



WASHINGTON SCHOOL

RULES AND REGULATIONS  
KINDERGARTEN

2020



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**WASHINGTON SCHOOL IS AN INSTITUTION THE MISSION OF WHICH IS TO PROVIDE A QUALITY STEP-FORWARD EDUCATIONAL SERVICE, WITH HIGH ACADEMIC STANDARDS PROMOTING IN ITS STUDENTS THE DEVELOPMENT OF INTELLECTUAL, PHYSICAL, EMOTIONAL AND MORAL SKILLS, FORMING PEOPLE WHO COULD WORK ON THEIR OWN GROWTH TOWARDS A USEFUL INSERTION IN SOCIETY.**

## SCHOOL PHILOSOPHY

Our Institution focuses its education on the person to slowly but steadily help achieve a harmonious development of one's physical, psychological and spiritual skills, towards maturity of personality.

We consider education must be integral, walking together with the students` growth in a close relationship with all the protagonists of the learning process: students, teachers and families. Through a responsible guidance, students elaborate their own and strong criteria which will let them develop their whole potential as a person.

We foster an education based on autonomy, which will grow progressively with the orientation of parents and teachers towards a responsible freedom.

As a social being, immersed in a community, we aim at an education where the student becomes an active member of society:

- **Handling communication skills, as necessary tools for the future.**
- **With a critical attitude, conscious of the need of their leading role in the moment we live as agents of change.**
- **Accepting differences, integrating and seeking a good co-existence among ethnicities and creeds to build a more human and fair world.**

We promote a critical education fostering the interpretation of reality, the learning of information tools in this ever-changing world, so that it could be adjusted and transformed. Our Institution is a living community of teachers and learners, where the formative aspect has predominance above an informative one, where dialogue and co-existence are given a priority, building a team in constant process of learning and as an integral body in the following values:

**RESPECT - TRUTH - HONESTY - SOLIDARITY - PEACE -  
NON-VIOLENCE - JUSTICE - LIFE DEFENSE AND EQUALITY.**

As educators, our commitment is to develop quality, active, flexible and collaborative teaching, which helps students produce, ask, adjust to changes and use technology appropriately.

We adopt a progressive and agreed pedagogy, through the encounter and revision of ideas and methods, experiences and attitudes. We sustain a teacher ongoing learning process, essential to qualify in teaching techniques and make this task more efficient and real.

We encourage our learners to be active protagonists of their own education, participating progressively, according to age and responsibility, making them conscious of their work and effort as part of their personal and social construction.

We believe that learning is completed through the joint work of families and teachers.

Therefore, it is essential the support and participation of families in the learning process.

## INTERNATIONAL BACCALAUREATE- PRIMARY YEARS PROGRAMME (IBPYP)

Washington School is a **World School member of the International Baccalaureate Organization.**

This Programme held all throughout Kindergarten and Primary School is definitely oriented to help our students develop the following attributes and skills:

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

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

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

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

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

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

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

**Risk-takers:** They approach unfamiliar situations and uncertainty with courage and fore- thought, and have the independence of spirit to explore new roles, ideas and

strategies. They are brave and articulate in defending their beliefs.

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

**Reflective:** They thoughtfully consider the world and own ideas and experience. They work to understand strengths and weaknesses in order to support their learning and personal development.

The **PRIMARY YEARS PROGRAMME** is one of the three programmes the **INTERNATIONAL BACCALAUREATE** has designed for children from 3 to 11 years of age; it is acknowledged as an international, quality and demanding academic programme.

**The PYP is a transdisciplinary Programme of Inquiry.** Teachers and students are guided through a series of basic questions when the units of inquiry are designed so as to foster exploration and study. The above mentioned are called Transdisciplinary Themes; they are six:

**WHO WE ARE, HOW WE EXPRESS OURSELVES, WHERE WE ARE IN PLACE AND TIME, HOW THE WORLD WORKS, HOW WE ORGANIZE OURSELVES AND SHARING THE PLANET.**

Together, these themes evoke ideas of both local and global meaning while showing shared interests of all the people, notwithstanding where they live or to which culture they belong. What students know and want to know is taken into consideration to plan the Units. This helps teachers take into account their needs and students realize their questions are driven into their teachers' plans and assessment.

Being conscious of this aspect increases motivation and makes the learner feel totally involved in the process of teaching and learning.

The Programme is based on the contents of traditional disciplines: Language, Maths, Social Studies, Science and Technology, Art, Personal, Social and Physical Education but is basically focused in the development of concepts, knowledge, skills, attitudes and the practice of responsible actions.



## CREATIVITY ACTION SERVICE

**Washington School** values not only its students' intellectual achievements but also a committed and responsible attitude towards others and the Planet itself.

Therefore, we work on the Learner Profile and promote activities which will give the students the chance to choose which the best way to act is.

At School pupils actively participate in different proposals related to different organizations in need of our help.

## LIBRARY

To our School, “**Frances Dyrmont**” Library is especially significant in our daily work. Students walk into it systematically to develop research and communication skills while looking through reference books, readers and storytelling respectively, both by the school librarian as well as families and/ or professional narrators.

## RULES OF CO-EXISTENCE

It is part of our daily work to let our students know, accept and respect their rights and duties as well as those of their teachers' so as to get an appropriate co-existence with the whole school community, within and outside the school environment (classroom, arrivals and exits, lining-up in groups, lunchroom, library, school buses, outings, sports field, educational trips).

Teachers and Office strongly try to keep our environment orderly and to stimulate autonomy in students, with adequate and timely interventions, letting everybody know the rules, constantly reminding their existence, helping the compliance of such rules with an active and constant presence.

Faculty's aim is to guide, lead to, facilitate and rationalize co-existence in daily work; to be conscious of virtues and values.

Rules help students achieve their objectives as individuals and therefore achieve a whole integral education in a context of authority which will let them create an inner structure into a mature personality.

Habit formation of respect, compliance, responsibility, hygiene and appearance together with the growth of positive attitudes are the focus in our work as regards this aspect.

We promote a discipline system based on attitude and habit formation, personal, free, responsible and preventive:

**Formative:** in the sense that discipline must guide the child or adolescent to be educated in a renewed inner attitude, positive in values.

**Personal:** teaching must take into account individual differences. Each group and student is fully rich in attributes which must be highlighted and shown. This atmosphere seeks the generation of communication, openness and the development of creativity in students with the consequent personal initiative, participation and imagination.

**Free and Responsible:** Our schooling seeks to educate students in an integral way, as responsibly free individuals.

**Preventive:** The idea is to actively reflect upon rules and regulations trying to make students feel the presence of teachers as guides.

## STUDENTS' AND FACULTY'S RIGHTS AND DUTIES

Students are committed to work towards the best co-existence possible, respecting the following declaration of rights and duties of our School Co-existence Code:

### STUDENTS' RIGHTS

**Art. 1: To learn**

**Art. 2: To receive an integral education which ensures the development of personality with equal opportunities**

**Art. 3: Not to be discriminated.**



**Art. 4: To respect one's moral and physical integrity.**

**Art. 5: To enjoy freedom of thought, consciousness, opinion and speech, in an academic context.**

**Art. 6: To share a pleasant environment adequate to needs of health, hygiene and safety.**

**Art. 7: Not to make public personal circumstances, preserving confidentiality.**

**Art. 8: To receive professional guidance and support.**

**Art. 9: To be clear, objectively and honestly assessed, knowing the criteria for such evaluation or assessment.**

**Art. 10: To play in a place prepared for this action.**

#### STUDENTS' DUTIES

**Art. 1: Not to discriminate.**

**Art. 2: To express correctly and in a context of mutual respect.**

**Art. 3: To preserve moral and physical integrity of all the members of our school community.**

**Art. 4: To respect freedom of thought, consciousness, opinion and speech of the school community.**

**Art. 5: To respect National and Institutional symbols.**

**Art. 6: To respect the teachers' right to teach and the other learners' right to learn.**

**Art. 7: To preserve the right to privacy of all the other members of our community.**

**Art. 8: To respect our School Philosophy.**

**Art. 9: To respect School rules and regulations, as regards:**

**a) Punctuality and attendance**

**b) Personal appearance**

**c) School Uniform**

**d) Caring of School elements and premises.**

**Art. 10: To responsibly participate in all School activities.**

**Art. 11: To relate with respect to all the adults of the Institution.**

## TEACHERS' RIGHTS

**Art. 1: To teach**

**Art. 2: Not to be discriminated.**

**Art. 3: To enjoy freedom of thought, consciousness, opinion and speech.**

**Art. 4: To share a pleasant environment adequate to needs of health, hygiene and safety.**

**Art. 5: To preserve their right to privacy.**

**Art. 6: To stay informed, oriented, assisted and legally supported by school authorities.**

**Art. 7: To receive adequate and constant teacher training.**

**Art. 8: To be acknowledged academically, in salary and to receive social protection.**

**Art. 9: To be provided of the necessary environment to teach the corresponding disciplines.**

**Art. 10: To freely teach their discipline.**

## TEACHERS' DUTIES

**Art. 1: Not to discriminate**

**Art. 2: To preserve moral and physical integrity of all the members of our school community**

**Art. 3: To respect freedom of thought, consciousness, opinion and speech of the school community**

**Art. 4: To comply with one's teaching practice with expertise.**

**Art. 5: To preserve the right to privacy of all the other members of our community.**

**Art. 6: To know and respect our School Philosophy.**

**Art. 7: To respect School rules and regulations as regards the following:**

**a) Punctuality.**

**b) Personal appearance.**

**c) Caring of School elements and premises.**

**Art. 8: To train and keep updated.**

**Art. 9: To get organized and plan timely and adequately considering the characteristics of each group.**

**Art. 10: To honestly guide students.**

**Art. 11: To assess in a clear, objective, fair and coherent way.**

**Art. 12: To inform the School community about anything deemed necessary.**

**Art. 13: To actively participate in the formation of students' attitudes and habits respecting these Rules and Regulations and the decisions taken by the Office.**

## FAMILIES' COMMITMENT AND RESPONSIBILITY

- 1. To know and accept the aims, objectives, School Rules and Regulations, Code of Co-existence and all the decisions taken by the BOD or Office of each level at School.**
- 2. To collaborate with the compliance of these Rules and Regulations and the Code of Co-existence.**
- 3. To guide and stimulate their children in all aspects of their schooling.**
- 4. To agree with and support every aspect related to habit formation as regards: order, compliance, personal hygiene, attendance and punctuality and in the basic rules of co-existence, such as mutual respect, good manners, etc.**
- 5. To comply with School hours.**
- 6. To communicate the Office who will take your place in case you are absent and the corresponding period. The person in charge will have the same subsidiary duties.**
- 7. To make a physician complete the student's Health Record, including the necessary information and the health centre he/she has to be taken to in case of need of urgent medical assistance. This information is of the utmost importance to participate in Physical Education classes and due to demands of the DGEGP (Dirección General de Educación de Gestión Privada// Supervision of Private Schools).**
- 8. To sign all the communications written or glued in the Communications**

**Notebook. Due to safety reasons and because it hinders our daily work, no permissions given through telephone or mail will be accepted.**

**9. To sign every communication or conduct observation received.**

**10. To participate in conferences or meetings when called in by teachers, Office or School Counselors' Team.**

**11. To write down or orally inform School whenever in need to communicate something to School.**

**12. In case families need a conference with teachers, Office or School Counseling Team, it should be asked for through the Communications Notebook or by phone so as to set a day and time to comply with it.**

**13. When coming to School, families will have to inform the receptionist the reason of their visit. No access to classrooms is allowed during school hours for it would interrupt the normal activity in such classrooms.**

**14. Families are not allowed to bring school elements or material to be given to their children during school hours.**

**15. To pay duly and timely the teaching fees.**

## CODE OF CO-EXISTENCE

### NEW CONFIGURATION OF GROUPS

Those children finishing Kinder 4 and starting Kinder 5 will be re-organized into two new groups.

### OUTINGS AND FIELD TRIPS

Conduct, behavior in general and the students' attitudes throughout school year will determine their participation or not in these activities.

### MISBEHAVIOUR

#### **1.1. Lack of Respect**

**a) Verbal:** insults, threats, bullying or negative social pressure, inadequate foul

expressions, repetitive teasing, etc.

**b) Physical:** hitting, spitting, throwing elements which might hurt somebody, fist-fighting, etc. and/or any action which directly or indirectly might provoke bodily harm.

**c) Attitudinal:** irreverence towards National or School symbols, offensive gestures, repeated interruptions which disrupt the normal development of school life, misconduct and/or inadequate demonstrations within and outside school, being the student representing the School or not; not following teachers' instructions.

**d) Discriminatory:** for religious reasons, ethnicity, creed, gender, social status, accident, illness, weight, size or ideas towards Office, teachers, janitors, students or any person whoever they might be.

### **1.2. Responsibility Misconduct**

a) To hide, check over or take away somebody else's school material or elements.

b) To harm, deteriorate or write on somebody else's school material or premises (tables, walls, library books, etc.)

c) Being disorderly or not attentive to school hygiene (classroom, playgrounds, stairs, toilets, furniture, etc.)

## **DISCIPLINE**

- Reflective instance between teacher/s and student/s.
- Calling in families by the School Counselors' Team and/or Office to jointly guide conduct.
- It is at the Office's discretion to put into effect other measures or take different actions.

***Note: When misconduct is recurrent requiring systematic intervention, the School is free not to accept enrollment of the student for the following school year.***

## ASSESSMENT

In Kindergarten assessment refers not only to attitudinal aspects but also to those related to knowledge of contents stated in the Curriculum belonging to our jurisdiction, the Primary Years Programme and the institutional adjustments considering the specific characteristics of our community. That is, we assess knowledge but also values, attitudes and skills. In order to gather information on these aspects, observation is the most habitually used technique, considering it the most direct, spontaneous and clear.

Group observation focuses on social processes such as integration, interaction, communication, bond building and the acceptance and respect of the co-existence rules.

Individual observation is used to acknowledge signs of progress or difficulties in children in order to approach all issues which might be an obstacle to learning.

So, the design of pedagogical proposals are fostered so as to ease the process of teaching and learning and to overcome seen difficulties.

### **Assessment registering and communication**

Individual follow-up of students is carried out through registering in writing all the observations related to different conducts. They are also done in relation to objectives set in reference to different disciplinary areas: Social, Affective and Moral Education, Inquiry of Social and Natural Environments, Maths, Language, Literature, English, Music, Physical Education, Arts. Information given is presented in a written narrative register.

Teachers will hand out these written reports in individual conferences or group meetings with families. Videos, pictures and other audiovisual resources are usually used, complementarily, to give evidence of work done. Folders and notebooks with activities are other resources presented to families which give information about the evolution of their children. This information may be enhanced for parents' orientation by the Office or School Counselors when needed.

## CRITERIA FOR THE SELECTION OF FLAG BEARERS AND HONOUR STUDENTS

Three flags participate and lead our School Ceremonies: the National Flag, Washington School Flag and the International Banner of Peace.

When choosing K5 Flag Bearers and Honour Students the following criteria will be taken into account:

- **Learner Profile**
- **Companionship and Solidarity**
- **Collaboration**
- **Respect**
- **Accepting limits and task directions**
- **Positive attitude and interest shown towards learning**
- **Participation in class**
- **Effort to improve**

## ATTENDANCE IN KINDERGARTEN TIMETABLES

A regular and punctual attendance to school is compulsory.

**STUDENTS MUST ATTEND CLASSES WITHIN STATED HOURS.**

In case of latecomers, families will announce the arrival at the Reception and wait until somebody belonging to Kinder Staff comes to pick the children up.

After time of arrival, the Office will be in charge of admitting those latecomers. The limit to enter classes will be an hour (1h), ie. 9:30 and 14:15h respectively.

After that time, children attending both shifts will be able to join the class at midday (12:00h) or directly in the afternoon shift. Those children attending only one shift will directly present the following day.



	MORNING SHIFT		AFTERNOON SHIFT	
	KINDER	PRIMARY	KINDER	PRIMARY
ARRIVAL	8:30	8:00	13:15	13:15
EXIT	11:45	12:00	16:30	16:30

Due to safety reasons, **nobody will be able to access school premises** between 16:00 and 16:30h. If an early checkout is extremely necessary, families must enter before 16:00h.

## ABSENCES

Families must immediately communicate School if their children are absent due to infectious diseases so that we can inform this situation to the rest of the families. Moreover, they will have to communicate School in advance in case the children will be absent due to personal reasons.

In case of **Head Lice**, families of affected children will be called in so as to pick them up and take them home to receive the corresponding treatment.

**When children are absent for more than five (5) consecutive days, they will have to present the medical certificate stating they are able to restart classes. Children will not be able to attend classes if the school does not receive this certification.**

**OUR STAFF IS NOT ALLOWED TO GIVE ANY KIND OF MEDICINE TO OUR STUDENTS.**

## WORDS TO THE FLAG

Students will say the words to the Flag both early in the morning and in the afternoon, before leaving School. As an educational institution, we want our children to develop

feelings of respect and commitment towards our **Nation, National Symbols** and their **historical legacy**.

## ORGANIZATION OF THE STUDENTS' EXIT

According to what has been defined in the **Road Safety** Awareness Programme (“Proyecto Conciencia Vial”) students leave school organized in three big groups:

### 1. Buses

### 1. Cars and

### 1. Walkers

We kindly ask families to express the way their children will leave, being our responsibility the placement of each child in the corresponding group.

In case of rain, when leaving School, parents who pick up their children by car will have to get down the CAR –parked on lots 1, 2 or 3- so as to take the children from the line under the entrance roof. All children will be ready to leave as usual. **WE RECOMMEND DURING THESE DAYS TO PICK UP STUDENTS USING THE OPTION “WALKERS”.**

## PERMISSIONS TO LEAVE

It is essential to write down THE FORMAL PERMISSION OF FAMILIES in the Communications Notebook when leaving together with a person different from the ones already authorized. Please, be specific when writing these notes. *Eg: “I give my son/daughter/children permission to leave with... (Name of the person), by... (car/walkers/bus), on...(date of the exit)”.* Signature of father, mother or person in charge.

We mention, once again, the need to write down these permissions. Mails or phone calls will not be accepted. We recommend the inclusion of a special permission to another member of our School community in your Contact Card so as to ease the checkout in case of need.

## LUNCHTIME (ONLY FOR K5)

- This time, which includes lunch or the use of lunch-boxes, takes place between the morning and afternoon shifts; the children who are to stay for lunch at school will remain in the premises without leaving at midday. Families must express in writing if they will eat lunch or if they will take their lunch-boxes.
- Children can personally bring their lunch-boxes or they can be brought to school at midday.

## SAFETY

- Due to safety reasons, every adult who gets into the venues must show identification and Security staff will give visitors a label to stay within the premises.
- At the beginning of every school year, families will complete a Contact Card with updated information regarding personal data, the way their children leave school and the data related to other adults authorized to take their children out of school in case of emergency.
- When the children are taken by people or means of transport different from those known to us, or that do not appear in the Contact Card, **families will expressly write in the Communications Notebook the corresponding permission. This must show the date, signature of family member and the identity card number of the person who will come to pick them up.**
- In case of early checkouts, the adult in charge must sign the Exit Book. Early checkouts between 16:00 and 16:30h are not permitted. School doors will remain closed during such times.

**UNDER NO CIRCUMSTANCE WILL ANY CHILD BE PERMITTED TO LEAVE WITH A PERSON WHO HAS NO EXPRESS AUTHORIZATION FROM THE STUDENT'S FAMILY**

## UNIFORM

- **White trainers and white socks.**
- **Green physical education suit or white shorts with school side bands.**
- **School white collar t-shirt**
- **V-neck blue sweater or blue sweatshirt.**
- **Blue jacket.**

**All clothes must be labeled with the student's SURNAME.**

## COMMUNICATIONS/ DOCUMENTS

Daily communication will be carried out through Kindergarten School mail and the **Communications Notebook**, which every student will take home, thus being the link between family and school. This notebook must be brought back to school every day with notes signed.

Every note issued by the Institution must be signed by parents, as well as all the documents given to the student. **They must be presented back to School within 48 h following the date of the note.**

**THESE RULES AND REGULATIONS ARE APPLICABLE WITHIN AND OUTSIDE OUR PREMISES DURING ALL THE ACTIVITIES CARRIED OUT BY OUR STUDENTS, BEING CURRICULAR OR EXTRACURRICULAR, WITHIN OR AFTER SCHOOL HOURS, WHEN OUR STUDENTS MIGHT TAKE PART IN REPRESENTING WASHINGTON SCHOOL.**



**A TRUE EDUCATION  
KINDLES THE OLD,  
BRINGS FORTH THE NEW,  
INVOLVES A LIFETIME OF LEARNING.**



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