



Verdala
INTERNATIONAL SCHOOL

Elementary School and Early Years Parent Handbook

2021-2022 School Year

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Elementary
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(PK1-Grade 1)

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Elementary
Assistant Principal
(Grade 2 - Grade 5)

TABLE OF CONTENTS

[TABLE OF CONTENTS](#)

[Welcome to Verdala International School](#)

[VIS GUIDING STATEMENTS](#)

[VIS VISION](#)

[VIS MISSION STATEMENT](#)

[STUDENT PROFILE](#)

[DEFINITION OF LEARNING: LEARNING @ VIS](#)

[STUDENT RIGHTS](#)

[STUDENTS' RESPONSIBILITIES](#)

[SCHOOL CONTACT DETAILS](#)

[ACADEMIC PROGRAMS](#)

[DISTANCE LEARNING @ VIS](#)

[EARLY YEARS PROGRAMME - \(PreKindergarten 1-PreKindergarten 2\)](#)

[International Early Years Curriculum](#)

[Language](#)

[ELEMENTARY PROGRAMME - \(Kindergarten to Grade 5\)](#)

[International Primary Curriculum](#)

[Language Arts](#)

[Maths](#)

[Drama \(Grades 2-5\)](#)

[Music \(Grades 2-5\)](#)

[Information Technology \(IT\)](#)

[Library](#)

[Personal, Social, Health, Education \(PSHE\)](#)

[Physical Education \(PE\)](#)

[HOME LEARNING](#)

[REPORTING STUDENT PROGRESS](#)

[CLASSROOM-BASED ASSESSMENT](#)

[STANDARDIZED ASSESSMENTS](#)

[COMMUNICATING STUDENT PROGRESS](#)

[Celebrations of Learning](#)

[Parent-Teacher Conferences](#)

[Written Reports](#)

[GENERAL INFORMATION](#)

[TRANSITIONING TO MIDDLE SCHOOL](#)

[ATTENDANCE AND PUNCTUALITY](#)

[DATA PRIVACY](#)

[LIBRARY SERVICES](#)

[ACCEPTABLE USE POLICY](#)

[ARRIVAL AND DEPARTURE](#)

[Friday Dismissal](#)

[Early Pickup Procedures](#)

[Alternate Dismissal Procedures](#)

[VISITING SCHOOL](#)

[Meeting With Teachers](#)

[LUNCH](#)

[DRESS CODE](#)

[PE Clothing](#)

[HOUSE TEAMS](#)

[HEALTH OFFICE](#)

[Toilet Training](#)

[Illness](#)

[Reducing the Spread of Illness](#)

[Medical/Emergency Information](#)

[Dispensing medication](#)

[Accidents and Emergencies](#)

[TOYS MONEY AND VALUABLES](#)

[LOST AND FOUND](#)

[SUPPLIES](#)

[Early Years \(Prekindergarten 1 and 2\)](#)

[Elementary \(Kindergarten - Grade 5\)](#)

[BUS TRANSPORTATION](#)

[AFTER SCHOOL ACTIVITIES](#)

[FIELD TRIPS](#)

[GUIDANCE AND COUNSELING SERVICES](#)

[CREATING A SAFE AND CARING LEARNING ENVIRONMENT](#)

[Code of Conduct](#)

[Student Contract](#)

[Supporting Positive Behavior at School](#)

[COMMUNICATION](#)

[Chain of Communication](#)

[Syllabus Days](#)

[ManageBac](#)

[Gmail](#)

[Parent Information Meetings](#)

[PARENT INVOLVEMENT](#)

[Parent Volunteers](#)

[Class Parents](#)

[GUARDIANSHIP AND SUPERVISION](#)

[CLASS CREATION](#)

[APPENDIX I - STAFF CONTACT INFORMATION](#)

[APPENDIX I -2021-2022 Key Dates for Parents](#)

Welcome to Verdala International School

Dear Parents and Guardians,

On behalf of the entire elementary school, we would like to welcome you to the 2021-22 school year. This year, we are thrilled to continue our common journey of celebrating diversity and empowering students to become knowledgeable, ethical and inquisitive contributors to our world. With a focus on both academic growth and progress, as well as well-being and social-emotional development, VIS is committed to serving students to the best of our ability through community partnerships and high quality instruction.

Every year, it is our goal to partner with the parent community to maintain and enhance the welcoming environment for which VIS is known. With this in mind, we have compiled important information in this handbook that helps to outline our practices and ways in which parents can engage with our community. We encourage you to take the time to review the handbook at the beginning of the year and keep it as a reference, should you have any questions. If you require any clarification concerning the information contained within, please do not hesitate to contact us. We are here to help!

VIS is a special place. Our community works hard to do what is best for each and every child on a daily basis. For this reason, we have an exceptional environment focused on inclusivity, inquiry and empowerment. Whether you are a new or returning family, we would like to take this opportunity to welcome you to Verdala International School. We look forward to an exciting year of partnership and growth ahead.

Sincerely,

Francesca Theuma

Elementary Assistant
Principal
(PK-Grade 1)

Damon Rickett

Elementary Principal

Michael Neumann

Elementary Assistant
Principal
(Grade 2- Grade 5)

VIS GUIDING STATEMENTS

VIS VISION

To be the International School of choice, celebrating diversity, empowering and inspiring future generations.

VIS MISSION STATEMENT

At VIS we strive to ensure that all of our students become knowledgeable, inquisitive and ethical contributors to our world.

Our Educational Philosophy:

- To prepare our students to be ready for tomorrow's world by encouraging learning through inspirational education using 21st century learning methods.
- To create a unique environment where each student can grow and discover their true potential.
- To promote an enquiring mind with a thirst for knowledge.
- To embrace diversity in our multicultural society.
- We trust that a caring inclusive community will help build a sense of self-worth and a profound respect for others.

STUDENT PROFILE

We strive to ensure that all our students become knowledgeable, inquisitive & ethical contributors to our world.

KNOWLEDGEABLE

Students at VIS have an understanding of concepts, ideas and issues across a broad range of disciplines with global and local significance.

INQUISITIVE

Students at VIS participate in their learning by exploring a variety of situations with courage and an open mind. They are reflective and appreciate diverse points of view.

ETHICAL

Students at VIS act with integrity and honesty. They demonstrate a strong sense of justice and fairness by respecting individuals, communities and the environment.

CONTRIBUTORS

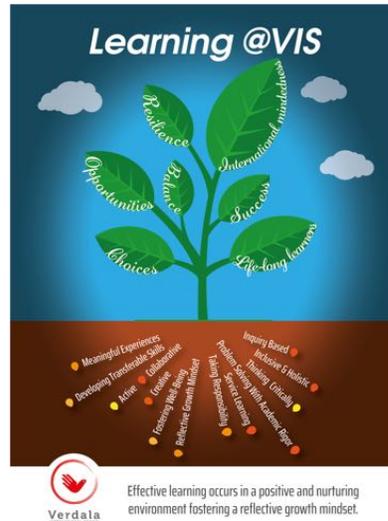
Students at VIS actively pursue opportunities to contribute responsibly to their local and global communities.

DEFINITION OF LEARNING: LEARNING @ VIS

At VIS, learning involves developing the knowledge, skills and understandings through inquiry-based and transdisciplinary strategies which prepare our lifelong learners for their future challenges. Effective learning occurs in a positive and nurturing environment, fostering a reflective growth mindset. This develops best in a context where students apply problem-solving skills to think critically and creatively in order to collaborate and take responsibility for their own learning.

We promote personal well-being through a balanced education that includes creativity, activity, academic rigour, and a service learning environment.

We provide meaningful learning experiences through an inclusive educational journey which develops transferable skills, resilience, and well-grounded and mindful individuals. We strive to offer varied pathways and opportunities to enable success for all.



STUDENT RIGHTS

A right is a freedom that is protected. At Verdala Elementary School, students have the following rights:

- To be in a safe school environment, conducive to learning and one that promotes a healthy lifestyle
- To be treated with respect by their peers, teachers and other school employees
- To be protected from physical and verbal violence while on school premises or at school events
- To have enthusiastic, well qualified teachers, always prepared for their lesson and constantly striving to help each child to achieve their own full potential
- To be graded fairly
- To receive extra help from their teachers, if requested / needed
- To have supervised access to the outdoor sports facilities during the lunch break
- To be involved in the life of the school community

STUDENTS' RESPONSIBILITIES

A responsibility is a duty or something you should do. To support the above, students have the following responsibilities:

- to be polite
- to be honest
- to be kind to classmates and other students
- to listen to the teachers
- to follow the school rules
- to come to school prepared to learn
- to always try their best

SCHOOL CONTACT DETAILS

| Role | Name | Email |
|--|------------------|--------------------------|
| Elementary Personal Assistant | Marlyn Gauci | elempa@verdala.org |
| Elementary Principal | Damon Rickett | viselem@verdala.org |
| Elementary Assistant Principal (G2-5) | Michael Neumann | espa_jun@verdala.org |
| Elementary Assistant Principal (PK-G1) | Francesca Theuma | espa_inf@verdala.org |
| Elementary Counsellor | Tamar Gottlieb | escounsellor@verdala.org |
| School Nurse | Odette Engerer | nurse@verdala.org |
| Inclusion Coordinator | Corinne Borg | inco@verdala.org |

ACADEMIC PROGRAMS

DISTANCE LEARNING @ VIS

In the event that circumstances require a partial or full campus closure, or students are unable to attend school for any other authorised reason, our commitment is to provide an alternative means of education in the form of Distance Learning. Distance Learning designates the experience students will have when school remains in session but when students are unable to physically attend school. While Distance Learning cannot replicate onsite learning, our teachers can deliver powerful instruction that allows students to meet expected standards in an online environment.

The VIS Distance Learning experience aligns with our Definition of Learning@VIS. Our students will apply problem-solving skills to think critically and creatively in order to collaborate and take responsibility for their own learning. Learning experiences will be meaningful, inclusive and inquiry-based. We aim to ensure that learning is effective, occurring in a positive and nurturing environment, and fosters a reflective growth mindset. The result of such learning experiences will expand student academic progress and attend to student social and emotional well being.

Should there be a reason for your child to engage with our distance learning platform, you will receive further information about how to do so from your child's teachers and the following support will be provided.

EARLY YEARS PROGRAMME - (PreKindergarten 1-PreKindergarten 2)

International Early Years Curriculum

The International Early Years Curriculum (IEYC) uses international best practices, holistic enquiry and play-based approaches that cover all curriculum areas including personal, social and emotional development. (2021, Fieldworks)

Learning Strands

The IEYC is built around four Learning Strands that underpin all learning and development:

- Independence and interdependence
- Communicating
- Enquiring
- Healthy living and physical wellbeing

Each unit of learning links all four of these Learning Strands to relevant and engaging activities that can be adapted and extended to meet individual children's needs. The four Learning Strands are used to guide teachers' planning so that there is consistency to what and how children learn.

Capturing Curiosity

In the IEYC, children and teachers collaborate to co-create meaningful experiences that build upon and make links to previous learning and development.



Units of Learning

All 18 IEYC units of learning have been carefully designed around a central theme, holistically linking all four Learning Strands to relevant and engaging activities that can be adapted and extended to meet individual needs.

Reflective Practices for Improving Learning

Reflective Practices for Improving Learning consists of three key actions – Capturing, Interpreting and Responding. These enable IEYC practitioners to incrementally assess a child's progress.



Language

Emergent literacy skills outline a key stage in a student's language development. In order to grow thoughtful, effective communicators who are capable of understanding and using language in a variety of contexts, we utilize a combination of play-based activities and core resources to integrate language outcomes into IEYC units whenever possible. As a result, our students develop the following skills:

- Letter/sound recognition and association
- The ability to manipulate sounds in spoken words
- Developmentally appropriate vocabulary and communication skills
- Emergent reading and writing skills
- Fine and gross motor skills

Math

VIS believes that the development of numeracy skills in the early years is firmly grounded in concrete, hands-on experiences. With this in mind, we employ a play-based approach that allows students to explore the mathematical components of their environment and make sense of the world around them. The math program supports students in developing the following outcomes:

- Number recognition
- One-to-one numerical correspondence
- Sequencing
- Patterning
- Spatial awareness
- Emergent measurement
- Estimation
- Problem solving

Creative and Performing Arts

Creative Arts enables children to explore and play with a wide range of media and materials. It provides opportunities and encouragement for sharing thoughts, ideas and feelings through a variety of experiences. These include art, music and physical education, which will support development of the children's fine and gross motor skills. Outdoor PE exercises, games and activities will be more prevalent in the cooler months. During the hottest parts of the year, these activities will happen during the early periods of the school day or indoors.

The Performing Arts program will give students the opportunity to explore feelings, gain confidence through movement and drama, and make good use of their body and space when performing together. They will learn how to follow teacher instructions and cues.

ELEMENTARY PROGRAMME - (Kindergarten to Grade 5)

International Primary Curriculum

The [International Primary Curriculum](#) (IPC) is committed to the holistic development of learners through enjoyable academic, personal and international learning that prepares them for opportunities and challenges now and in the future (Fieldworks, 2021).

Mileposts

The IPC provides children with subject goals, personal learning goals, and uniquely, international learning goals, and these are defined for each age phase:

- Ages 5-7 = Milepost 1
- Ages 7-9 = Milepost 2
- Ages 9-11 = Milepost 3

Learning Goals

The Learning Goals define what learners are expected to know, what they should be able to do and the understanding that they will develop through learning. The Learning Goals are organised into the following 3 unique but connected sections:

| Subject | International | Personal |
|--|---|--|
| Cover the knowledge, skills and understanding that children should learn in. | Helps learners move toward national, international, global, and intercultural perspectives. | Underpins the individual qualities and dispositions that learners will need to thrive in an ever-changing world. |

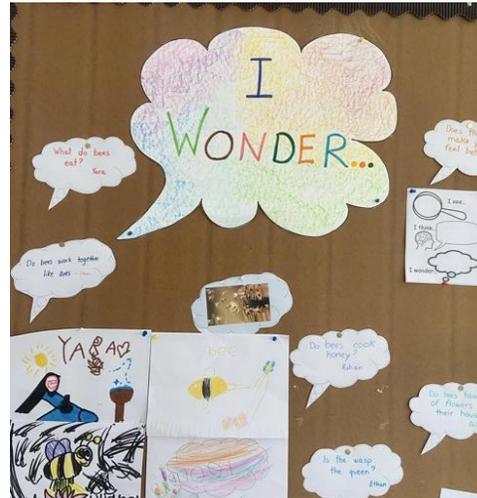
Personal Learning Goals

Enquiry Communication Thoughtfulness Adaptability
Cooperation Resilience Respect Morality

The IEYC / IPC Personal Learning Goals underpin each unit – they represent the attributes that we believe children will find essential in the 21st Century. They help children to develop those qualities that will enable them to be at ease with the continually changing context of their lives.

Units of Learning

The IPC is based on thematic units of learning, which outline activities and tasks. Units have been designed to appeal to children's interests and help them to learn more about the world around them.

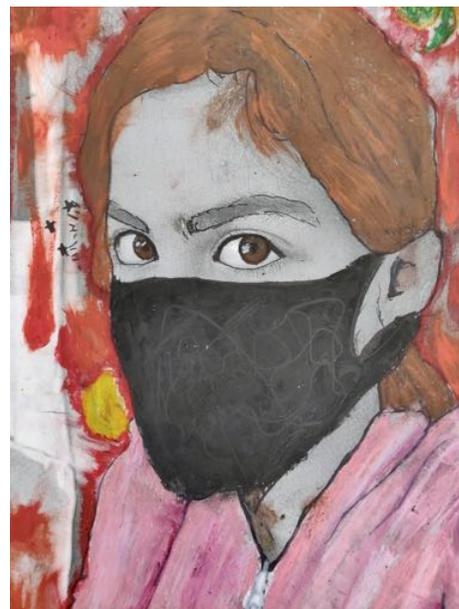


Globally Competent Learners

For students to become globally competent citizens, it is vital for them to develop not only a strong interest in their own and other cultures and a deep understanding of multiple perspectives, but also desire to help shape the local and global communities through actions that impact positively on society. We hope global competence develops the sense that children are capable of influencing change.

Assessment for Improving learning

The design of the International Primary Curriculum provides opportunities for both students and teachers to evaluate student learning against pre-established outcomes. The IPC supports the viewpoint that this type of assessment should take place regularly and allow for reflection and goal setting as well as provide opportunities for regular feedback.



Language Arts

The journey of understanding and using language in order to become a thoughtful, effective communicator continues in Elementary School. We believe that instilling a love of language, in all of its forms, is a life-long process. Our curriculum is standards based and we draw on a wide variety of core resources in order to work towards developmentally appropriate outcomes for each student. Since students develop at different rates, we continually monitor each student's progress to support their learning needs and integrate literacy instruction into IPC units whenever possible. The literacy program develops the following literacy outcomes.

- Listening and speaking skills
- Knowledge, skills and understandings related to reading fiction and nonfiction texts
- Knowledge, skills and understandings related to writing fiction and nonfiction texts
- Language foundations

Maths

VIS believes that the learning of mathematics is an active process that involves meaningful investigation and exploration. The VIS math program develops a deep, rich understanding of mathematical concepts and skills by supporting a conceptual, contextualized understanding within its units. As with literacy, we utilize a standards-based approach in combination with a set of core resources to develop a love and understanding of mathematics. Important categories of mathematical outcomes include the following:

- Mathematical practices (eg. Problem solving, reasoning, attending to precision)
- Measurement
- Data
- Number sense
- Shape and space

Drama (Grades 2-5)

For students in Grades 2-5, one of the main goals of the programme is to help students to gain confidence when presenting in front of others. They will be able to make simple dramatic presentations to each other as they adopt different roles, often as part of storytelling. As they get older, students are expected to be able to perform a scripted play, as well as improvise. Throughout the years, children learn to make use of their voice, language choices, posture, movement and facial expression to enhance their own performances. Another aspect of the Drama programme is to teach the students how to respond to presentations by simply stating what they liked or disliked and being able to evaluate the effectiveness of their own performance as well as that of others.

Music (Grades 2-5)

The aim of the music program in Grades 2-5 is to develop a sense of appreciation, understanding and interest in music. The program aims at developing personal skills such as self-confidence, cooperation and resilience. Students engage in:

- Singing songs
- Creative movement (dance with fans and Body percussion)
- Music composition
- Instrumental skills using different sound sources such as percussion instruments and the piano
- Learning about music styles across the world and musical vocabulary related to the elements of music

Information Technology (IT)

IT at VIS is a combination of explicit instruction and cross-curricular integration. Computers are used in classes from Language Arts to IPC, to support curricular outcomes. During IT classes, students practice specific concepts and skills that they can apply to other areas of life and academia. They develop their keyboarding skills from Kindergarten onwards, whilst becoming familiar with navigating and handling digital hardware. Their computational thinking skills (involving problem-solving, logic processes, and decomposing larger tasks) progress from KG to G5, starting with using physical gadgets to build simple algorithms until they are coding more complex animations and games. Research skills are fostered to create curious and resourceful learners. Throughout the year, students are encouraged to be conscientious digital citizens, taking responsibility for their actions online and contributing to a positive networked world.

Library

Students have Library sessions once a week. They are encouraged to browse for, and select, two suitable books to borrow and take home for a week. Children should bring library books to school on scheduled library days so that the books can be returned or renewed each week. It is suggested that children in the upper grades (Grades 3, 4 and 5) take at least one fiction and one non-fiction book. Children in the lower grades (K, 1 and 2) should take any two books of their choice.

Personal, Social, Health, Education (PSHE)

In PSHE at Verdala International School, we follow the curriculum and guidelines outlined by the PSHE Association (PSHE Education Programme of Study Key Stages 1-5), UK. It is the third edition of the PSHE Association's programme of study for personal, social, health and economic (PSHE) education, and follows the 2014 National Curriculum, UK.

In PSHE we cover a wide-range of key concepts, skills and attributes within three broad and overarching themes, which are: 'Health and Wellbeing', 'Relationships' and 'Living in the Wider World'. The idea is to help contribute toward preparing each student for the opportunities, responsibilities and experiences they will encounter in life. The Key Stages are aligned to the

students' age group and grade, thereby the three core themes overlap, but are also aligned to be adaptable to the age group. The overarching themes are structured into a number of further defined, detailed, concrete concepts that are to be covered with the students, e.g. Core theme: *Health and Wellbeing, Key Stage 1, 'What is meant by a healthy lifestyle?'*. Towards the end of the Grade 5 scholastic year, there is a part of the curriculum which covers the topic of *puberty*, one which is covered with sensitivity and understanding, at which point we make room for students to ask questions important to them about changes to their body.

Physical Education (PE)

Quality physical education programs at both the Elementary and Secondary levels promote the physical growth and development of all students, contributing to their general health and wellness. They focus on preparing the students to lead an active and productive lifestyle.

Our PE curriculum is ongoing and designed to achieve the goal that upon graduation students will have the necessary skills, ability and knowledge to:

- Develop motor skills and skills that allow for safe, successful and satisfying participation in physical activities.
- Become familiar with various sports and lifetime activities and acquire the desire to pursue them.
- Engage in a physically active lifestyle: maintain physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Become confident, self-assured, independent, and self-controlled through effective communication, problem solving, negotiation, and conflict resolution skills, cooperate with others, become accepting and respectful of individual and cultural differences.
- Reinforce knowledge learned in other subject areas such as science, math and social studies. Become knowledgeable about health and wellness and how to access health resources.

Physical Education requirements:

Wearing athletic clothing that is appropriate for physical activity allows children to experience movement through our full range of motion. Please see the Dress Code section for more information.

HOME LEARNING

Educational research shows that some types of home learning can be beneficial to elementary student growth and progress. Since the number of words that pass by a student's eyes on any given day is directly related to their reading success, VIS encourages daily at-home reading. More information about the types of books and recommended time spent reading will be communicated by your child's teacher.

In addition to reading, home learning may take the form of engaging in a family activity, preparing for further learning or addressing a specific need identified in class. If necessary, information related to this type of home learning will be communicated to you by your child's teacher.

It is important to remember that home learning should never be stressful for a student. If your child experiences trouble completing a home learning experience, please stop the activity and contact your child's teacher the next day for further clarification and support.

REPORTING STUDENT PROGRESS

The purpose of assessment is to support student learning. VIS believes that practices such as teacher feedback, self and peer assessment as well as goal setting set the foundation for student empowerment and provide the opportunity for students to take ownership of their learning.

CLASSROOM-BASED ASSESSMENT

Classroom-based assessment at VIS can be formative or summative in nature. Formative assessment is any evidence of learning that is collected or observed by teachers that is related to the learning target and helps to inform future instruction. This type of assessment is collected throughout the learning process thereby providing multiple opportunities for students to display their understanding.

On the other hand, summative assessment usually takes the form of a task that is positioned towards the end of a unit and asks students to combine multiple skills and understandings. This assessment helps teachers to evaluate the learning that has occurred over the course of the unit and is used, in combination with the formative assessments, to come to a final determination of progress.

STANDARDIZED ASSESSMENTS

In addition to classroom-based assessments, students in grades 3-5 sit for the Measures of Academic Progress assessment (MAP). This assessment is an adaptive, computer based test that benchmarks growth and progress against millions of students around the world. The results of this assessment are used to help VIS evaluate the effectiveness of its programs and determine next steps for individual students. It is one piece of the puzzle that helps teachers support student growth and progress. MAP results are not used as a data point with regard to the written reporting system mentioned below and results will be shared with families when testing is completed.

COMMUNICATING STUDENT PROGRESS

Partnership with the parent community is an important and defining quality of VIS and we are committed to engaging with parents throughout the year in order to support learning. The following sections describe some of the ways in which we provide information to parents about their child's progress

Celebrations of Learning

Reflection and goal setting are important components of the learning process. Celebrations of Learning are opportunities for students to share with their parents their learning journey, progress and future goals. The classroom teacher will invite the parents in for at least one CoL per Year.

Parent-Teacher Conferences

Twice a year (usually in October and March) parents will be invited to engage in a conversation with their child's teacher about the student's growth and progress at school. This may take the form of an in-person meeting or video conference, depending on the situation. During these conferences, teachers will discuss students' academic and social progress, their learning targets, as well as showing some pieces of work.

One week before conferences begin, you will be able to book your time slot through a booking system called SchoolSoft (<https://verdala.schoolsoft.com>). We urge you to book early in order to ensure you secure a time that is convenient for your family.

To book a time slot to conference with your child's teacher, please visit the link above this link (<https://verdala.schoolsoft.com>) and use their same login details as in previous years. For those who are new to the school, please look for the section '**NOT REGISTERED?**' and create a new parent account by clicking '[REGISTER NOW](#)'.

Please note that specialist teachers are not currently included in the booking system listed above. Should you wish to speak to your child's specialist teacher, please contact them directly. Conversely, should they be interested in speaking with you, they will be in touch to set up a mutually convenient time to speak.

Written Reports

VIS shares written reports with parents twice a year in January and June. These reports detail your child's progress relative to a series of learning targets that are drawn from a variety of curricular areas. The school uses a three level system to indicate your child's progress towards any given learning target. These levels are listed below.

In Elementary School:

- B - Beginning
- D - Developing
- M - Mastering

In Early Years:

- B - Beginning
- D - Developing
- I - Independent

This report is accessible through your ManageBac account and the information shared in the report is an evaluation of your child's learning to date that is based on multiple data points throughout the semester. Children will have engaged in a number of opportunities to display their learning and no one experience will be used to determine their progress. In contrast, teachers will use a body of evidence to evaluate your child's learning so that we are able to understand each individual child's learning journey.

GENERAL INFORMATION

TRANSITIONING TO MIDDLE SCHOOL

As an academic year draws to a close, Middle School plans its way forward to welcome our Grade 5 Elementary students. Grade 5 Parents are invited to attend an orientation tour with the Middle School Principal. You will receive information on this nearer the time, through ManageBac.

In Elementary, we spend time discussing this important transition with our Grade 5 students. We also facilitate an open forum led by Grade 6 students for the Grade 5 students. Elementary students can bring forward questions about Middle School while Grade 6 students describe their experience, challenges and provide advice on how to succeed.

ATTENDANCE AND PUNCTUALITY

Attending school is directly related to student success and consistent or repeated absences can be detrimental to growth and progress. In addition, being punctual allows students to experience the progression of carefully structured lessons while minimizing the classroom disruption for other students. With this in mind, we encourage all families to limit the number of absences and tardies their child may experience.

That being said, we understand that some absences are unavoidable and we strive to support families whenever a situation arises that is out of their control. We ask that families notify the school of any foreseen absence through ManageBac before 9:00 a.m. on the day of the absence. If that is not possible, please contact the principal's personal assistant and your child's homeroom teacher by email to inform them of your situation. In our system, absences can be classified as either excused or unexcused.

Excused Absences are those which are considered beyond a student's or family's control.

- Medical (when supported by an email from a parent 1 or 2 days' absence, or doctor's note in the case of 3 or more days of absence) This will be recorded on ManageBac as Health (H)
- External procedural requirements which must be completed during school time, e.g. visa paperwork. A parental note must be submitted. This will be recorded as Excused Absence (EA)
- Participation in an externally organised event, e.g. a sports competition, music recital / exam.
- Bereavement leave (EA)
- At the Principal's discretion: reasons beyond parental control (EA)

Unexcused absences are any absences that do not fall into one of the categories listed above.

Students with 10 or more unexcused absences per semester or 18 or more per year will only be promoted with the Principal's and Head Of School's approval. If a child's punctuality affects their learning, their parents will be contacted in order to request a conference with the principal or assistant principal so that the proper support can be provided.

DATA PRIVACY

Collecting and maintaining the privacy of student data is of the utmost importance to VIS. Student records, such as enrollment forms, health records, observation records and written parent teacher conference reports, and all other information about the student are confidential. A student's school records/information will only be accessible to parents or a legal guardian and it can only be shared with outside agencies with parent/guardian approval.

LIBRARY SERVICES

Students attend Library sessions once a week. They are encouraged to browse for, and select, suitable books to borrow and take home for a week. Children should bring library books to school on scheduled library days so that the books can be returned or renewed each week. In general, we encourage the following number of books to be checked out according to the child's grade level.

| Grade Level | Number of Books Permitted for Checkout |
|--------------------------|---|
| Kindergarten and Grade 1 | 1 |
| Grade 2 and 3 | 2 |
| Grade 4 and 5 | 3 |

A fee equal to the replacement and processing cost will be charged for books, materials or equipment that are lost or damaged beyond repair.

ACCEPTABLE USE POLICY

Technology continues to transform the way we live our day-to-day lives. In order to prepare students for life in a digital age, VIS intends for technology of all kinds to be used by students, individually and collaboratively, to promote and enhance their educational excellence. As a VIS student, understanding of "digital citizenship" is essential to interact with VIS and world communities with respect.

In order to promote digital citizenship, respect and responsibility, the VIS Technology Acceptable Use Agreement will be sent home with each student during the first week of technology lessons.

Families are required to review, sign and return this agreement before students can begin using technology at school.

Technology has incredible potential to transform the way in which students learn and it is only through teaching the safe and responsible use of these tools that we create a safe and caring environment in which students can learn.

ARRIVAL AND DEPARTURE

Due to Covid-19, VIS has adapted its arrival and departure procedures to ensure the safety and well-being of our students and staff. As the situation in Malta changes, these procedures may shift to reflect the current situation. Any alterations to these procedures will be communicated to families in a timely manner and handbooks will be updated accordingly.

| Time | Event | Details |
|--------|--------------------------------|--|
| 8:00am | Arrival and temperature checks | <ul style="list-style-type: none"> Students arrive in the parking lot and proceed to either the Early Years or Elementary gate for temperature screening. Students with temperatures above 37.2C will undergo health screening protocols before being granted entry. For health and safety reasons, parents/guardians are asked to leave campus after dropping off students. |
| 8:30am | Classes begin | <ul style="list-style-type: none"> Attendance is taken and all students are expected to be in class. |
| 3:00pm | PK1 Dismissal | <ul style="list-style-type: none"> Students are dismissed through the ECC gate |
| 3:10pm | PK2 Dismissal | <ul style="list-style-type: none"> Students are dismissed through the ECC gate |
| 3:20pm | K-5 Dismissal | <ul style="list-style-type: none"> Grade 1-5 students are dismissed through the Emergency Gate adjacent to the Elementary Building. Grade 1-5 students with siblings in PK1-Kindergarten will be dismissed at the ECC gate. |

Parking around Campus

Due to space constraints, families arriving by car are asked to park any vehicle that was driven to school outside of the school premises and proceed to one of the pedestrian gates by foot.

Friday Dismissal

On Friday, students are dismissed at 2:00 p.m. using the procedures detailed above. Students in PK1 and PK2 will be dismissed through the ECC gate at 1:40 p.m. and 1:50 p.m., respectively. Students who ride the bus will remain on campus until 3:20 p.m. and will be supervised in classrooms by members of staff.

Early Pickup Procedures

If, for any reason, a parent needs to collect their child prior to the end of school, we ask that you contact the homeroom teacher and office well in advance to inform them so that we can have your child ready for pickup when you arrive. Due to Covid-19, parents must pick up their child outside of the respective gate. If an emergency arises, please call the office to provide verbal approval for dismissal so your request can be accommodated.

Alternate Dismissal Procedures

If a family wishes for their child to be dismissed to someone other than their parent or designated guardian, an email originating from one of the email addresses registered with the school must be sent to the child's teacher and elementary personal assistant prior to noon notifying them of the change in dismissal practices. If written approval is provided, we are able to dismiss students who are being collected by another parent who has student(s) enrolled at VIS.

In cases where parents are requesting that someone outside the VIS community collect their child (e.g. a caregiver, a family friend), we require that the parents send a copy of the designees photo ID with the communication mentioned above so that we can confirm the designees identity upon dismissal.

Due to tight scheduling, we cannot guarantee that requests received after noon will be processed in time for dismissal.

After School Activities Dismissal

Due to Covid-19 restrictions, we are currently not offering after school activities. Should this change, information will be sent to you by email. If they resume, please note that no buses will be provided and that parents or guardians will be responsible for collecting their children at the conclusion of the activity.

VISITING SCHOOL

Due to the spread of Covid-19, the school is implementing a strict no visitor policy that will be in place until further notice. Any required meetings will be scheduled over a video conferencing platform (e.g. Zoom), unless there is an urgent need to meet in-person.

All visitors to the school must pass through temperature screening described in the Arrival section and sign-in and out at the Elementary Office, where a visitor's badge will be issued to them. Anyone not wearing an ID badge will be questioned as to who they are and redirected to the elementary office to sign in. As you move through campus, please make sure that all gates and locks are closed behind you. You will also be asked to return your visitors ID and sign-out at the elementary office upon departure.

Meeting With Teachers

Teacher-parent communication is a vital component of the learning process. In order to support this communication, as well as student privacy, we ask that you schedule appointments with your child's teacher on any occasion where a conversation is warranted. Due to our staff meeting schedule and other collaborative practices, teachers are not able to meet with parents after hours left unless an appointment has been scheduled.

LUNCH

The school requires parents to provide students with lunch and a snack. We recommend that food is sent to school in a sealable container that is labeled with your child's name. Microwaves and fridges are not available at school and we suggest the use of a small thermos or cooler if you require food to be kept at a specific temperature. Gum is not permitted at school. In order to provide adequate energy for learning, we encourage parents to send healthy food to school on a daily basis. Your child's teacher will contact you if there are any adjustments that need to be made with regard to lunch or snack.

Please note that we aim to be a nut free school and we request that parents pack lunches accordingly.

BIRTHDAYS

At Verdala Elementary School, we believe that celebrating the day of your child's birth is very special and important. As we encourage children to be independent; please send a birthday snack that the child can serve themselves such as cupcakes, or cookies (nut-free) along with the necessary paper plates, napkins, etc. In order to support our inclusive environment, invitations to events outside of school will not be distributed unless all children are invited.

DRESS CODE

We require that students come to school in attire that is appropriate for the setting, allows them to move easily and supports both their and others learning. In general, clothes should be long enough to ensure that undergarments are not showing at any time. Any advertisements or messages worn on clothing should be consistent with the guiding statements outlined in this handbook. If a student is dressed inappropriately, we will discuss the attire with the student and contact the parent if necessary.

With approximately 300 days of sun per year in Malta, we enjoy the benefits of a warm and bright climate. To offer protection from the sun, Verdala operates a 'No Hat - Play in the Shade' policy. With this in mind, please ensure that your child is sent to school with a hat that will protect them from the sun. If students arrive at school without a hat, they will be required to play in the shade during recess and any outdoor activities.

On rare occasions when rain is in the forecast, please prepare by sending your child in appropriate rain gear so that they can transition between classes and depart from school while remaining dry and comfortable.

PE Clothing

Wearing athletic clothing that is appropriate for physical activity allows children to experience movement through our full range of motion. This can help them to develop additional confidence in physical activity settings. It also keeps them safe by preventing injuries that may result from inappropriate attire. Each student is required to dress in the proper attire, which includes:

- Proper sport shoes and socks (tennis shoes or sneakers). Soft-soled shoes, sandals, crocs and other similar footwear is not permitted during physical education classes or on the pitch.
- A t-shirt, shorts and a hat are appropriate for hot weather.
- A Sweatshirt and sweatpants, light wind stopper or raincoat are appropriate for cold or rainy weather.
- Skirts, dresses, and jeans are not appropriate.
- All long hair should be tied back to avoid entanglement.
- Students are not permitted to wear any jewelry or other items that may snag during exercise.

HOUSE TEAMS

Each child will belong to a VIS house team (Earth, Air, Water and Fire). You will be able to purchase a House T-shirt for Sports Day and other house team events, if you wish.

HEALTH OFFICE

Verdala employs a full-time nurse whose responsibilities include supporting the health and well-being of our students. Details about our health services can be found below and information about our COVID-19 protocols can be found on our website.

Toilet Training

Please note that it's an expectation that your child is toilet trained before starting Pre-K1. If your child has an accident, we are not permitted to change them and we will ask that you come to school to provide new clothes for your child.

Illness

If a student becomes ill at school, they will be referred to the nurse's clinic. The nurse will assess the child, and take any appropriate action deemed necessary. The school nurse will contact the parents in any case of injury or illness that may require further observation at home, or any further intervention from outside health professionals. Parents may be asked to pick up the child from school if the illness warrants such action. The nurse will contact parents or guardians via a phone call and a school accident/illness form will be provided to the family. Please see the document [Protocols for Sick Students](#) for more information about managing illness that occurs both at school and at home. If you have any questions about these procedures, please contact our school nurse.

Please note you are required to provide a doctor's note to be able to return to school after an illness.

Reducing the Spread of Illness

One of our primary goals is to ensure the health and safety of our students. The following guidelines will help diminish illness during the year for both teachers and students. Parents should not send a sick or overtired child to school. A sick child will not benefit from attending school, and the flu, cold, or other contagious condition can infect the entire class.

Due to the current spread of Covid-19, we require all students to remain at home when displaying any symptom of illness until a doctor's note can be provided that states that they are fit to return to school. More information about the school's response to Covid-19 can be found on the VIS port located on the school website (www.verdala.org).

At VIS we are committed to safeguarding our community from the problem of head lice, so in the first week of October, a routine 'whole school' head lice screening will take place. This all school practice is mandatory, and no student/staff member is exempt from the screening. This routine standard practice will be carried out by a professional head lice screening company, that is recommended as per Maltese Government School Head Lice Guidelines. Please see the [Head Lice Flow Chart](#) for more information.

Medical/Emergency Information

Each family is required to submit up-to-date medical and personal information for each child prior to the start of the school year. This is done through a Google form sent to families at the beginning of the year. If there are any changes to your emergency information, please make sure the elementary PA is informed of the changes.

In addition, If you are leaving your children under the guardianship of another, the school must receive the [Parent Overseas Form](#).

Dispensing medication

Procedures for dispensing medication:

- The emergency contact form allows parents to provide permission to administer over the counter medication to their child.
- If a student needs to take prescribed medicine during school hours, parents must fill in the VIS Medical Administration Form, and provide a doctor's certificate supporting the need and doze of the required medication. [Medical Administration Form](#).
- Families with children with severe medical conditions are required to inform the school through the Emergency Information Form and consult with the nurse so that an individualized health and safety plan can be developed.
- If there is a change in your child's medical status mid-way through the year, please consult with the school nurse immediately.
- Medications are left with the School Nurse and stored in a secure location in the Nurse's Office.
- The container must be clearly labeled with the student's name and the appropriate dosage.

- No student may carry medicines of any description while at school.

Parents are requested to discuss the necessary information regarding the dispensing of prescribed medication with the Nurse. No prescribed medication will be given to students without the written permission of the parent.

In order to develop an individualized health and safety plan, any medical condition must be supported by a medical doctor's certificate.

Accidents and Emergencies

If a minor accident occurs at school, the supervising teacher/staff member will accompany the child to the nurse's clinic, or else call the nurse to come to the site of the accident. After the appropriate first aid is given, an Accident/Illness form will be filled in by the supervising staff and the nurse, and a copy of the form will be sent home with the child at the end of the day (or within 24 hours of the incident) so that the parents are informed of what happened.

In case of a serious accident or injury during school hours, parents/guardians will be informed as soon as possible, and asked to come into school. In the unlikely event of the school being unable to get in touch with either parent, or next of kin listed on the Emergency Information form, the nurse will accompany the child by ambulance to the nearest emergency medical services department. The school nurse will remain with the child until the parent or guardian takes responsibility for the child

TOYS MONEY AND VALUABLES

We ask that students bring items from home (e.g. toys, games etc.) only when requested by their teacher. This helps the school to manage the equipment, provide equitable access to activities as well as minimize loss or damage.

Students should not bring items of value to school (e.g., large amounts of money, mobile phones, personal listening devices, and/or jewelry) as the school is not responsible for loss or damage of said items.

If you consider it necessary for your child to carry a phone, it must be left in their backpack during the day and not be brought out. If the phone becomes visible at school, the student will be asked to return it to their backpack. If the phone is removed from the backpack multiple times during the day, a member of staff will collect the phone and deliver it to the elementary office where it will be held until dismissal and then returned to the student.

LOST AND FOUND

Articles of clothing and other items found on campus will be placed in the Lost and Found wrack outside the Elementary Office. Students are responsible for checking the Lost and Found wrack to claim lost items. We will also send periodic emails with pictures of lost items to

the community to assist with the process of finding lost goods. Unclaimed items are donated to local community service organizations at different times of the year so please check the lost and found regularly if your child is missing any belongings.

SUPPLIES

In order to reduce our environmental impact, we strongly encourage students to bring reusable water bottles and cutlery.

Early Years (Prekindergarten 1 and 2)

Below is a checklist of items your child will need at the start of the school year

| Item | Pre K 1 | Pre K 2 |
|---|---------|---------|
| A spare set of LABELLED clothes in case of any 'accidents'. Kindly bring these in a separate LABELLED bag. This will remain in your child's classroom. If these get sent home, please replace them the next day with a fresh set. | ✓ | ✓ |
| A school backpack that they can carry themselves, big enough to hold an A4 folder, water bottle and lunch boxes. | ✓ | ✓ |
| Reusable water bottle that is spill proof | ✓ | ✓ |
| Appropriate cutlery is needed for their snack/lunch | ✓ | ✓ |
| Separate snack and lunch boxes, CLEARLY LABELLED with your child's name. Please write Snack/Lunch on each box accordingly. | ✓ | ✓ |
| LARGE BOX of tissues (Kleenex) | ✓ | ✓ |
| Red VIS Field Trip t-shirt | ✓ | ✓ |
| LARGE PACKET of wet wipes | ✓ | ✓ |
| 1 packet of toilet wipes. | ✓ | |
| Yoga mat and blanket for 'quiet, rest time' & Yoga sessions | ✓ | ✓ |
| A sun hat that can be kept at school. (Children will not be allowed to play in the sun without a hat.) | ✓ | ✓ |

Elementary (Kindergarten - Grade 5)

In the Elementary School, the school fee includes all the basic stationery that the students will require throughout the year. This includes workbooks, pencils, scissors, glue, etc.

Parents need to supply their child with:

- Backpack
- Lunch box and cutlery
- Water bottle
- Pencil case (if their child prefers to use one)
- 2 masks
- Hat

BUS TRANSPORTATION

Bus routes are established at the beginning of the school year and the option of joining this service at another point in the year will depend upon availability.

Parents bear the sole responsibility for their children in the morning at the bus pick-up and afternoon drop-off. For students in Early Years, we highly recommend that they are brought to school by their parents or guardians or ride the bus with a sibling in grade 2 or higher. It should be noted that VIS does not have bus monitors present on the buses and we cannot actively supervise students during their ride to school.

Students are required to wear seat belts and follow the directions of the bus driver. Students are not allowed to ride a bus other than their assigned bus, unless it has been authorized through the main office. Behaviour on the bus should comply with the Student Code of Conduct.

Changes to [normal routines](#) should be advised by email before noon

Please note all buses depart at 3:30pm or soon after. Those travelling home by bus on Fridays will have to join an ASA, or be picked up, due to the early dismissal time of 2:00pm.

From time-to-time, parents arrange play-dates for after school. For students who wish to ride on the bus with their friend, parents must contact the elementary personal assistant to ensure there is an available seat on the school bus. (elempa@verdala.org)

AFTER SCHOOL ACTIVITIES

Due to the spread of Covid-19, we are currently not offering our After School Activities Program. Should the situation change, you will be notified in due course and the following information will apply.

Our After School Activities program supports our belief in a balanced lifestyle and allows children to involve themselves in a variety of activities outside of the school day. They are an integral part of developing the whole child and we encourage all families to take advantage of the program to encourage children to explore and develop their talents and interests.

At the beginning of each term, a variety of activities will be offered to children in grades Kindergarten through Grade 5. In general, activities are not offered for students in Prekindergarten and Prekindergarten 2 due to the length of day that would be created by participating in these activities. Activities are conducted between 3:30pm and 4:40pm Monday through Friday. And are run by either staff members or outside experts. Depending on the nature of the activity, a small fee may be associated with participation.

A full list of activities will be sent to parents within the first few weeks of school and the terms of participation can be viewed on the school website (www.verdala.org/en/afte-school-programme).

FIELD TRIPS

Due to the spread of Covid-19, we are currently not offering our field trips. Should the situation change, you will be notified in due course and the following information will apply.

Field Trips enrich the educational experience as valuable extensions of classroom learning. As part of our IPC, we study our “Home” and “Host” countries. We select destinations based on connections to our IPC, Math and Language units, considering age appropriateness.

Parents will be notified by the teacher in charge of the trip, well in advance of the scheduled date for the trip. The cost for entrance fees, special guides and bus transportation are included in the school fees. However, for special trips, such as overnight stays, there may be additional costs.

At the beginning of the school year, parents will be asked to complete a permission form for field trips, including walks in the community. Teachers will still inform you of any excursions off campus.

Parents are required to purchase an excursion shirt from the Elementary School office. This is a red polo shirt with the school name and phone number which, for easy identification purposes, all students must wear when they go on a field trip.

GUIDANCE AND COUNSELING SERVICES

Due to the spread of Covid-19, all in-person counseling services with anyone other than students has been suspended until further notice. The counselor will be conducting any necessary meeting over a video conferencing platform (e.g. Zoom) unless there is an urgent need to meet in person.

VIS has one full-time counselor available to assist students and families with personal or well-being related issues throughout the day. Beyond teaching the PSHE curriculum, the counselor provides one-on-one services as well as small group counseling, depending on the need. The counselor maintains an “open door policy” in order to be available as much as possible to support the community in achieving educational and personal growth. That being said, it is always best to schedule an appointment in advance with the counselor as the nature of their work often involves responsive services and require them to be out of the office on a regular basis.

CREATING A SAFE AND CARING LEARNING ENVIRONMENT

Code of Conduct

In order to ensure the welfare of all children in the Elementary school, we have compiled a set of standards of behavior, referred to as the Student's Code of Conduct. Students, staff and parents all share the responsibility for ensuring these common sense behaviours are met at all times. For the purposes of the information below, please note that VIS defines bullying as any behavior that is hurtful, targeted, repeated and involves an imbalance of power.

The students are regarded as representing Verdala from the moment they either arrive on campus or arrive at their bus stop. Behaviour at these times must reflect that expected of a Verdala member, which is the following:

1. **RESPECT** towards learning, oneself, peers, school employees, school property, environment and host country
2. **HONESTY** academic / interpersonal / sports
3. **COLLEGIALITY** and fostering solid interpersonal skills
4. **SAFE** environment: conducive to learning

1. RESPECT

- a. Respect towards learning is shown through:
 - i. Growth mindset (learn from our mistakes)
 - ii. Integrity (doing the right thing, even when no one is looking)
 - iii. Coming prepared to learn and giving your best
- b. Respect towards oneself is defined by:
 - i. personal health and hygiene
 - ii. keeping safe (reporting promptly bullying, harassment, unfair treatment)
 - iii. adhering to the dress code
- c. Respect towards peers is shown through:
 - i. being polite, and active listening
 - ii. acknowledging cultural / social differences
 - iii. keeping others safe (reporting promptly bullying, harassment, unfair treatment)
- d. Respect towards school employees is shown through:
 - i. being polite, and active listening
- e. Respect for the host country is shown through:
 - i. being polite
 - ii. acknowledging cultural / social differences
 - iii. abiding by the laws of the host country
 - iv. adhering to the dress code
 - v. respect for school property/environment
 - vi. appreciate what we have and help take care of our environment
 - vii. help keep our environment safe, clean and tidy
 - viii. recycling as much as possible

2. **HONESTY** academic / interpersonal / sport
 - a. be truthful
 - b. be kind, or say nothing
 - c. 'win gracefully, lose with dignity' Michelle Obama

3. **COLLEGIALITY** and fostering solid interpersonal skills
 - a. show team spirit – and value it!
 - b. include others
 - c. offer to help others, when appropriate
 - d. be kind to each other

Invitations to any events outside of the school will not be delivered in school unless all children in the class are invited, such as birthday parties

4. **SAFE** environment, conducive to learning
 - a. look out for one another
 - b. be gentle with your words and actions
 - c. use your words such as, *"Stop it I don't like it. If you don't stop I'm going to ask a teacher for help."*
 - d. make safe choices i.e. *use pedestrian crossing. cross with an adult*

Bullying of any kind – physical, verbal, social, cyber – is not tolerated at Verdala International School

Reported incidents of Bullying will result in thorough investigations and appropriate interventions.

Student Contract

Students' rights and responsibilities (Code of Conduct, Dress Code, Behaviour) will be discussed by the homeroom teachers at the start of each year. Class essential agreements are often used to help focus students' commitments to their responsibilities.

Students in Kindergarten to Grade 5 will be asked to sign the following to indicate that they have understood the behaviour guidelines for all Elementary students:

For Elementary students to sign:

I shall:

- *be polite*
- *be honest*
- *be kind to my classmates and other students*
- *listen to my teachers*
- *follow the school rules*
- *come to school prepared to learn*
- *always try my best*

Supporting Positive Behavior at School

The philosophy in Elementary is to foster a safe learning environment through the development of positive teacher-student relationships and a sense of collective responsibility for the community.

Throughout the day, behaviour expectations are clearly outlined for students and encouraged through positive reinforcement. However, there may be occasions when a child's actions require teacher intervention. The vast majority of times, these actions can be resolved in the classroom. If the behavior interferes with the safety or learning of themselves or other students, parents will be contacted and appropriate interventions will be put in place.

It is the policy in Elementary to keep parents informed of any discipline issues. Should a parent have any questions, the classroom teacher is their first point of contact. If the situation needs to be taken further, they should contact the Elementary Principal or Assistant Principal.

COMMUNICATION

We consider communication between home and school to be of utmost importance. We make every effort to be sure that parents are informed in a timely manner of their child's progress, school events, and other important information.

A crucial part of this process is having up-to-date telephone numbers and email addresses, as the school relies heavily on email communication. Please ensure that the school always has your most current contact information as well as an alternate contact person in case you cannot be reached in an emergency. To update your information, please ensure that the information on ManageBac is updated and correct.

Chain of Communication

If a question or issue should arise concerning your child, please contact the person most directly connected to the situation. In most cases, that will be your child's teacher. If you cannot resolve the question or issue at that level, you are requested to contact one of the Elementary School administrators for further assistance. If the situation remains unresolved after working with the school administrators, you would then contact the Head of School.

Syllabus Days

Syllabus Day will be held within the first month of school. On this day you'll be invited to attend a presentation by your child's teaching team. This is an opportunity for you to gain insight into your child's learning journey. Your teacher will share with you information about our curriculum, along with general classroom routines, planned trips, and class values. Since we strive to be ethical and green, you will not receive many handouts as we move towards a paperless presentation where possible.

ManageBac

We use a system called ManageBac to share weekly bulletins, announcements, report cards and attendance. You can access ManageBac on our website or through the link below.

<https://verdala.managebac.com/login>

It is important that you are registered on this system, and know your username and login. Access to this site is secure and private. For those of you who are new to ManageBac and need some guidance on how to navigate the site, help can be found here:

<https://www.youtube.com/watch?v=sYwETk6Rwuo>. If you require further assistance, please contact the elementary PA.

Gmail

Email is one of the most frequently used methods of communication at the school. You can find a list of staff and their associated email addresses in Appendix I of this handbook. Should you require immediate assistance, please do not hesitate to contact the school by phone.

Parent Information Meetings

Parent Information Meetings (PIMs) are held approximately once a month. These are usually run by the Principal, Assistant Principal or Milepost Leader and on occasion, teachers may participate. They range from topics such as curriculum, pastoral matters or other important matters that may arise.

PARENT INVOLVEMENT

We are always interested in hearing from those who would like to get involved by volunteering at school for various activities and programs. Parental involvement is important to us and helps develop the sense of community we have at Verdala.

Parent Volunteers

Listed below are just a few of the ways parents might volunteer in the Elementary School.

- Reading with students
- Trip supervision
- Help organizing special days/ events

At Verdala, all parent/guardian volunteers must submit police checks before they have any responsibility for children. If you require help in obtaining a Maltese police check please liaise directly with the Principal's PA (elempa@verdala.org.)

Class Parents

We hope each homeroom will have a 'Class Parent'. Whilst the role is flexible, depending on the time the parent can give, they may:

- facilitate parent get togethers.
- identify field trip volunteers fairly, when needed.
- coordinate support for voluntary roles such as reading parents.
- help organise a winter and end of year party with the class teacher.

If you are interested in this role, please express interest to your child's class teacher prior to Syllabus Day that is held in the first weeks of school. This role can be shared, or done alone. At this event, parents can share their contact information through the Class Parent, as the school cannot share this information due to data protection. Please note that the only acceptable form of communication on school matters is via email.

GUARDIANSHIP AND SUPERVISION

Given the nature of international work and traveling requirements, there may be rare occasions when parents and/or guardians are away from home. Parents are responsible for finding a guardian for their child(ren), when this situation arises. The guardian will have all the responsibilities and rights of a parent. *Parents are expected to make arrangements for appointing a guardian and communicate that plan to the school in writing by completing the [Parent Overseas Form](#) whenever both parents will be out of the home for any longer than a single night. This form can be accessed by clicking on the link above or contacting the elementary personal assistant.*

CLASS CREATION

VIS is committed to creating a learning environment that maximizes access to learning, inclusivity and well-being for all. In order to achieve this, the staff spend a significant amount of time engaging in a process that attempts to create the most conducive learning environment possible for all students. During this process, a wide variety of factors are considered and students are placed based on information collected throughout the year.

Friendships are one of the main considerations during class placement and teachers focus on ensuring that students are placed with at least one friend identified either by the teacher or the student. If you have any information related to class placement that you would like our teachers to consider, we ask that you inform them before June. This information will be taken into consideration when developing class lists for the following school year. Please note that we cannot guarantee that any requests will be met due to the complex nature of the class placement process and we do not accept requests for specific teachers.

APPENDIX I - STAFF CONTACT INFORMATION

| | | |
|---------------|-----------------------|---------------------|
| Damon Rickett | ES Principal | viselem@verdala.org |
| Marlyn Gauci | ES Personal Assistant | elempa@verdala.org |

| | | |
|------------------|-----------------------------------|----------------------|
| Francesca Theuma | Assistant Principal (PK1-Grade 1) | espa_inf@verdala.org |
| Michael Neumann | Assistant Principal (Grade 2-5) | espa_jun@verdala.org |

| | | |
|----------------|----------------------------------|--------------------------|
| Corinne Borg | Head of Student Support Services | inco@verdala.org |
| Tamar Gottlieb | Counselling/PSHE Teacher | escounsellor@verdala.org |

Early Childhood Team

| | | |
|----------------------|--------------------------------------|-----------------------------|
| Suzy Blanshard | Pre KG 1 Teacher/ Milepost Leader | blanshards@verdala.org |
| Karen Tanti | Pre KG1 Teacher Assistant | tantik@verdala.org |
| Susan Hatch | Pre Kindergarten 2 Teacher | hatchs@verdala.org |
| Kseniia Konyaeva | Pre Kindergarten Teacher Assistant | konyaevak@verdala.org |
| Lydia Galea Portelli | Pre Kindergarten 2 Teacher | galeaportelliil@verdala.org |
| Kyoko McHugh | Pre Kindergarten 2 Teacher Assistant | mchughk@verdala.org |
| Nohora Cumplido | Early Years Creative Arts | cumplidon@verdala.org |

Milepost 1 Team

| | | |
|----------------|----------------------------------|----------------------|
| Mark Goode | KG Teacher | goodem@verdala.org |
| Birgid Capozzi | KG Teacher Assistant | capozzib@verdala.org |
| Kim Wong | KG Teacher | wongk@verdala.org |
| Carla Noblat | KG Teacher Assistant | noblatc@verdala.org |
| Yasmin Alvi | Grade 1 Teacher/ Milepost Leader | alviy@verdala.org |
| Nicole Hooper | Grade 1 Teacher Assistant | hooper@verdala.org |

| | | |
|-----------------------|---------------------------|----------------------------|
| Emma Ghani | Grade 1 Teacher | ghanie@verdala.org |
| Nicola Sammut Henwood | Grade 1 Teacher Assistant | sammuthenwoodn@verdala.org |

Milepost 2 Team

| | | |
|---------------------|----------------------------------|--------------------------|
| Susanne Hackenbruch | Grade 2 Teacher/ Milepost Leader | hackenbruchs@verdala.org |
| Tyler Shepard | Grade 2 Teacher | shepardt@verdala.org |
| Charmaine Navarro | Grade 2 Teacher Assistant | navarroc@verdala.org |
| Chiara Ferloni | Grade 3 Teacher | ferlonic@verdala.org |
| Michael Banks | Grade 3 Teacher | banksm@verdala.org |
| Alan Chircop | Grade 3 Teacher Assistant | chircopa@verdala.org |

Milepost 3 Team

| | | |
|--------------------|-----------------------------------|-------------------------|
| Dorothy Sinson | Grade 4 Teacher | sinsond@verdala.org |
| Anna Schembri | Grade 4 Teacher | schembria@verdala.org |
| Alexandra Farrugia | Grade 4 Teacher Assistant | farrugiaa@verdala.org |
| Kathleen Chut | Grade 5 Teacher | chutk@verdala.org |
| Daniel Shrewsbury | Grade 5 Teacher / Milepost Leader | shrewsburyd@verdala.org |
| Jessica Hewer | Grade 5 Teacher Assistant | hewerj@verdala.org |

Single Subject Teachers (KG-G5)

| | | |
|--------------------|-------------------------|----------------------------|
| Nancy Generelli | Art | generellin@verdala.org |
| Sonya Agius | Music / Performing Arts | agiuss@verdala.org |
| Martina Pittaro | Drama / Performing Arts | pittarom@verdala.org |
| Johnna Grech | EAL KG - G2 | grechj@verdala.org |
| Laura Byfield | EAL G3 - 5 | byfieldl@verdala.org |
| Ana Acevedo Nistal | Spanish | acevedonistala@verdala.org |

| | | |
|----------------|------------------------------|-----------------------|
| Galya Umnova | PE | umnovag@verdala.org |
| Tamar Gottlieb | PSHE | gottliebt@verdala.org |
| Anita Formosa | Library Assistant (ES & Sec) | formosaa@verdala.org |
| Dorianne Gauci | Art Assistant | |

Nurse

| | | |
|-----------------------|-------|------------------------------|
| Odette Micallef Enger | Nurse | micallefengerero@verdala.org |
|-----------------------|-------|------------------------------|

APPENDIX I -2021-2022 Key Dates for Parents

| Date | Event |
|---------------------|---|
| Tuesday, Sept 7 | New Student Orientation (Prek2-Grade 5) Syllabus Day (PreK1) |
| Wednesday, Sept 8 | School Holiday |
| Thursday, Sept 9 | 1st Day of School (Prek2-Grade 5) |
| Thursday, Sept 9-10 | PK1 Meeting Days |
| Monday, Sept 13 | PreK1 1st Day of School |
| Week of Sept 20 | Syllabus Day - date will be communicated by teachers |
| Tuesday, Sept 21 | School Holiday |
| Week of Sept 27 | Measures of Academic Progress (MAP) - Grades 3-5 |
| Week of Oct 11 | Host Country Week |
| Oct 27-29 | School Spirit Days |
| Week of Nov 1 | Fall Holiday |
| Week of Nov 15 | Anti-Bullying Week |

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| Tuesday, Nov 16 | Parent Conferences |
| Thursday, Nov 25 | Half School Day - Thanksgiving |
| Wednesday, Dec 8 | School Holiday |
| Monday, Dec 13 | School Holiday |
| Dec 20- Jan 10 | Winter Break |
| Friday, Jan 28 | 1st semester report cards published |
| Week of Jan 31 | Measures of Academic Progress (MAP) - Grades 3-5 |
| Thursday, Feb 10 - Friday, Feb 11 | School Holiday |
| Thursday, March 31 | School Holiday |
| Tuesday, April 5 | Parent Conferences |
| April 11-18 | Spring Holiday |
| Week of May 2 | Spirit Week |
| Week of May 23 | Measures of Academic Progress (MAP) - Grades 3-5 |
| Monday, June 6 - Tuesday, June 7 | School Holiday |
| Friday, June 10 | Return all school books |
| Week of June 13 | Grade 5 to Middle School Transition |
| Week of June 20 | Kindergarten to Grade 1 Transitions |
| Thursday, June 23 | Last Day Of School Second semester report cards published Half School Day |