



**CURRICULUM
OVERVIEW
2018 – 2019**

**Our handbook helps our community
understand how AISC operates**



Mission Statement

The American International School in Cyprus inspires students to become enthusiastic life-long learners who value integrity, cultural diversity, and the pursuit of excellence. Using an American and international curriculum, our qualified professionals work with the school community to prepare students to be creative, critical thinkers, and socially responsible world citizens.

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AISC BELIEF STATEMENTS

We believe that:

- Everyone must be valued as a unique individual
- Everyone deserves an education, which respects his or her differences
- Understanding and appreciation of diversity and critical to peace and harmony
- The development of all aspects of the individual is essential
- Critical thinking and problem solving are vital in a changing world
- Participation in activities and service learning fosters a sense of self-worth, community, and school ethos
- Technology must be an integral part of the education process
- Learning must be a life-long process for everyone
- Everyone is entitled to have his/her opinion heard and considered
- Everyone has a right to safety, love, and learning

AN INTRODUCTION TO KG5

KG5 is a full day program and an exciting and busy time for students at the American International School in Cyprus. Students are actively engaged in literacy, mathematics, social studies and science activities, including projects that help them explore their world. Creativity and exploration of interests in order to develop a love for learning is paramount. Students are building cities with blocks, creating their own music with instruments and setting up restaurants to sell their special creations. The dress-up center helps them to be imaginary kings and queens in order to act out their own stories. The KG5 program addresses the social and emotional needs of each child. A positive self-image is fundamental for all children. Helping children feel confident about themselves, their ideas as well as their abilities is central to our beliefs.

The KG5 program includes

- A balanced literacy approach integrating reading, writing, listening and speaking
- Independent reading of predictable texts
- Writing about personal experiences
- Interactive writing
- Jolly Phonics and phonological awareness
- An understanding of basic math concepts through manipulating, counting and sorting
- Hands-on approach to science and social studies projects
- Specialists classes – including library, music, PE, and art
- Use of technology, and multi-media projects

ACADEMIC AND BEHAVIOURAL EXPECTATIONS

The American International School in Cyprus' code of behavior for elementary students centers on the three 'B's. At the start of each school year, the children explore the three 'B's with their classroom community and identify their importance whether on a school bus, at Big Toy, in the cafeteria, or in the classroom.

The three 'B's are:

- Be Respectful
- Be Kind
- Be Responsible

Each child has the right to be treated fairly and with respect. Students who attend AISC are expected to:

- Be honest and trustworthy
- Respect the rights, beliefs, and attitudes of others
- Respect school property and property belonging to others
- Come to school prepared to work
- Complete homework and class assignments to the best of his/her ability
- Be regular and punctual in attendance

The AISC Human Rights Policy forms the foundation for respectful interactions in every classroom, workplace and play area across the school. Here is the elementary school version of the policy.

AISC HUMAN RIGHTS POLICY
The 7 Rights & Freedoms of students as AISC

- 1 I have the right to be myself
- 2 I have the right to be free from name calling or physical harassment
- 3 I have the right to feel proud of what makes me different
- 4 I have the right to my privacy
- 5 I have the right to learn, make mistakes without embarrassment and be proud of my success
- 6 I have the right to my own opinion and the right to agree or disagree with others respectfully
- 7 I have the right to feel safe at school

The graphic features a light blue background with a white border. At the bottom, there is a colorful illustration of a diverse group of children holding hands in a circle on a green field under a blue sky with clouds.

ASSESSMENT AND EVALUATION

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and areas for growth in the achievement of expectations in each subject in each grade.

Assessment is the process of gathering information from a variety of sources (including assignments, day-to-day observations, conversations or conferences, demonstrations, projects and performances), that accurately reflect how well a student is achieving the expectations in a subject.

The KG5 program uses the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to monitor and assess acquisition of early literacy skills. The Developmental Reading Assessment (DRA) is used to monitor reading and literacy progress and to ensure students are achieving the developmentally appropriate milestones. Summative assessment in writing takes place three times per year in KG5. Students submit a writing sample based on a writing prompt provided by their teacher. In addition, the elementary uses the Developmental Spelling Analysis (DSA) in order to determine each student's developmental spelling stage according to the Word Journeys program by Kathe Ganske.

Each KG5 student is also provided with a Personal Learning Portfolio. The Personal Learning Portfolio is an accumulation of student work, built to demonstrate mastery of grade level concepts, skills and standards. At AISC, we use data to drive instruction. Therefore, the Personal Learning Portfolio clearly shows areas of literacy each child has mastered and specific strands a child needs to improve. The Personal Learning Portfolio will be sent home twice per year to allow students share their wonderful work with their family and for parents to monitor their child's progress during the academic school year. The KG5 progressions in the Personal Learning Portfolio include:

- Reading
- Writing
- Word Work
- Math
- Science
- Social Studies

BEGINNING OF THE YEAR

Each child is unique and needs different levels of support and time in settling in at the start of the school year. For some students, it can take only one to two days to settle, while others can take up to a month. Our Kindergarten teachers recognize the importance of allowing ample time for each child to bond with the teachers and his/her peers. The transition time is very important for the child to learn his/her way around the school and get to know our specialist teachers. We are careful to assure the child that they are safe and cared for each day. We are very consistent with daily routines to help promote independence and responsibility. During the first few days, it is important that your child knows that his/her parents are working in partnership with their new teachers. We allow parents to remain in the classroom until 8:30 if the child feels uncomfortable or upset. However, once the child begins to feel more familiar and comfortable with their surroundings, parents should step outside the classroom to encourage the child to trust his/her teachers and have a successful day at school. We are continuously reassuring the children, and would like parents to be our partners in this transition. Parents are welcome in the classroom and there are many opportunities during the year for parents to take an active part in the kindergarten program.

HOMEWORK

Homework in the elementary grades reinforces learning at home and provides parents with an opportunity to talk to their children about what they are doing in school each day. The purpose of homework is to support the learning of skills and concepts that have been taught in the classroom, to establish habits in organization and responsibility, and to develop a love for reading and learning. At the same time, we recognize that elementary-aged children need to be allowed time for play and relaxation, socializing with peers, and engaging in sports and other activities which facilitate a healthy and balanced lifestyle.

The KG5 homework routine includes the following:

- Daily reading with parents - 10 minutes per day
- Weekly home practice packet related to classroom topics. Packet to include word work, reading list, opportunities for reading response, and math practice

Overall: KG5 students should expect no more than 10 minutes of homework + 10 minutes of reading with an adult helper

How Parents Can Help their Children in KG5

Minimize distractions, including tv, music, and internet. For expert advice on limiting screen time, especially at this young age, please refer to the [American Association of Pediatrics](#), and [Common Sense Media](#).

- Spend quality time with your child each night.
- Listen to your child read to you or read aloud to your child.
- Be supportive and available to your child, always encouraging them to do try their very best.
- Remind them that it's ok to make mistakes.
- Communicate regularly with your child's teacher by email, in person, or through the daily communication folder.
- Attend the Director's Coffee Mornings at AISC in order to receive information about our curriculum, communication procedures, counselling program, and assessment practices.

PARENT/TEACHER COMMUNICATION

At AISC, we believe that regular and consistent communication between home and school is vital to student success. Parents are encouraged to email teachers anytime or to schedule an appointment to speak in person. While AISC has an open-door policy, to be sure you receive the attention and time you require, it is best you book an appointment ahead of time.

When parents have a question or concern regarding a school issue, the person or persons most directly associated with the concern involving the welfare of an individual student should be most directly involved with its response. When a concern arises, we believe concerns and problems are best solved at the level where they occur. Thus, we ask parents and students to first speak with those involved to seek solutions. If at that level concerns are not resolved, the School Counselor, Principal or Director, are happy to assist in a problem-solving and guidance-oriented approach.

AISC communication occurs in a variety of ways. As an elementary parent, be sure to read the weekly newsletter sent out by the classroom teacher every Monday. Each week the newsletter

will highlight the concepts and keys skills covered in our instructional units as well as dates for upcoming events and other important announcements.

Additional means of communication include:

- **Conference Days** are scheduled each year to ensure that parents have regular contact with their child’s teachers.
- **Open House** is held at the start of each school year. This is an opportunity for parents and students to meet their teachers and visit their classrooms.
- **Curriculum Evening** is held each fall. Parents are invited to come in to meet their child’s teachers and receive information about the curriculum expectations and other information about the school.
- **Weekly Director’s Coffee Mornings** are hosted each week in the library. Each meeting is dedicated to a specific grade level. Topics of discussion may include school programming, educational issues, and current educational research affecting specific grade levels. Topics are communicated in advance by email and in the Islander Newsletter.
- **Special Information Meetings** are held throughout the school year to provide information to special sections of our school community.
- **The Islander Weekly Newsletter** contains important information and notices of upcoming events at the school. The Islander is the main channel of communication and is updated on the AISC website and is emailed home each week.
- **The AISC Website** is regularly updated with news, events, policy handbooks, educational programs, and a variety of other important information, www.aisc.ac.cy.

DAILY ROUTINE

Classes begin daily at 8:05 am. Getting to school on time is important for students of all ages. Children require a few minutes in the morning to organize themselves for the school day. Coming to school late may result in a confused and disorganized start that may be felt for the entire day. Parents who drive their children to school must ensure that their children arrive on time. While we understand that there may be rare times when tardiness cannot be avoided, we expect that all children will arrive ahead of the 8:05 am start time each day. Students are dismissed daily at 3:05 pm except on Wednesdays when classes end at 2:05 pm to allow for faculty meetings.

The following class periods are based on a 10-day cycle:

MORNING MEETING	DAILY
LITERACY	DAILY
MATHEMATICS	DAILY
SOCIAL STUDIES/SOCIAL STUDIES	6 TIMES
MUSIC	4 TIMES
PHYSICAL EDUCATION	6 TIMES
ART	4 TIMES
LIBRARY	2 TIMES
MIND UP/ COUNSELLING PROGRAM	2 TIMES
HANDWRITING WITHOUT TEARS/KEYBOARDING WITHOUT TEARS	2 TIMES

FIELD TRIPS

AISC schedules field trips to supplement and enhance the educational program. Students are expected to participate in field trips unless they are ill. Parent chaperones may be requested

to provide adequate supervision of students on field trips. The school will determine the cost for transportation and any fees, and notify parents in advance. Students will dress in school uniform on field trips unless notified otherwise.

KG5 field trips may include visits to:

- Cultural heritage sites
- Local Museums
- A Farm
- Local parks
- A bike shop
- A pet shop
- A Local Market
- The Fire Station
- The Beach
- The Dentist
- The Bakery



SERVICE LEARNING

AISC has a tradition of community service which has been extended into a service learning concept. The intent is for service projects to come as a natural extension of the curriculum. These are student-centered activities where planning, action, reflection, and demonstration are all a part of the learning cycle.

Each student from Kindergarten through Grade 5 is a participant in service learning. It is through these activities that staff, students, and parents work together to experience the concept of service which we hope will continue throughout their futures.

Some of the service learning activities for the KG5 may include:

- Beach clean-up
- Troodos nature walk and clean-up of nature trail
- Visits to an elderly home

ENGLISH LANGUAGE LEARNER'S PROGRAM (ELL)

The services provided at AISC for students learning English as a second language, vary according to student needs. Our delivery models include:

Sheltered Classes (Separate Class)

The emphasis is placed on communicative skills with daily instruction in vocabulary and oral language acquisition as well as listening, reading, and writing skills. Sheltered classes follow the identical curriculum of regular classes, but instruction moves at a slower pace to assure student comprehension of the material. Student accommodations may include extra time for assignments and tests, reduced reading and writing assignments, and instruction in study skills.

Resource Classes (Separate Class)

The emphasis in a resource class is placed on advanced language skills including increased and more complex reading and writing assignments.

In coordination with regular classroom teachers, the ELL course materials complement what is taught in the content areas of science, social studies, and math. We work closely with all classroom teachers to ensure that all curriculum objectives are addressed.

Inclusion (In Regular Class)

The emphasis of the inclusion delivery model is to support students, as they become independent learners. We continue to work with the regular classroom teachers to provide necessary accommodations and strategies.

Students are individually assessed upon arrival and are scheduled for the ELL services that will meet their needs. During the school year, assessments are ongoing to assure appropriate services for student growth and success. Please refer to the Tuition Schedule for related costs.

LEARNING SUPPORT CENTER (LSC)

The AISC Learning Support Center was established in 1993 to provide students with mild learning difficulties an opportunity to receive the additional assistance necessary for academic success.

AISC offers services to students with mild learning disabilities, such as mild attention deficit disorders (ADD/ADHD), and mild dyslexia.

Our services include:

- Support in a separate classroom (Resource)
- Support in the regular classroom (Inclusion)
- Learning Strategies class (for Middle and High school)
- Assistance in the development of behavior modification programs

In order for a student to receive learning support services at AISC, the school requires documented evidence that indicates a learning disability. The standard documentation is a psychological educational evaluation. It must be noted that even in the presence of a learning disability, all students must be able to function academically in the regular education classroom. All students must meet the standards and objectives for their grade level without any modifications, or changes to the curriculum.

We work closely with classroom teachers on strategies and accommodations for student success. Please refer to the Tuition Schedule for related costs.

COURSE DESCRIPTIONS

The Common Core and Virginia State Standards, as well as the curriculum maps for all subjects, can be found on the Atlas Rubicon [website](#). (Login password: inspire)

LITERACY

The KG5 Language Arts program at AISC provides instruction in reading, writing, speaking, listening, phonics, vocabulary, and handwriting and promotes a general love for all areas of language. The Balanced Literacy Approach is used at AISC. This is the teaching of reading and writing in a developmentally appropriate way in which instruction is balanced with student time to practice daily reading and writing independently. Learning occurs in a whole class setting, in small groups in the form of literacy centers, and on an individual basis, as appropriate. A variety of methods and materials are used to teach skills, extend thinking, and to promote and refine the language development of our students. A literature-based approach exposes students to recognize works of children's literature, promoting critical reading, thinking and discussion

skills as a love of reading is fostered. We ensure that whole group instruction in literacy includes modeled, shared and guided instruction. Interactive writing is used to engage students in the writing process and conferences are regular to work with students independently. We model connection making, and help students make predictions, and develop their comprehension strategies. Phonics is an important part of the curriculum and is taught both explicitly and implicitly, using the Jolly Phonics program and further supplemented by the Fountas & Pinnell Phonics, Spelling, and Word Study System. Creativity is highly regarded, and it is understood that children develop at their own individual rates. We differentiate our program based on need and ability and strive to meet individual needs. We challenge students who are already reading, and support students who are still at an emergent or developing reading level. Rhyming, poetry, and an author study are components of the literacy block. We also use a lot of role-play activities to help children explore their tone and expression as well as to learn how to sequence stories in the correct order.



READING

There are various stages KG5 students pass through as they learn to read. AISC differentiates instruction to meet the needs of all students in their Kindergarten years. Access to leveled books and instruction in small reading groups facilitate a differentiated approach. However, by the end of KG5 our goal is for students to be able to:

- Understand that print contains a meaningful message
 - Use the Jolly Phonics Program to sound out and read words
 - Demonstrate an understanding of concepts about print
 - Imitate reading-like behaviors
 - Reproduce language patterns orally from familiar books or texts
 - Know the letters of the alphabet
 - Use initial sounds in their writing
 - Retell text
- Use illustrations and prior experience to help predict and bring meaning to text
 - Submit a daily reading log indicating the date and the book title
 - Begin to use the 8 Comprehension Strategies (Questioning, Prior Knowledge, Visualizing, Summarizing, Making Connections, Evaluating, Synthesizing, Inferring)



WRITING

Teaching traits in KG5 are about the language, giving the students a writer's vocabulary for thinking, speaking, and working like writers. In KG5 the explicit mini-lesson usually takes the form of modeled, shared, interactive and guided writing. The child knows that during writing time he/she must write words as best as he/she can. Writers write labels, sentences or stories using sound/letter correspondence to do so.

Features of written language and aspects of the writing process:

- Recognize, read and write KG5 Fry High Frequency Words
- Use lowercase/uppercase letters
- Use the Jolly Phonics program to sound out and write words
- Listen for and record blends
- Leave spaces between words
- Refer to the word wall as a resource
- Rely on high frequency words
- Use end punctuation
- Sound out words to create sentences
- Use the 6+1 Writing Traits to enhance student writing (Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, Presentation)
- Sort unfamiliar words according to different patterns



By the end of KG5 students will:

- Attach meaning and print to pictures
- Hear and record sounds in words
- Practice writing by copying print
- Legibly form upper and lower-case manuscript letters
- Legibly write numerals 0 – 20
- Use inventive spelling

HANDWRITING

Handwriting Without Tears is a multisensory handwriting program that develops writing fluency and instruction. Students will learn how to build strong habits in printing letters, words and sentences. The short and explicit lessons are interactive with movement and music and will be well implemented in our literacy block through word study centers.



SPEAKING & LISTENING

By the end of KG5, students will:

- Express ideas clearly in sentences
- Make relevant contributions to group discussion
- Participate in interpretation of literature through drama, art and music
- Understand turn taking in conversational situations
- Apply active listening skills attentively during discussions
- Tell a story to describe their drawings
- Act out a story using appropriate tone and expression

MATH

Math learning in the 21st century is comprised by creativity, rich collaborative tasks, the use of mathematical tools, critical thinking, and problem solving. In addition to using a variety of open

source instructional materials, AISC teachers are guided by the following documents to inform instruction and develop learning experiences in math:

- Common Core State Standards of Learning
- National Council of Teachers of Mathematics (NCTM) Focal Points.
- K-8 Progressions and Critical Areas by Erma Anderson, Math and Science Education Consultant
- The 8 Common Core Standards for Mathematical Practice

Instruction focuses on the following Critical Content Areas:

- Representing and comparing whole numbers, initially with sets of objects
- Describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

The 8 Standards for Mathematical Practice include:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with Mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.



In Kindergarten, instructional time in math focuses on 2 critical areas:

1. Representing, relating, and operating on whole numbers, initially with sets of objects.
2. Describing shapes and space. More learning time in Kindergarten is devoted to number sense than to other topics.

SOCIAL DEVELOPMENT

Kindergarten is a special time for social-emotional development. Children are learning how to make friends and form relationships and they are learning to become independent people. With this in mind, and with the support of the classroom teacher and partnership with parents, by the end of KG5, students are expected to:

- Show an individual awareness of self as a member of the family and community
- Name and understand roles of community helpers
- Show an awareness of different cultures
- Play and work cooperatively
- Respect self, others and the environment
- Share and take turns
- Seek appropriate amount of adult attention
- Follow classroom rules
- Accept roles of leader and follower
- Display self-control
- Accept responsibility for behavior and work
- Make good decisions

SOCIAL STUDIES

In KG5, Social Studies emphasis is placed on the individual and how the individual lives within the family, school and community. Map and beginning globe skills are introduced as the student begins to understand how groups of people interrelate and depend on each other. Current events, important holidays and celebrations are discussed.

Each year the KG5 program plans and selects from the following themes:

- Family and Friends
- Community Workers
- My Country

SCIENCE

In Science, students will be collaborating in many small group experiments, as well as independent studies to facilitate learning, observing, discovering, experimenting and wondering about science concepts. Our hands-on, inquiry-based science program is enhanced by the *Engineering is Elementary Curriculum*, which encourages children to apply what they know about science and math to real-world learning experiences. Each year the KG5 program plans and selects from the following themes:

- Five Senses
- Collections from Nature
- Rainbow, Color and Light
- Health and Hygiene

During the KG5 year, students will be expected to:

- Demonstrate curiosity and willingness to explore and experiment
- Demonstrate understanding of and care for the natural world
- Demonstrate an awareness of the characteristics and functions of some common materials
- Demonstrate understanding of strategies for planning and organizing
- Pose simple questions
- Develop skills such as measuring, Sorting, Classifying
- Communicate information about the natural world



Our School Garden

Our preschoolers love to plant, pull weeds, harvest, and eat the produce that comes from our organic raised-bed vegetable garden! They have the opportunity to see the life cycle of a plant from seed to harvest to table.

Science Fair

KG5 students are also expected to participate in the Annual AISC Science Fair by preparing one classroom experiment and presenting it to the AISC Community. Students prepare for their science fair experiment while being exposed to the scientific method of developing and testing a hypothesis, collecting information through observation of their experiments, and forming a conclusion.

EDUCATIONAL TECHNOLOGY

The KG5 classroom shares a class set of iPads with Grade 1. Early elementary computer needs are primarily to familiarize students with the computer through the use of the mouse, basic eye-hand coordination and exploration for language and mathematical development. In KG5, students get their first experience with computers. Students are introduced to basic computer skills, keyboarding skills, and a unit related to digital citizenship. The emphasis of this early stage is on having fun while exploring new areas of learning.

AISC elementary classrooms integrate the International Society for Technology in Education (ISTE) Standards. ISTE standards are related to:

- Creativity and Innovation
- Communication and Collaboration
- Research and Information Fluency
- Critical Thinking, Problem Solving, and Decision Making
- Digital Citizenship
- Technology Operations and Concepts



Software used in KG5 includes:

- Dreambox Learning (Math)
- Raz Kids (Literacy)
- Keyboarding Without Tears (KWT)
- Rosetta Stone

ART

KG5 Students have opportunities to creatively develop and express their ideas, experiences, and feelings.

Young Artists are exposed to beginning art concepts such as:

- Using a range of art tools, materials, and techniques to create personal responses to art-making problems
- Beginning to manipulate materials with a purpose to express ideas, experiences, and feelings in visual forms
- Learning about the elements of art, including color, line, shape, texture and pattern
- Creating drawings from observation
- Utilizing technology to create art
- Respect for materials and attitudes about art
- Exploring the concept that people in all cultures create works of art
- Identifying people who make art as "artists"



FINE MOTOR DEVELOPMENT

By the end of KG5, students will:

- Demonstrate motor skills including cutting, gluing, tracing, coloring and folding
- Demonstrate self-help skills including dressing, zipping, buttoning, snapping, etc.
- Demonstrate pencil control

MUSIC

In music classes, students in KG5 are exposed to simple music concepts such as:

- Rhythm, using percussion instruments and body percussion
- Improving pitch through singing
- Performance
- Music interpretation and appreciation
- Music and movement
- Tempo, pitch, articulation and dynamic changes
- Basic note values
- Musical stories and composers
- Composing music to a story, color or graphic design

MUSIC MATTERS!



PHYSICAL EDUCATION

During the Kindergarten years students should demonstrate continuous improvement in movement under very simple conditions. Students develop fundamental skill patterns and begin to learn key movement concepts that help them perform in a variety of educational games and activities. Students learn to use safe practices, cooperate with and respect others, and follow classroom rules. Experiences in physical education help them develop a positive attitude for leading a healthy, active lifestyle.

In Physical education classes, students in KG5 are exposed to:

- Energetic outdoor activities
- A range of ways in which to use their bodies in physical activity and to use their bodies to express ideas and feelings
- Running, jumping, skipping, climbing, balancing, throwing and catching, with increasing skill and confidence
- Working with others cooperatively in physical play and games
- Activities using the fine motor movements of their fingers and hands
- Safely using equipment
- A love of physical activity and play and a positive attitude for leading a healthy, active lifestyle



LIBRARY TIME

Library time is an important component of the elementary schedule. Children come to the library to have a story read to them, read independently, research, and check out books to take home. They are given the freedom to explore the different areas and search for books of their choice with the guidance of the Librarian. The Librarian coordinates lessons with classroom teachers to provide optimum support materials and ideas for classroom activities and research. The children learn that books are meant to be cared for as well as shared and enjoyed. Children in the early elementary



grades (K-2) check out one book at a time per week. Children in the later grades (3-5) check out two books at a time per week. The library does not charge fines for overdue books but lost books are the responsibility of each patron. The library is open from 8:00 am to 4:00 pm Monday to Friday. Books can be checked out over the summer. Suggested book lists for summer reading are sent home with the final report cards but are available at any time. Parents are welcome to use the library throughout the year to check out additional books for their children or for themselves.

CHARACTER EDUCATION/COUNSELLING PROGRAM

The AISC Elementary Counseling program respects students' values, rights and beliefs while addressing academic, personal, social, and emotional developmental needs of every student. The AISC Elementary Counseling Program is aligned with the Virginia State Standards for School Counseling which reflects the progression of student growth throughout the school experience and focuses on academic, career and personal/social development. The Elementary Counselor is a student educator and advocate who supports students in the following three ways:

1. Positive Behavioral Intervention System:

- Implementation of a schoolwide positive behavioral intervention system based on a philosophy of positive behavioral support and reinforced daily by staff members and secondary students.

2. Character education:

- Weekly social and emotional well-being educational lessons which teach themes including, but not limited to: Personal Organization, Communication, Cooperation, Sportsmanship, Strategies to Focus Attention, and Self-Esteem.
- The MindUP Mindfulness Program which focuses on social and emotional skills. The program is based on cognitive neuroscience and works in parallel to the Virginia State Standards for School Counseling. It teaches students to self-monitor, self-regulate and engage in focused concentration that leads to academic success. The counselor visits the Grade 1 classroom once per week to work with students on mindfulness techniques through the MindUP program.
- Class counseling on topics such as friendship, love, sadness, anxiety, and cooperation skills.
- Regular collaboration with the classroom teachers, administrators, staff members and parents to ensure that students needs are met.

3. Intervention programs for students needing extended support through small group counseling when extended support is needed. At times, a small group of children may need counseling support outside of the regular classroom setting in order to cope with emotional and social skills.

4. Individual extended support through:

- Individual counseling and/or behavioral interventions for students who may be struggling socially and emotionally
- Learning Support services

- Responsive Services – when a crisis arises and immediate counseling support is needed

5. Oversight and implementation of the AISC Child Protection Policy

For more information on Counseling at AISC, please refer to the Elementary Counseling Handbook on the AISC Website.

RECESS

Elementary recess time provides our students with a much-needed break from the rigor of the academic day. Big Toy time at AISC is a safe and well-supervised play time which allows student to participate in free play and gives students opportunities to rest, move, imagine, problem-solve, cooperate, share, and socialize. The importance of free play time in a well-supervised setting is widely documented in the educational research and has been shown to have positive effects on children’s concentration throughout the rest of the school day. At AISC, recess time will not be withheld for academic or punitive reasons. For more information on the importance of play time, please see the American Association of Pediatrics, <http://pediatrics.aappublications.org/content/131/1/183>.

ASSEMBLIES

Elementary assemblies play an important role in the program as they provide a fun and educational venue for students to demonstrate the work they are doing in their classes. Assembly topics are aligned with the units of study at each grade level. Additional assemblies will include Character Development and Awards programs. These showcases provide a great opportunity for students to develop leadership skills, act independently, and play an active role in their learning.

Parents are invited to attend assemblies at 2:25 pm each Friday afternoon. On rare occasions, assembly dates and times may be adjusted. Parents will be notified in such cases.

SUMMER WORK

Research has shown that over the summer months students often regress in their academic skills by one month or more. Each year, considerable instructional time is spent reviewing skills and knowledge lost over the summer months. The summer learning effect has been observed in schools around the world and can contribute to a widening gap in achievement over time. This data reinforces the importance of reading and practicing Math and Literacy skills over the summer holiday. For this reason, we have created calendars with fun Math and Literacy activities for your child to complete over the summer months.

These summer activities will enable your child to review concepts and reinforce skills learned during the past school year. The work they do over the summer will be turned in to your child’s teacher and reviewed in class during Group Share and Evaluation time at the start of the school year. Summer work can be found on the AISC Website at the end of each school year, <https://www.aisc.ac.cy/academics/summer-work/>.

MEMBERSHIPS AND ACCREDITATION



The American International School in Cyprus is accredited by the following organizations:

MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS
COUNCIL OF INTERNATIONAL SCHOOLS
INTERNATIONAL BACCALAUREATE ORGANIZATION
CYPRUS MINISTRY OF EDUCATION

The American International School in Cyprus is a proud member of the following organizations:

EUROPEAN COUNCIL OF INTERNATIONAL SCHOOLS
NATIONAL HONOR SOCIETY
MEDITERANNEAN ASSOCIATION OF INTERNATIONAL SCHOOLS
NEAR –EAST SOUTH ASIA ASSOCIATION OF INTERNATIONAL SCHOOLS
CENTRAL AND EASTERN EUROPEAN SCHOOLS ASSOCIATION

Founded in 1987, The American International School in Cyprus is a private, coeducational, college preparatory school. We are proud to provide a first class American and international university preparatory education within the Cyprus local community that incorporates Greek as a First Language program for our Cypriot students. AISC serves a unique function in the Cyprus community, offering the only American system program in Cyprus while providing our students with the option of the International Baccalaureate program for the last two years of secondary school.

AISC is owned by Educational Services Overseas Limited (ESOL), a leading regional school operator headed by Mr. Walid Abushakra. ESOL has an established, twenty-five-year track record of operating some of the region's leading American and British curriculum schools. A large number of graduates from ESOL's schools have gone on to attend some of the world's leading universities in the United States of America and the United Kingdom.

Our program develops the whole child by nurturing sense of worth, leadership, academic excellence and independence. We have a strong focus on service learning. Our students participate regularly in community service and character-building life experiences, locally and abroad. An AISC education is rich with diverse learning experiences and opportunities for personal achievements.

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