



# ELEMENTARY SCHOOL

COURSE DESCRIPTIONS



ST. JOHN'S  
INTERNATIONAL SCHOOL





## Table of contents

Mission statement, philosophy, general goals	2
Elementary School goals and objectives	3
Admissions policy, placement procedures	4
The Primary Years Programme	5
Early childhood	7
Pre-kindergarten program	7
Kindergarten program	8
Grades 1 and 2	9
Grades 3, 4 and 5	10
After-school activities	12
Support Services	13
Elementary counseling	13
Code of Conduct	14
Consequences and sanctions	14
Elementary School dress requirements	15

## MISSION STATEMENT

St. John's International School exists to provide an English-speaking education that emphasizes Christian values, encourages academic excellence, and stimulates social development within a culturally diverse environment.

## PHILOSOPHY

St. John's International School provides a quality education, which is inspired by Christian values, while respecting other religious traditions. Within a caring environment, students are cherished as individuals, encouraged to reach full potential, prepared to think globally with a commitment to justice, and challenged to act responsibly in a constantly changing society.

## GENERAL GOALS

1. St. John's Board and Administration will offer effective leadership and sound direction through clearly formulated statements of policy.
2. St. John's will manage its resources efficiently and responsibly in order to sustain a sound educational program consistent with its stated philosophy.
3. St. John's will attract, employ, support, and manage an outstanding faculty of diverse backgrounds and complementary talents who are role models dedicated to the mission of the school.
4. St. John's will provide a well-rounded program of instruction and inquiry appropriate to the diverse intellectual, social, emotional, spiritual and physical needs of its international student body.
5. St. John's will promote strong interpersonal relationships among students, teachers and administrators.
6. St. John's will encourage and support appropriate parental involvement in the school community.
7. St. John's will reinforce a sense of individual responsibility, self-discipline, self-reliance, and respect for self and others, while fostering racial, cultural and religious harmony.
8. St. John's will nurture global awareness in a multi-cultural environment and encourage students to make a positive contribution to society.
9. St. John's will offer the opportunity for all students to attain fluency in at least one language other than their native tongue.
10. St. John's will ensure a safe and secure environment for the spiritual, physical, and emotional well-being of its students.



## ELEMENTARY SCHOOL GOALS AND OBJECTIVES

St. John's International School exists in order to provide an educational environment which is ecumenical in practice, and inspired and supported by Christian values. St. John's:



- promotes Christian values as the driving force behind its educational efforts
- fosters racial, cultural and religious harmony and tolerance while benefiting from the diverse background of its students
- develops a conscious awareness of those less fortunate than themselves
- provides, in the true spirit of ecumenism, a welcome to students from all faiths

Realized in a caring atmosphere, St. John's:

- fosters in each student a sense of personal worth
- creates a caring community which is family-oriented and supportive of the best of family values
- seeks a safe and secure environment for the physical and moral well-being of all its students
- heightens student ecological awareness and their sense of responsibility towards world conservation

Where each individual is afforded the opportunity for optimal growth, St. John's sees this growth, in all its aspects, as an on-going process and:

- enables the students to express themselves clearly
- encourages curiosity and independence of thought
- provides an individualized program according to his/her needs, ability and potential
- challenges students to realize that potential
- promotes physical development through a diverse athletics program
- encourages creative and cultural opportunities in an enriched fine arts program

We believe that we must prepare individuals to cope with the complexities of a contemporary and rapidly changing society, thus St. John's:

- offers the opportunity to each student to attain fluency in at least one language other than her/his native tongue
- promotes a healthy lifestyle through an interest in lifetime sports and athletics, fostering team spirit and sportsmanship which will enable students to cope with the stresses of contemporary living
- develops an open mindedness towards new technology
- encourages the purposeful use of materials and techniques which will enhance the growth of the individual throughout life

## ADMISSIONS POLICY

Admission to St. John's Elementary School is essentially non-selective since the school is structured to deal with a wide ability range of children who can function normally in a regular classroom.

In certain instances, it should be noted that the school retains the right to refuse admission to any child whose learning or behavioral disabilities are considered to be so severe that the child could not function within the existing academic and instructional program, even with the full cooperation of the school's Support Services Department.

Pre-kindergarten children must be toilet-trained as a requirement for admission to the program.

## PLACEMENT PROCEDURES

The basic criterion for placement is age. Our cut-off date is December 31 of the present academic year. Maturity, educational background and level of achievement are also considered. The school reserves the right to place each child in the class year group deemed to be most appropriate and beneficial.

The sections are subdivided as follows:

- Pre-kindergarten Year 1
- Pre-kindergarten Year 2
- Kindergarten
- Grades 1 and 2
- Grades 3, 4 and 5

Students needing academic support or English as an Additional Language (EAL) are interviewed by the coordinator of Support Services. Documentation from the previous school such as individual education program (IEP) should be given to the coordinator at this time so that a decision will be made regarding acceptance. There is an extra fee charged for individual lessons in speech therapy, physiotherapy or occupational therapy.

After admission, students are placed in heterogeneous homeroom groupings.

French placement is in homogeneous grouping.



# THE PRIMARY YEARS PROGRAMME

(Quoted with permission from the IBO)

The Primary Years Programme (PYP) is an international curriculum framework designed for all children between the ages of three and twelve years. The program focuses on the total growth of the developing child, affecting hearts as well as minds and addressing social, physical, emotional and cultural needs in addition to academic welfare. The PYP combines the best research and practice from a range of national systems with a wealth of knowledge and experience from international schools, to create a relevant and engaging educational program.

## Unique characteristics

The Primary Years Programme offers a comprehensive, inquiry-based approach to teaching and learning. It is an international model designed for concurrency in learning and in student learning styles, teaching methodologies and assessment strategies. The curriculum framework is an expression and extension of three inter-related questions. What do we want to learn? How best will we learn? How will we know what we have learned? Children from the age of eight begin learning a modern foreign language in order to enhance the international perspective.

Aims of the PYP are expressed as a series of desired attributes and dispositions that we strive to support and encourage in our students. These globally minded young people are:

### Inquirers

Their natural curiosity has been nurtured. They have acquired the skills necessary to conduct purposeful, constructive research. They actively enjoy learning and the love of learning will be sustained throughout their lives.

### Thinkers

They exercise initiative in applying thinking skills critically to make sound decisions and to solve complex problems.

### Communicators

They receive and express ideas and information confidently in more than one language, including the language of mathematical symbols.

### Risk-takers

They approach unfamiliar situations without anxiety and have the confidence and independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.

### Knowledgeable

They have spent time in our schools exploring themes which have global relevance and importance. In so doing, they have acquired a critical mass of significant knowledge.

### Principled

They have a sound grasp of the principles of moral reasoning. They have integrity, honesty and a sense of fairness and justice.

### Caring

They show sensitivity towards the needs and feelings of others. They have a sense of personal commitment to action and service.

### Open-minded

They respect the views, values and traditions of other individuals and cultures, and are accustomed to seeking and considering a range of points of view.

### Balanced

They understand the importance of physical and mental balance and personal well-being.

### Reflective

They give thoughtful consideration to their own learning and analyze their personal strengths and weaknesses in a constructive manner.

## Transdisciplinary Inquiry

At the heart of the Primary Years Programme's philosophy is a commitment to structured inquiry as an ideal vehicle for learning. Teachers and students are guided by a series of basic questions as they design curricular units for exploration and study. Who are we? Where are we in place and time? How do we express ourselves? How does the world work? How do we organize ourselves? How should we share our planet? Together, these questions elicit ideas of local and global significance and reveal concerns that all people share regardless of their backgrounds or where they live.

## The curriculum framework

The framework incorporates five essential elements: concepts, skills, attitudes, actions and knowledge. The transdisciplinary questions or themes form the context in which the curriculum operates. Students explore academic subjects through these themes and often in ways that transcend conventional disciplinary boundaries.

### Concepts

Key concepts are expressed as questions—What is it like? How does it work? How is it connected to other things?—which propel the process of inquiry and lie at the heart of the curriculum model.

### Skills

Sets of cross-curricular skills—thinking, communication, social behavior—are acquired in the process of structured inquiry.

### Attitudes

The program as a whole promotes and fosters a set of attitudes including tolerance, respect, integrity and confidence.

### Actions

Students are encouraged to reflect, choose wisely and to act responsibly with their peers, school staff and in the wider community.

### Knowledge

The program identifies a body of significant knowledge for all students of all cultures in six principal domains: languages; social studies; science and technology; mathematics; arts; personal, social and physical education.

## Student assessment and program evaluation

The Primary Years Programme promotes the use of a range and balance of school-based assessment strategies. These include student-teacher conferencing, writing samples, structured observation, performance tasks evaluated by means of assessment rubrics and various forms of student self-assessment.

The student's progress through the curriculum is documented in a portfolio, a profile of student achievement and accomplishments which also facilitates transfer between schools offering the PYP. Students and teachers collaborate on selections for the portfolio.

All participating PYP member schools are visited and evaluated by an International Baccalaureate Office delegation three years after authorization and at five year intervals thereafter. A team of professional educators reviews the overall delivery and effectiveness of the PYP at the site and makes recommendations for improvement.



## EARLY CHILDHOOD SECTION

### **“Timbertops”**

A primary aim in this section of the school is to develop children’s awareness of their physical and social environment. An integral part of this program is to develop vocabulary, improve diction and encourage contribution to class discussions. All activities serve to increase the children’s confidence and enable them to become independent learners.

Children will develop a feeling of belonging, security and self-confidence through successful completion of classroom tasks. The teachers will reinforce home values by helping the children develop respect for the property of others. Emotional and social development will be further encouraged by expecting the children to display friendliness and politeness to others and fairness in play and in conversation. They will be helped to appreciate adult supervision and to have respect for adult authority.

Children are taught basic motor skills in a safe environment through games and music. At this stage, it is important to establish foundations for healthy living. Social skills are developed through group activities where emphasis is placed on working as a team.

## PRE-KINDERGARTEN PROGRAM

For many children, this is their first exposure to peer group interaction. The atmosphere is warm, secure and a caring extension of the home. Emphasis is placed on fostering imagination and learning through inquiry. The two teachers of this class use a variety of materials and approaches, including Montessori, for developing practical life, fine and gross motor skills. Teachers enrich the curriculum through music, art, French, library and EAL programs.

The pre-kindergarten program will offer a variety of activity centers including dressing-up play, home corner, creative craft activities, water/sand play, cookery and construction toys. Language will be stimulated through stories, finger rhymes, music and movement and drama. Number readiness will be approached through hands-on or other oral activities.

The children will play out in the well-equipped adventure playground as often as possible, weather permitting.

Younger children who opt for a full day program may have a rest after lunch. They will be offered a session of French/English as an Additional Language (EAL) as appropriate.

Changes in the daily program may be made for special activities and field trips.

### **Extended day session**

After lunch, the pre-kindergarten children, who have opted for one or more extended days, will have another recess outside, weather permitting. They will then participate in French class or English as an Additional Language (EAL) (depending on the level of their English proficiency). These are lively, enjoyable lessons based on nursery rhymes, films, stories and games. The remainder of the day is spent on a variety of other activities which will include art, drama, science and technology. Changes in the program may be made for special activities and field trips.

### **Primary Years Programme**

As explained earlier in the booklet, The Primary Years Programme of the International Baccalaureate (IB/PYP) commences in the pre-kindergarten. The program follows PYP Units of Inquiry developed by the teachers.

## THE KINDERGARTEN PROGRAM

Kindergarten is a full day program from 8:35 to 15:25.

The children have a morning snack and a recess period, and lunch followed by a second recess period.

### General summary of academic subjects

Children are placed in mixed-ability groups for all lessons except for French, EAL and swimming.

Language is taught daily and includes listening skills, oral expression, word and sentence writing. Pre-reading, reading, spelling and handwriting skills are also covered.

Mathematics is introduced through the use of manipulative materials. The program is rich in mathematical vocabulary which encourages logical thinking and problem solving. Throughout the year, we cover concepts such as sorting and classifying, patterns, shapes, time, money, measuring and number skills where simple computation, addition and subtraction are introduced.

Our motto in the French lessons is "French is fun." French is taught four times a week as a living language much in the same manner as one learns one's own language. The children are grouped according to their language experience. Lessons include every day vocabulary and are animated by songs, nursery rhymes, stories, films, and games which may evolve from the Primary Years Transdisciplinary Plan and our daily lives. English as Another Language (EAL) is offered to those children for whom English is not their first language.

### Units of Inquiry

Students engage in six Units of Inquiry each year which have themes of global significance, develop the student profile, develop transdisciplinary skills connecting school, home and the world, and have significant age-appropriate curriculum content.

### Social Studies and Science

The children draw on their diverse cultural backgrounds to enrich their understanding of personal, family and cultural identities. Through an inquiry-based approach, they develop historical, geographical and social concepts. The children develop an understanding of the rapidly changing scientific and technological world through hands-on experience and inquiry-based learning. They are encouraged to investigate, predict, gather data and record their scientific findings.

In **Religious Education**, the children learn about the meaning of Christmas and Easter, and are encouraged to develop Christian values in their everyday lives. Assemblies will be shared with pre-kindergarten, and festivals from other religions are celebrated as appropriate.

There is a library period once a week when the librarian introduces the children to library procedures and helps them to appreciate the library, as well as exposing them to children's literature through a variety of activities.

In **Art**, the children are introduced to a variety of art materials and techniques. Whenever possible, art is integrated into the classroom.

**Music** lessons encourage the appreciation and enjoyment of music through listening, singing, dancing and playing percussion instruments.

The **Physical Education** units are a continuation of the ones taught in pre-kindergarten. By using a large variety of equipment and games, the children improve their psychomotor skills, gross motor coordination, speed, endurance and flexibility.

The **Information Technology** program offers instruction in keyboarding and other basic computing skills. It is used to develop language, mathematics and other activities related to our Units of Inquiry.

Field trips are organized regularly to complement the transdisciplinary themes. These trips are organized during school hours, under the supervision of teachers and volunteers. Approved school transport is used. Parents are welcome to come along to help supervise the students.



## GRADES 1 AND 2

Students engage in six “Units of Inquiry” each year which have themes of global significance, develop the student profile, develop transdisciplinary skills connecting school, home and the world, and have significant age-appropriate curriculum content.

Students in Grades 1 and 2 are taught in mixed-ability groups for all subjects except for French, EAL and swimming. Each day begins with registration, prayer and a sharing time. The following subjects are taught by the homeroom teacher: mathematics, language arts, religion, social studies, science, health, art, design and technology. Art, information technology, library, music, physical education and swimming are taught by subject teachers.

### General summary of academic subjects

**Language and Literary Skills** are taught daily using high quality materials and resources. Equal emphasis is placed on reading, writing, speaking and listening activities. Reading is taught through a phonics, whole word and sentence approach. Language development is also an integral part of the Unit of Inquiry.

A major aim of the Whole Language Programme in these grades is to enable children to communicate effectively facts, feelings, experiences and emotions. At all levels, children are challenged and enriched to suit their individual needs.

**Mathematics** is also taught daily. It is connected to other school subjects and to the children’s everyday experiences. Investigation and problem solving skills and strategies are particularly emphasized. Computational proficiency, necessary for successful problem solving is developed through activities and the use of manipulative materials. In the course of the year, the concepts of measurement, shape, fractions, time, money and number operations are taught. Assessment is on-going and evaluates what the students know and what thought processes they use.

**French** courses are designed to encourage and enable our students to progress from the beginning levels of comprehension to near native fluency in order for them to communicate more freely within their host community. These skills are taught four times a week.

French reading is taught in the advanced French group of Grade 2.

**Social Studies and Science** are taught through Units of Inquiry by encouraging hands-on experience and investigations. In science, our themes reflect the four strands of scientific inquiry: Living Things, Earth and Space, Materials, Forces and Energy. In social studies, the disciplines of people’s relationships to their past, environment and society are explored.

**Religious Studies.** The religion program leads to the harmonious intellectual, physical and moral development of each child. The program builds on values and basic Christian teachings, integrating the message at each level, through prayer, scripture, participating in assemblies and discussions of moral values in real-life situations. The children are exposed to other religions through a study of cultures, festivals and customs.

Library skills and an appreciation of children’s literature are taught when the students make their weekly visit to the library. In addition, classes are encouraged to utilize the library as needed during the Unit of Inquiry process.

**Art** lessons are held weekly with a subject teacher. Students are exposed to a variety of media, textures, color and techniques in two and three dimensions. Student work is displayed throughout the school and in various art exhibitions. Students are also encouraged to appreciate the works of other artists.

**Music** skills encompassing both listening and performing are developed and enhanced in weekly music lessons. The children are encouraged to listen to music of different kinds and to see and understand how patterns can be used to represent the sounds they hear. Performance includes singing and creating music on percussion instruments, and children often have the opportunity to use these skills in assemblies and melody productions and concerts. Individual instrumental lessons with private tutors are available and can be arranged through the school at extra cost.

**Physical Education** in Grades 1 and 2 is a continuation of the skills taught in kindergarten, but the skills are more complex, and a wider variety is offered. Emphasis is placed on the social aspects such as team work, fair play, etc. The children have physical education twice a week and swimming with the physical education subject teachers. For swimming, the children are divided into small homogeneous groups.

**Information and Communication Technology** is taught on a weekly basis in the PC-equipped, Elementary School computer labs. In addition, classes are encouraged to utilize the computer lab on an “as needed” basis during the school year. ICT is used to complement and reinforce classroom based Units of Inquiry. To achieve this, children are exposed to a wide variety of software and techniques including use of word processors, multimedia and graphics.

## GRADE 3, 4 AND 5

The homeroom teachers are responsible for the transdisciplinary teaching of mathematics, language skills and design technology in which children are encouraged to be active participants in the learning process. Students engage in six "Units of Inquiry" each year which have themes of global significance, develop the student profile, develop transdisciplinary skills connecting school, home and the world, and have significant, age-appropriate curriculum content. French, art, information technology, library, music, physical education are taught by subject teachers who contribute to the transdisciplinary planner. Exceptionally, children may have small group support in language arts and math to meet their needs more appropriately.

### General summary of academic subjects

**Language and Literary Skills** are approached holistically.

Whole language skills are integrated into all areas of the curriculum. The communication strands of listening, speaking, writing, reading and viewing are presented in an interrelated and interactive approach. The classroom extends beyond the classroom walls, with teacher collaboration to provide rich activities in the areas of drama, technology, discussion, library research, cultural celebrations, assemblies, music and poetry. The students will learn and appreciate the effective use of language as a valuable life skill, building on the richness of their own cultural experiences.

In **Mathematics**, the program develops a conceptual understanding of the interrelated ideas, concepts, principles and skills of mathematics, with emphasis on efficient computational and estimation skills. Teaching methods include whole class instruction, team work, cooperative learning groups and partner investigations. Problem-solving skills and strategies relating to real life experiences are particularly emphasized. There is a practical approach throughout, using mathematical manipulatives. The program aims to meet the requirements of all levels of students. There is provision within the organizational structure to provide instruction in small groups where this will best meet the needs of students.

Students will gain proficiency in their computer skills during the **ICT** lessons, while using the PC computer labs. These skills enable them to work with the computer as a tool for word processing, page layout, multimedia presentations, graphic design and as an information resource. Close integration with the Units of Inquiry support the ICT lessons and encourage students to utilize computers and technology within all aspects of life.

**Social Studies and Science** are taught through Units of Inquiry by encouraging hands-on experience and investigations. In social studies the disciplines of people's relationships to their past, environment and society are explored.

The international aspect of our school enriches our studies by bringing an awareness of, and understanding and respect for other cultures. Environmental issues on a local and global scale are looked at from different perspectives. Links with other subjects enhance the program and research skills are developed.

Science is seen as the exploration of behavior and the inter-relationships among the natural, physical and material worlds using the rational process of scientific inquiry. Students acquire scientific knowledge, understanding and skills using both first-hand experience and secondary sources to obtain information. Appropriate scientific vocabulary is used to describe and explain the behavior of living things, materials and processes. A wide range of methods including diagrams, drawings, graphs, tables and charts to record and present information are developed in a systematic manner. Health education is interwoven into our curriculum and developed through the whole Elementary School dealing with physical, emotional and social issues.

The program builds on the basic Christian teachings, integrating the message at each level through Scripture, topic-related assemblies and liturgies. Discussions of moral values in life situations enhance service projects in the community. The children learn to respect other religions through sharing festivals and worship.

In **French**, St. John's offers a continuous progress program for the beginner through to the advanced level student, including the native French speaker. Students are grouped in similar ability groupings. All groupings are sufficiently flexible to allow the children to advance to a more challenging class or change to a class which would better meet his/her needs. French is taught as a whole, living language where emphasis is placed initially on speaking and communicating in the host country. As the students progress, they acquire not only a facility in oral expression but proficiency in reading and writing French. The French department makes use of the host country's resources, cultural and environmental points of interest. The school library houses a collection of French books. Students are strongly encouraged to interact with the Belgian community to foster international understanding and to practice their French.

**Art** lessons are held with a subject teacher to develop art-making skills. Students are exposed to a variety of media, textures, color and techniques. These are linked with the thematic approach of the classroom. Children are encouraged to be aware of and appreciate their own art and the works of other artists.

**Physical Education** is a program designed to promote all-round physical fitness and psychomotor development. Lessons are held in the Sports Hall or Sports Arena or on the sports field. Swimming lessons are held in a local swimming pool. Units include gymnastics, track and field, basketball, floor hockey, volleyball, co-ed soccer, tennis, kickball and recreational games.

The library is an integral part of the school program. Each student visits the library during a scheduled class period every week and is encouraged to use the library for research and reading at other times as well. Library skills are taught at each grade level from pre-kindergarten through Grade 5 as appropriate to individual needs. The program is designed to support the curriculum, to foster a love of reading, and to provide the basis for an appreciation of literature.

**Music** skills are developed along the three basic strands of theory, listening and performing. Listening involves the appreciation of music of all genres and on different levels. Students study standard musical notation and apply it to both choral and instrumental music. Performance includes singing and creating music. Students are also required to own a recorder, which is used as a tool for learning and understanding musical notation, patterns and sequences. All children are involved in productions and concerts and may participate in extra-curricular activities such as choir, handbells or recorder ensemble. Involvement with music in the community is encouraged, such as participation in the Christmas concert in the Brussels concert hall and orchestral performances from the "Jeunesse Musicale de Brabant." Individual instrumental lessons with private tutors are available and can be arranged in the school at extra cost.

### **"Classes de Plein Air"**

During late spring, all Grade 3, 4 and 5 students take part in an off-campus learning experience. This is a culmination and re-enforcement of the year's course work during which they develop practical skills, independence and cooperative living.

The surrounding countries provide appropriate activity/study centers which provide stimulating and educational away trips for our students.



## AFTER-SCHOOL ACTIVITIES

After-school activities differ from year to year. Notices are sent out informing parents and students of the various opportunities offered for the different groups. Options are varied and have included some of the following.

- Art Club
- Ballet and Modern Dance
- Cross Country
- Chess Club
- Choir
- Drama Club
- Ensemble, Instrumental Music, Recorder, Handbells and other
- Gymnastics
- Information Technology Club
- Intra-mural Sports
- Irish Dancing
- Soccer Club
- Swim Team
- Timbertops Story Time
- Yearbook Club

Outside organizations offer the following:

- Beavers, Boy Scouts, Cub Scouts, Tiger Cubs
- Brownies, Daisies, Girl Guides, Girl Scouts, Rainbows
- Sports activities
- Religious education



## SUPPORT SERVICES

The Support Services Department provides academic support across grade levels in Elementary School.

Our learning specialists work with students, who face various types of learning challenges, in small groups in their resource rooms. A program of remediation is created to suit the needs of individual students in these small groups. Students have the opportunity to work on reading, spelling and writing skills, holistic language development, and remedial math within a highly structured learning environment. Significant emphasis is placed on the acquisition of appropriate study and organizational skills, which nurture independent student learning.

For English as an Additional Language (EAL) students, there are small group lessons available for all levels of English language acquisition: from beginner through intermediate to advanced levels. The objective of this program is to provide non-English speaking students with efficient language skills to facilitate a speedy integration into mainstream classes and all aspects of St. John's school life.

A speech and language therapist is available to screen students, on request from teachers or parents. Therapy sessions can be arranged during or after the school day for those students who would benefit from this type of language support.

The services of an occupational therapist are available when the need arises.

All these services are under the direction of the coordinator of Support Services who assures their quality by visiting each group regularly and monitoring student progress. Regular meetings are held with the coordinator of Support Services, specialist teachers, classroom teachers, the guidance counselor and parents to discuss questions relating to the individual student's academic profile and program.

St. John's International School employs a psychologist. Teachers, parents and students have the opportunity to make appointments and consult with this psychologist should there be specific concerns which need to be addressed.

St. John's is fortunate to be located near Brussels which has hospitals and agencies with psychologists, psychiatrists, neurologists, audiologists and family therapists on their staff. We use their expert advice when necessary as we believe in a team approach when working with students and their families in need of our support.

There is an extra fee charged for all individual lessons given by external specialists.

## ELEMENTARY SCHOOL COUNSELING

The Elementary School guidance counselor works with individual students, small groups and entire classes in resolving difficulties that occur at school or in their personal lives. Areas of emphasis include developing a positive self-concept, respect for self and others, communication skills, decision making skills and taking responsibility for those decisions. Additionally, the counselor helps parents and teachers learn how they can assist in the social and emotional development of the child. The counselor, through working with parents, teachers and other involved professionals, can provide support on transitional issues. The counselor can also provide special support resources which are available to families in the Brussels area.



## CODE OF CONDUCT

To enable us to support effectively the philosophy of St. John's and its mission, we feel it is necessary that expected behaviors be defined and outlined in a Code of Conduct. This Code of Conduct outlines behaviors we expect the students to practice in the classroom, on the playground and within our school environment.

Together, we can create a safer and kinder environment for personal and academic growth.

In conjunction with the Code of Conduct, we have reviewed and updated our discipline policy. This has been done to provide a structure and standardization for consequences and sanctions. It is believed that our students will be better able to manage behavior when they know what the expectations are, as well as the consequences.

All Elementary School students pledge to respect the following Code of Conduct:

- respect all members of the school community in a caring way
- listen and follow all directions
- respect school property and that of others
- work together and encourage team spirit
- use appropriate language and volume
- play and work safely
- include everyone at play
- show good manners to everyone
- model the PYP attitudes each day

## CONSEQUENCES AND SANCTIONS

Our children are well-behaved and accept responsibility for their behavior and school work. Additionally, our Code of Conduct outlines acceptable and expected behaviors consistent with the school's and the PYP learning outcomes. However, when a Code of Conduct expectation is not respected, or when classroom assignments are incomplete or missing, students need to realize that there will be consequences of their behavior. All teachers are responsible for general discipline on the yard, in the lunchroom and around the school.

Disciplinary action may consist of one or more of the following consequences:

- An adult, a teacher or the principal will talk to the student about the misbehavior.
- The student's parents will be informed.
- A conference will be held with the student's parents that may include teacher, principal, guidance counselor or other students.

Unacceptable behaviors may result in any of the following sanctions:

- discussion
- reflection
- time out
- written apologies
- behavior contract
- a work period
- parent notification
- suspension

Our parents and teachers work together as partners to teach the "whole child" on the importance of creating a pleasant and productive atmosphere in our school.

# DRESS REQUIREMENTS

## Elementary School uniform policy

### Grades 1–5

The purpose of the Elementary School uniform policy is to provide a regular appearance, and to assure adequate protection from the climate, consistent with school activity. The uniform policy promotes the development of good personal grooming habits. The uniform is obligatory. All items should be marked with the student's name. Pre-kindergarten and kindergarten students wear home clothing.

### Uniform

#### Grades 1–5

##### Girls

- white shirt with collar, long or short sleeved, or white turtle neck
- grey skirt, skirt length 5 cm above or below knee
- grey trousers (not jeans or sweat pants) or shorts
- green V-neck or hooded St. John's sweatshirt
- white socks or grey tights
- grey pinafore
- green cardigans

##### Boys

- white shirt with collar, long or short sleeved, or white turtle neck
- grey trousers or shorts
- green V-neck or hooded St. John's sweatshirt
- grey or white socks

### Shoes

- Leather shoes: black, brown, grey or navy blue or leather sports shoes predominantly in the same colors
- In mild weather, sandals (in the uniform colors) with back straps are allowed

### Hair

Hair should be clean and neatly styled at all times. Long hair must be tied back during school hours.

### Accessories

- No nail polish or make-up is allowed in Elementary School.
- No dangling ear-rings are allowed. Only stud ear-rings.

### Physical Education

- Green shorts
- Grey St. John's school t-shirt
- White gym shoes (worn only for Physical Education and with soles which do not mark the gym floor)

(Elasticated, non-tie or velcro closure gym shoes preferred for pre-kindergarten, kindergarten, Grades 1 and 2).

### Swimming

- A "Speedo" style swimsuit is obligatory for commune swimming pools where the students swim (i.e., not bermudas).
- In Belgium, it is compulsory to wear a swim cap (boys and girls).

