Ragab	iragab@greenlandschool.org

2-School Hours

🕒 **The school day starts at 7:50 am and ends at 3:15 pm.**

All students should arrive in the morning at 7:50 am to attend the morning assembly and the salute of the flag. All students should be in class by 8:10am.

Remarks

We request a serious commitment from the parents to bring their children to school on time.

3-Absence

- Early dismissal: The student is not supposed to leave the school before 3:15 p.m.

If a student has to be dismissed early from school, it is necessary that his parents send a written request in advance or fill a form at the PYP administration Mrs. Nehal, Mrs Gulnar and/ or the PYP Coordinator. The school reserves the right to refuse this request if reason(s) for leaving prove(s) not urgent.

- Student's absence: the PYP administration must be informed by phone, fax, email or a written note in case a student is/will be absent. Reasons for /duration of absence must be clearly stated.
- In case of illness, a medical certificate that states the nature of the illness and **attests to the student's recovery** must be delivered to the administration upon he returns. The student may be examined by the school doctor, particularly in case of communication diseases.

N.B.:A child will only be released to parents or person(s) identified by school administration. Students must maintain an 85% attendance record. All absence should be justified, if not, the student may not be promoted to the next grade or may sit for scheduled exams.

4-Uniform



- Students must come to school in the right uniform, clean and well ironed. The student's personal cleanliness is essential (clean teeth, hand, nails, etc...).



The sports uniform has to be worn only in days where P.E is scheduled.

- All personal belongings should be labeled.

Labels should specify the name and the class of the student to track lost items. The school won't be responsible for any unlabeled item.

Students who come to school out of uniform will receive an **oral warning** the first time, then a **written** one for the second time. After the third time, the student will **not be allowed to enter** the class.

Students should wear black shoes & white/navy blue socks.

In winter, students could wear a blue jacket. **(No other colors are allowed)**

Students must have clean hair. The boys' haircut should be periodic. Nails need to be clean and short, no nail polish is allowed. Girls are allowed to wear stud earrings, no other jewelery is allowed. No toys are to be brought to school. Henna prints /tattoos are not allowed

5-Snacks & Canteen

You may send a healthy snack and a drink with your child (drinks must not be put in glass bottles). Chewing gums, lollipops, preserved chips (e.g. Chipsy, Lays, Crunchy.....) are forbidden in school. The school canteen offers sandwiches, French bakery, yogurt, popcorn, hot meals and drinks during the breaks.

6-Private tutorings / gifts to teachers

Private lessons are strictly forbidden. No teacher in GPIS is allowed to give any private lessons to any of GPIS students under any circumstances.

No student may give gifts or presents to any staff member for any reason.

7-Bustransportation

At the beginning of the school year, the parents write down the name and the ID N° of the person(s) who will collect the student from the school bus in the afternoon. In case of not finding the named person waiting, the child is taken back to the nursery in Mohandessin, the parents have to collect him/her from there, No child will be left alone in the street.

Parents are to notify school administration **in writing** of any changes in the named person(s) waiting for the child; Bus supervisors will not leave the child with person(s) not identified to the school.

For MYP and DP classes only: If any parent doesn't want to follow this policy or doesn't name a specific person to collect the student, he has to sign that he is fully responsible for his child's safety.

Bus cycles are arranged by location and no preferences can be made.

Students must be ready for the bus 5 minutes before pick up time.

The bus will not stop to collect a late student in the morning or drop any student in any place other than the one stated on bus route.

Students are not allowed to change the bus; they must always ride the same bus in which they were listed in at the beginning of the school year.

If a student is late and misses the bus, it is the parent's responsibility to drive him/her to school. **The parent can also drive him to the next stop (where the next student will be picked up) or to the nursery to ride the half cycle bus.**

The buses will not stop to pick students up from meeting points other than the one specified upon at the beginning of the year.

If a student does not maintain discipline on the bus, he/she will be dismissed from the bus for one or more days depending on the decision of the school administration.

8-Medical emergency procedures

In case of serious accident during break time, the teacher on duty must report immediately to the incident to the administration.

After consulting the school doctor, a student who needs hospital care will be accompanied by our appropriate representative, where further treatment will be provided.

The school will immediately contact the parents to meet their child at the hospital.

The moment the child arrives to the hospital, he/she becomes the hospital's responsibility.

In case a parents requires different procedures, they need to inform the school of their request in writing. The parents must notify the administration with all details concerning specific individual health problems and / or allergies to be put in the student's medical history file.

gPISrishes students to the kids hospital "Kids Hospital" –Tel: 37495030.

Address: 24 Al Furat St. - Mohandessin.

9-Payment of Fees

Fees are paid in two installments:

First installment: during the month of May.

Second Installment: during the last week of August.

The Bus Fees should be paid with the first installment. The school reserves the right to refuse to provide this service to any student who doesn't reserve his place in the buses in May.

All fees should be paid before receiving the books.

All kinds of Fees are NON REFUNDABLE.

No discounts are made on the bus fees.

No Administration services are available during the First 3 Weeks of August.

10-General Remarks

- Students are not allowed to bring mobile phones, cameras, digital cameras, walkmans, iPods or any electronic devices to school. If any student violates this rule and brings such devices to school, it will be confiscated.
- On field trips (and not on camping days) students can get cameras, iPods, walkmans to be used only on the bus and not at school.
- Students are not allowed to stay in their classrooms during the break time
- Students can bring footballs or basketballs to school only to be used during the break in the garden. If any student plays with a "ball" in class or in the school's corridor it will be confiscated and given back to him at the end of the school year.

11-Communication

a- GPIS Homepage

Our web site: www.greenlandschool.org

E-mail: mail@greenlandschool.org

GPIS blog: <http://greenlandprevert.canalblog.com>

The school has a website on the Internet where you can find the answers for all your questions and all information related to your child:

- The school's monthly calendar
- The classes timetable
- International Programmes
- School events.
- The PYP blog.

Assessment reports are ready on the school website, two days before each assessment day. Parents should read the assessment report carefully before coming to school on the day of the meeting to be able to discuss it with the teachers.

Parents can also use their child's password to have access to his/her file on the school web site and to check absence.

To obtain your child's ID and password, please contact the IT department.

Information will be sent to parents through e-mails and sms.

Parents are advised to always contact GPIS through the e-mail.

Please contact the PYP Coordinator's assistants Mrs Ola Chafik (ochafik@greenlandschool.org) and MissShaymaa Nabil (snabil@greenlandschool.org) to confirm or update your e-mail address.

b- Appointments with teachers

All arrangements for appointment need to be made through the coordinators assistants, they will follow up on scheduling this appointment with the named teacher.

c- Suggestions & Complaints

The Administration sends questionnaires to the parents inquiring about the performance of the staff and the various activities in school. Parents are asked to fill in these questionnaires & return them to the administration at their earliest convenience in a closed envelope.

All your remarks and comments are always taken into consideration during decision-making; on the other hand, the questionnaires statistics represent a very important part of the regular school performance statistics.

F. WHAT DO WE WANT TO LEARN

THE WRITTEN CURRICULUM

In the PYP a balance is sought between acquisition of essential knowledge and skills, development of conceptual understanding, demonstration of positive attitudes, and taking of responsible action.

In terms of achieving this balance, the five essential elements of the written curriculum are emphasized. They are shown in the figure below.

Essential elements of the written curriculum

Knowledge Significant, relevant content that we wish the students to explore and know about, taking into consideration their prior experience and understanding.

Concepts Powerful ideas that have relevance within the subject areas but also transcend them and those students must explore and re-explore in order to develop a coherent, in-depth understanding.

Skills Those capabilities that the students need to demonstrate to succeed in a changing, challenging world, which may be disciplinary or transdisciplinary in nature.

Attitudes Dispositions that are expressions of fundamental values, beliefs and feelings about learning, the environment and people.

Action Demonstrations of deeper learning in responsible behaviour through responsible action; a manifestation in practice of the other essential elements.

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The IB learner profile

GPIS students learn to enhance their learner profile and their attitudes

The school is a place to learn, enquire, think, reflect progress and have fun.

The school values **the IB learner profile** and tries to enhance all of its attributes as well as all **attitudes** mentioned in the **Primary Years Programme**.

Teachers and students set essential agreements at the beginning of each school year.

- ▶ The students participate in sessions and activities linked to the learner profile.
- ▶ The students are encouraged to develop their learner profile and to reflect on it.
- ▶ Thank you letters and words of thanks, certificates, badges, medias, small gifts...be granted to students to encourage and motivate them.

The IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

International celebrations at GPIS

At GPIS, as part of the Primary Years Programme, we celebrate national Egyptian days (civil and religious ones) and other international days such as :

date	International Days
21 st September	International Day of Peace
5 th October	World Teacher's Day
17 th October	International Day for the Eradication of Poverty
20 th November	UniversalChildren's Day
10 th December	HumanRights Day
21 st February	International MotherLanguage Day
22 th March	World Water Day
31 st May	World No Tobacco Day

Golden rules at GPIS

- ✓ We are gentle, smiling; we show the best of ourselves.
- ✓ We are caring, kind and helpful, we don't hurt anyone's feelings
- ✓ We do work hard and always try our best
- ✓ We are principled, honest and fair
- ✓ We look after property; we don't waste or damage our items and the school properties and material.
- ✓ We follow adults' instruction.

We listen to people without interrupting

Our responsibilities

Staff responsibilities
<ol style="list-style-type: none"> 1. To look for, encourage and acknowledge good behaviour. 2. To treat all children fairly and with respect. 3. To raise children's self esteem and develop their full potential. 4. To recognise that each student has individual needs. 5. To be good role models. 6. To provide the proper environment for learning and inquiring. 7. To help students feel safe and secure. 8. To implement and practice the school rules.
The parents' responsibilities
<ol style="list-style-type: none"> 1. To be aware of the GPIS rules and regulations 2. To support the school in the implementation of the policy. 3. To encourage the student's self discipline 4. To encourage the student to be independent and responsible 5. To show interest in the unit of inquiry 6. To support the development of the learner profile attributes and the PYP attitudes at home. 7. To provide a learning environment at home to study and inquire. 8. Encourage and support reading. 9. To show interest in the child's progress rather than focusing achievement only. 10. To celebrate the learning of your child whenever possible.

The students' responsibilities

1. To be proud to be a GPIS student
2. To be an ambassador of GPIS
3. To follow the golden rules not only at school but everywhere
4. To be committed to continuous improvement (academic achievement and progress)
5. To demonstrate understanding and model the PYP attitudes and the learner profile attributes.

Those learning about the PYP sometimes ask “Is it a curriculum or an approach?” The answer is “both”.

The PYP curriculum is defined broadly to include an approach to teaching and learning based on inquiry, in recognition of the fact that, in practice, the two are inextricably linked.

The taught curriculum is the written curriculum in action.

The PYP developers have set out to strengthen these links by developing a curriculum in which classroom practice, the taught curriculum, is a direct reflection of the written curriculum.

Therefore, in the written curriculum the essential elements of learning—knowledge, concepts, skills, attitudes and action—are identified.

It is recognized that these elements are not completely separable—in the course of the learning process they blend. It is suggested that they are synthesized in three main ways:

- through the learner profile, which is supported by a curriculum framework based on the five essential elements
- through the exploration of conceptually based central ideas, linked to the transdisciplinary themes, which support and are supported by the other four essential elements
- Through the collaborative planning process, which may involve input from students that considers all three components of the PYP curriculum model— written, taught, assessed— in an iterative manner.

H. BOOKS AND RESOURCES.

The Primary Years Programme is an inquiry based programme and proposes a huge variety of activities.

Inquiries is done using a lot of books, encyclopaedia and sometimes through the Internet.

To avoid heavy school bags and for practical reasons, all books will be kept in class
Only books required for homework and reading will be sent home.

All books are the school's property.

All classrooms are equipped with dictionaries, atlases and reading books.

We yearly purchase new updated encyclopaedias and a large variety of nonfiction and fiction books to help students inquire. All resources are available at the documentation centre.

I. HOMEWORK AND READING

Homework is written daily by students in the homework notebook. Teachers sign the homework notebook to check that the homework is written neatly and accurately.

Parents have to sign the homework notebook daily after reading assignments.

Homework is written on its due date that helps students learn how to organise their time and to learn not to wait till the last minute to do their homework.

Parents are asked to help their children organise their time wisely, they should not postpone homework till the last minute

Homeworks must be submitted on time. In case of exceptional circumstances, parents should write a note in their child's homework notebook to justify the delay.

Daily homework :

Class	PYP4	PYP5	PYP6	PYP7	PYP8
Reading	<u>Everyday from 10 to 15 minutes at least</u>				
Homeworks	an average of an hour daily for all disciplines	an average of an hour daily for all disciplines	an average of an hour and half daily for all disciplines	an average of an hour and half to two hours daily for all disciplines	an average of two hours daily for all disciplines

NB: No homework will be assigned on Wednesday night for Thursday because of after school activities
Reading remains a daily activity.

Students have to read daily. They have to keep record of their readings in a reading log. This booklet is designed in three languages. Parents have to sign this reading log and encourage their children to read.

NB: the library has been equipped this year with a lot of books and magazines for children.

RUBRIC FOR HOMEWORK

HOMWORK				
	****	***	**	*
Punctuality	I've returned my homework on time	I did not return it on time because I had good reasons (e.g. I was sick.)	I forgot because nobody reminded me to do so.	I did not return my work because I rarely complete my homework and I'm always late.
Presentation	My exercise book is always very neat. <ul style="list-style-type: none"> • I do not forget capital letters and full stop. • I respect general rules for presentation • I underline title • I write the date • I write properly. 	My exercise book is generally neat but I usually forget one or few of the items listed in 4	Presentation is not neat. My handwriting is bad. I was in a hurry when I completed my work. If I had time I would re-write the page.	I write too quickly. My work is not acceptable. I feel there are too many mistakes but there's nothing I can do.
Content	I understood my task quite well. I feel that I did not make mistakes. I use general grammar and spelling rules to write properly. On the computer I use the spell check.	I think I have few mistakes. I doubt about very few answers. I think I have understood on the whole. I've referred to the rules I know to check spelling and grammar.	I did not understand very well. I've answered but I'm sure that there are mistakes. I could not check grammar and spelling I left the page as it was. I always forget about the spelling check on the computer.	I did not understand anything. I did not write anything.
Independence Regarding the tasks	I work alone at home. I don't need any help to complete my homework.	I think I understand but I still need to ask to my teachers. I'm not always very sure about my understanding.	My teacher always writes to my parents when something important is to be done. I usually forget, I have difficulty working alone.	I can not complete anything without Dad or Mum. I'm always helped at home. I can not work alone.

J. ADMINISTRATION AND ORGANISATION

Students have to bring the class supplies that the teacher will ask for.

All supplies must have the name of the student as his/her class on each item.

A list of class supplies will be sent home at the beginning of the school year 2010-2011

The list is available on the school website

Students will keep their worksheets in a plastic folder or in a big binder.

Notebooks and exercises books are expected to be neat and clean with good (appropriate) handwriting.

The students' notebooks are checked regularly by teachers, the PYP leaders and the PYP coordinator.

K. ASSESSMENT IN THE PRIMARY YEARS PROGRAMME: HOW WILL WE KNOW WHAT WE HAVE LEARNED?

1. What is the PYP perspective on assessment? (IBO)

Assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of attitudes and the decision to take action.

2. What are the purposes of assessment? (IBO)

The purposes of assessment are to promote student learning, to provide information about student learning and to contribute to the evaluation of the effectiveness of the programme.

3. What is assessment? (IBO)

- **Assessment / diagnostic assessment:**

Is the gathering and analysing of information about student performance. It identifies what students know, understand, can do and feel at different stages in the learning process.

- **Summative assessment :**

Happens at the end of the teaching and learning process and gives the students opportunities to demonstrate what has been learned..

- **Formative assessment :**

Is interwoven with the daily learning and helps teachers and students find out what the students already know in order to plan the next stage in learning.

Formative assessment and teaching are directly linked: neither can function effectively or purposefully without the other.

- **Evaluation :**

Is the process of making a judgement about progress or the effectiveness of a programme based on sufficient assessment information.

Teachers assess the students on regular basis and not only through written exams. Consequently, students are expected to be present and should try to minimise their absence as much as possible. Assessment consists of written and oral work, students presentations, practical work, readings, activities, attitude and profile as well as actions initiated by students.

NB : Teachers will inform the students of the date of summative assessment. PYP students keep their written work demonstrating their progress and achievement in a portfolio.

These portfolios are discussed and shown to parents during assessment meetings. One parents' meeting is organised to per trimester.

4. Organisation of formative assessment

Teachers use homework and different classroom tasks to assess students learning. The pupils are constantly exposed to different pop-up quizzes. (eg. Math, Spelling, Mental math, etc...)

5. Organisation of summative assessment

Students sit for summative assessment in each of the following:

Language A

Language B

Math

Religion

Arabic & Social Sciences (Ministry of education programme)

Social sciences, Sciences, personal and social education (The unit of inquiry programme)

Arts (Theatre, music, visual arts) are assessed throughout the year.

Summative assessment could be in the form of:

Project work (individually or in groups)

Reports

Tests and quizzes.

Experiments to be carried out.

Presentations (eg. Powerpoint presentations)

6. The student's portfolio.

GPIS has the responsibility to show evidence of student learning. Portfolios are one method of collecting and storing information that can be used to document and assess student progress and achievement.

A portfolio is a record of students' involvement in learning. It is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection.

A portfolio is a celebration of an active mind at work. It provides a picture of each student's progress and development over a period of time both as individual and group learners.

It enables students to reflect with teachers, parents and peers in order to identify their strengths and growth as well as areas for improvement, and then to set individual goals and establish teaching and learning plans.

Evidence of learning in a portfolio should be from a range of experiences and curriculum areas. The portfolio is used to show the development of knowledge, conceptual understanding, transdisciplinary skills, attitudes and the attributes of the learner profile over a period of time.

It may also be used to document student action.

Portfolio entries should document both the process of learning and the product, including images and evidence of students in the process of constructing meaning.

It can be used as a tool for assessment and reporting purposes for students, parents, teachers and administrators.

7. The PYP exhibition

In the final year of the PYP, students participate in a culminating project, the PYP exhibition. This requires that each student demonstrates engagement with the five essential elements of the programme: knowledge, concepts, skills, attitudes and action. It is a transdisciplinary inquiry conducted in the spirit of personal and shared responsibility, as well as a summative assessment activity that is a celebration as students move from the PYP into the middle years of schooling.

The exhibition represents a significant event in the life of a PYP school and student, synthesizing the essential elements of the PYP, and sharing them with the whole school community. It is an opportunity for students to exhibit the attributes of the learner profile that have been developing throughout their engagement with the PYP.

Mid November, Parents receive an interim report. This report shows the student's achievements and progress during the 1st term. This report is brief.

In January, Parents receive a detailed report reporting parents of the students' achievement and progress during the 1st and the 2nd term.

April, Parents receive an interim report. This report shows the student's achievements and progress during the 3rd term. This report is brief.

In June/beginning of July, Parents receive a detailed report reporting parents of the students' achievement and progress during the 3rd and the 4th term.

9. The support unit supports:

GPIS has developed a support unit that helps:

- Students facing difficulties in learning in different areas of the programme.
- Students learning a second and a third language (*ab initio*)
- Student who needs support in the development of his/her mother tongue (English, Arabic and French)

The PYP position regarding exceptional student provision

[Practice C3.12 of the *Programme standards and practices* document states: "Teaching at the school provides for grouping and regrouping of students for a variety of learning situations." The intent of this Practice is to create a dynamic learning situation that will serve best the needs of all students in an IB World School implementing the PYP. It could be argued that occasionally withdrawing exceptional students for remediation, extension or enrichment experiences is in keeping with this practice.

Under these circumstances the continual "regrouping" of students, including into mixed ability groups, is pivotal to the successful schoolwide implementation of the programme, and also to the success of all students within the programme.

Streaming or setting, most often in a subject area such as mathematics, is a practice not supported by the PYP understanding of inclusion that is referred to in *General regulations: Primary Years Programme, Article 3.1*, "A primary school... must offer the PYP as an inclusive programme for all students." However, it is understood that students periodically may be ability grouped or interest grouped within what may be a mixed ability class.

Please note that, in *Making the PYP happen: A curriculum framework for international primary education*, in the section "What is curriculum?" it is stated that:

"The IBO believes that:

All students should be supported

- to participate in the programme to the fullest extent possible
- the school's curriculum includes all those student activities, academic and non-academic, for which the school takes responsibility, since they all have an impact on student learning.

A PYP school needs to demonstrate that all teaching and learning for which it is responsible is seen as an interpretation of the PYP in action. The influence of the PYP is pervasive within a school and has an explicit impact on all aspects of the functioning of the school community.

The school community needs to accept that the effect of the PYP will be systemic and all encompassing, so that change takes place within the school for the betterment of all students.

One of the aims of the PYP is to ensure that students experience coherence in their learning, regardless of which teacher has responsibility for them at any particular point in time."

As indicated in the above statements, it would not be appropriate for an IB World School to be running another programme alongside the PYP. Learning about human commonalities, as exemplified in the transdisciplinary themes, and developing the attributes of the IB learner profile, and the PYP attitudes that support them, are best done when students learn together.....]

From the Coordinators Notes – June 2008 © International Baccalaureate Organization 2008

General information for Parents

Students' council Primary Years Programme

Members of the council:

A president and a vice president will be elected for **one school year**.

- Elections will be held on **Monday 10 October 2010**

The election campaign starts the week previous to the election.

Students could use prepare big charts, banners, pictures, slogans... to inform other of their ideas and motives










10 representatives and 10 vice-representatives will be elected.

President and vice president are elected for one year and can not be reelected the following year in order to give a chance to all students to participate.

The role of the council

To participate in school activities, programmes, trips, events, celebrations ...)

To communicate with:

-  Teachers
-  Administration
-  Students
-  Activity Coordinator
-  Coordinator of the PYP and The MYP
-  General Supervisor
-  Head of Education
-  Head of Administration
-  General Director

In what concerns school matters and issues.

Role of the president and the vice president

The **vice president** acts as the student's representative **secretary** and takes over his duties in case of his absence.

The president and the vice president will wear a badge.

The representative:

- ✚ Represents all the students of his/her class.
- ✚ Establishes communication between students of the class and teachers.
- ✚ Writes the agenda of the meetings.

Tasks to be done daily under the teacher's supervision

- ✚ Collect the absenteeism booklet from MrHesham's office and check the attendance everyday in the morning. Make sure that the teacher teaching the first lesson, signs the document. The student will then return the absenteeism booklet to the office.
- ✚ Welcome classroom visitors and get to know what they need.
- ✚ Collect and distribute the document issued by the administration
- ✚ Help the teacher to distribute classrooms material
- ✚ Call absent students to get to know how they are
- ✚ Organize the line to go to the break or to move in the corridors.

Representatives and vice representatives should:

- ✚ Be fair with all students.
- ✚ Take notes of all needs and requests (without excluding what they don't like).
- ✚ Defend their friends and colleagues sensitivity and appropriately.
- ✚ Have a positive attitude towards the school.
- ✚ Bring ideas to improve the school.
- ✚ Participate in issuing the school newsletter/blog.
- ✚ Organize activities, events at the school (iftar, sports days.....)
- ✚ Be a "model" for others.
- ✚ **Present written requests to---**

The students' president and his vice president should not:

- ✚ Be biased.
- ✚ Be bossy
- ✚ Fail the school rules and regulations
- ✚ Betray the school's confidence.

A student who does not behave properly and does not respect his/her role can be dismissed from his/her role (president and/or vice)

Meetings of the students' president and their vice president

- ✚ Student's president and vice president meet when necessary.
- ✚ **An agenda for the meeting** has to be prepared beforehand.
- ✚ **A newsletter should be published after the meeting to brief the school community about topics discussed in the meetings.**
- ✚ Students' president should follow up on applying the decisions taken through meetings.

Others :

We recommend that parents discuss with their children, the importance of **being responsible in our daily life.**

M. PARENTS' REPRESENTATIVE

GPIIS works closely in collaboration with the parents.

The PYP coordinator, the PYP leaders and the senior communication officer meet four times a year to discuss the school issues.

Calendar of meetings

1 st meeting	28 September 2011
2 nd meeting	30 November 2011 <i>(to be confirmed)</i>
3 rd meeting	7 March 2011 <i>(to be confirmed)</i>
4 th meeting	9 May 2011 <i>(to be confirmed)</i>

Parents' representative job description and objectives of this role.

<ul style="list-style-type: none"> • Help the school to serve its mission statement
<ul style="list-style-type: none"> • Be positive and constructive
<ul style="list-style-type: none"> • Attend the meetings each term
<ul style="list-style-type: none"> • Communicate with <u>all</u> the parents of the classroom
<ul style="list-style-type: none"> • Avoid feed back about personal issues during the meeting
<ul style="list-style-type: none"> • Collect <u>all</u> feed back from parents
<ul style="list-style-type: none"> • Collect the questionnaires from parents previous to the meeting
<ul style="list-style-type: none"> • Join school events, activities.....
<ul style="list-style-type: none"> • Publish an article in the school newsletter/blog every now and then
<ul style="list-style-type: none"> • Help to promote a good school image
<ul style="list-style-type: none"> • All parents' representatives should have an email and a mobile phone number.

N. IBO General regulations: Primary Years Programme for students and their legal guardians

I General

Article 1: Scope

1.1 The International Baccalaureate Organization (hereinafter “the IB Organization”) is a foundation that has developed and offers three programmes of international education entitled the “Primary Years Programme” (PYP), the “Middle Years Programme” (MYP) and the “Diploma Programme”. It authorizes schools to offer one or more of these programmes to its students.

1.2 An “IB World School” (hereinafter “school”) is a school that has been authorized by the IB Organization to offer one or more of its programmes.

1.3 This document describes the regulations that apply to those schools that have been authorized as IB World Schools to offering the PYP.

1.4 When used herein the term “legal guardians” encompasses parents and individuals with guardianship of any student enrolled in the PYP.

Article 2: Role and responsibilities of schools

2.1 In addition to the articles in these general regulations General regulations: Primary Years Programme (hereinafter “general regulations”), schools must comply with the Rules for IB World Schools: Primary Years Programme, which are detailed in a separate document.

2.2 The IB Organization has established a curriculum framework, as well as standards, practices and requirements for the implementation of the PYP, which is an inclusive programme aimed at students in the 3–12 age group.

2.3 Because the IB Organization is not a teaching institution and does not provide teaching services to students, the PYP is implemented and taught by IB World Schools. Schools are entirely independent from the IB Organization and are solely responsible for the implementation and quality of teaching of the PYP.

2.4 Schools are responsible for informing legal guardians regarding the general characteristics of the PYP and how the school implements it.

2.5 The IB Organization cannot guarantee that a school will remain capable and willing to implement the PYP. Consequently, schools bear sole responsibility towards students and legal guardians if, for any reason, a school's authorization to implement the PYP is withdrawn by the IB Organization or a school decides to terminate its authorization.

II The Primary Years Programme

Article 3: Content and implementation of the programme

3.1 A primary school, or primary section of a school, must offer the PYP as an inclusive programme for all students in the 3–12 age group.

3.2 Schools must implement the PYP in conformity with the Programme standards and practices, Making the PYP happen: A curriculum framework for international primary education; Making the PYP happen: Pedagogical leadership in a PYP school and the current PYP Coordinator's handbook—the procedures manual issued by the IB Organization for schools.

3.3 Teaching and learning in the PYP is predominantly in the context of transdisciplinary themes and through the pedagogy of inquiry that promotes the construction of meaning by students.

3.4 Schools must provide instruction in the learning of a language other than the principal language of instruction of the school from at least the age of seven. Schools are not required to offer a third language to their students.

3.5 Schools carry out all teaching and assessment alone, without any intervention or supervision from the IB Organization. This includes the assessment of each student's development in the areas described in the IB learner profile and of each student's learning as demonstrated during the PYP exhibition in the final year of the programme.

3.6 The IB Organization does not award any form of diploma or certificate of merit in connection with the PYP and permits recognition only of a student's participation in the programme, for which purpose it makes available to schools an optional PYP "Certificate of participation", which they may choose to issue to their students.

3.7 Legal guardians must use the school's PYP coordinator as the intermediary for any communication with the IB Organization.

3.8 If legal guardians have any questions regarding the general content (curriculum and philosophy) of the PYP or how a school implements it, they must address themselves to the school's PYP coordinator.

Article 4: Use of materials produced by students

4.1 Students produce materials in a variety of forms during the course of their schoolwork. These materials (hereinafter "the materials") include all forms of written work, audio and visual materials and, in certain cases, materials containing images of the students. From time to time, the IB Organization may ask schools for samples of these materials to use for educational, training and/or promotional purposes relating to the IB Organization's activities, or to those related activities of which it approves.

4.2 Upon students entering the PYP, schools must ask legal guardians to indicate in writing whether they agree to their child's materials being submitted to the IB Organization from time to time for educational, training and/or promotional purposes relating to the IB Organization's activities, or to those related activities of which it approves.

4.3 By providing written consent to schools, legal guardians are granting the IB Organization a non-exclusive, charge-free, worldwide licence, for the duration of the statutory copyright protection, to reproduce submitted materials in any medium for the uses outlined in article 4.1.

4.4 Where the IB Organization uses these materials, it may modify, translate or otherwise change them to meet particular needs and will anonymize them before publication in print or in electronic form.

Article 5: Use of student data

The IB may use data in ways relevant to carrying out its legitimate purposes and functions, such as research on IB students' educational paths and performance, and will take due care in the use, collection and storage of data and do its utmost to keep all data accurate, timely and secure.

III Final provisions

Article 6: Governing law

Swiss law governs these general regulations.

Article 7: Arbitration

Any dispute arising from or in connection with these general regulations shall be finally settled by arbitration, taking place in and in accordance with the rules applicable in Geneva, Switzerland. The proceedings shall be confidential and the language of the arbitration shall be English.

Article 8: Entry into force and transitory rules

This version of General regulations: Primary Years Programme shall enter into force on 1 September 2011 for PYP schools whose school year begins in August/September, or on 1 January 2012 for PYP schools whose school year begins in January/February. The IB Organization may amend these general regulations from time to time.

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O. UNDERSTANDING THE PRIMARY YEARS PROGRAMME A GUIDE FOR PARENTS

Frequent Asked Questions

How is the curriculum developed?

The PYP holds regular meetings to which authorized schools send representatives. These representatives serve on curriculum committees which develop the curriculum for individual disciplines, in the context of a coherent, central framework. The work of these committees is coordinated by a steering committee. Since the early stages of its development the PYP has also worked closely with consultants and teacher trainers from different national systems.

What will my child be learning?

The PYP has designed a transdisciplinary curriculum which draws the individual disciplines together into a coherent whole, while preserving the essence of each subject.

Your child will:

- ▶ develop a deep understanding of important concepts
- ▶ conduct research into knowledge which has local and global significance
- ▶ acquire and practise a range of essential skills
- ▶ be encouraged to develop positive attitudes towards learning, the environment and other people
- ▶ have the opportunity for involvement in responsible action and social service.

How will I know how my child is doing?

The PYP promotes the use of a range of assessment strategies which are designed to give a clear picture of your child's progress. This progress will be reported to you regularly, both orally and in writing. You are encouraged to play an active role in supporting your child's learning.

How can I support my child's learning?

The PYP sees learning as a partnership between student, parent and school. The degree of parental involvement may vary from school to school but the fundamentals of parental support remain the same.

You can help your child by:

- ▶ maintaining regular contact with the school
- ▶ sharing books with your child
- ▶ supporting your child's mother tongue
- ▶ assisting your child with research projects
- ▶ attending curriculum information sessions at school and parent/teacher conferences
- ▶ providing an appropriate setting and structured routine for doing homework.

After the PYP, what next?

The IBO sees the PYP curriculum as an excellent preparation, but not a prerequisite, for the IBO's Middle Years Programme (MYP) for 11 to 16 year olds. Both curriculums place a focus on critical thinking, personal responsibility for learning, student inquiry and social service.

Similarly the MYP is seen as an ideal foundation, but again not a prerequisite, for the IBO's Diploma Programme for 16 to 19 year olds. The IBO's Diploma Programme is regarded by many as the finest pre-university curriculum available.

Will the PYP help my child fit into another school?

Although no school or curriculum can guarantee a perfect fit when children transfer to a new school, particularly a school in a different country, parents may be reassured by the following points.

1. Transfer to schools following a national curriculum

Close attention is paid to a range of national curriculums when developing the PYP curriculum. Students transferring from international schools usually have no trouble with the standards of national schools.

2. Transfer to other schools offering the PYP

Students in other schools implementing the PYP curriculum will have common learning experiences in terms of conceptual development, skill acquisition, positive attitudes and meaningful action. There will be less uniformity of specific content in certain areas, since schools will naturally wish to reflect the unique nature of their own locations.

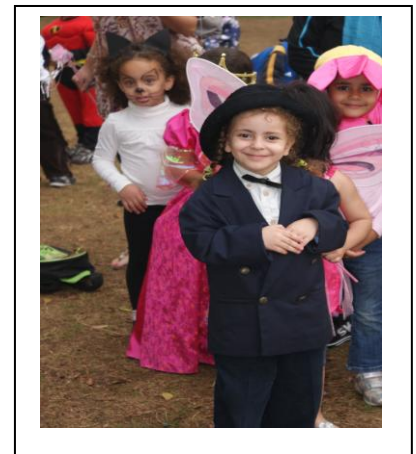
The PYP is working towards agreement on a common set of assessment, recording and reporting strategies which will facilitate the transfer of students.

What shall I do if I still have questions?

Professional educators can sometimes inadvertently explain curriculum issues in ways, which are not clear to parents. While we see parents as our partners in the learning process, we recognize that parents are also our clients. You have an obvious right to know about the educational programme in which your child is engaged. If you have any further questions, please ask your PYP coordinator—you will find your school only too willing to discuss the PYP curriculum with you.

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