

Raffles*Elementary*

**Student &
Parent Handbook**

2025-2026



Think. Create. Succeed.

Welcome Letter from the Principal

Dear RAS Students and Families,

It is an honor and privilege that you have entrusted your child's education to our team. The Raffles Elementary School program has been curated to develop each student's academic and social skills in a safe, supportive, and stimulating environment. Starting with the robust foundation of US curriculum standards, our units are planned with learning outcomes and performance tasks in mind, ensuring that students are guided and assessed strategically and authentically. Moreover, our RAS General Learning Outcomes are integrated into every lesson and activity to support the development of essential soft skills alongside academic learning. One key component of this process is the expertise and enthusiasm of our talented education team, who collaborate and learn from each other to hone their professional practices and improve student outcomes. Equally important is each and every RAS student. Through the inquiry-based learning approach, each child's natural curiosity is utilized to foster personal and relevant connections with the curriculum.

What makes RAS truly special are the contributions of all our community members. Students and parents alike are actively encouraged to pursue endeavors that foster the growth and success of our school community, which is evident in our support and promotion of student initiatives, parent participation, and community events. As a fellow community member, I invite you to share your unique perspectives, heritage, and talents whenever the opportunity presents itself. I look forward to the exciting opportunities our collective efforts will bring this year.

Sincerely,

James Elliott



Table of Contents

Welcome Letter from the Principal.....	1
Table of Contents.....	2
Who We Are.....	5
Mission Statement & Governance.....	5
RAS Mission.....	5
Governance.....	5
General Learning Outcomes (GLOs).....	5
GLOs.....	5
Elementary Staff List.....	6
Faculty & Support Staff.....	6
Communication: Who do I contact?.....	7
Parent Portal.....	7
ClassDojo.....	7
Academic Program.....	8
Class Size & Curriculum.....	8
Class Size.....	8
Elementary Curriculum.....	8
Language Arts.....	8
Mathematics.....	8
Science.....	9
Social Studies.....	9
World Language.....	9
Art.....	9
Technology.....	9
Physical Education.....	10
Assessment & Grading.....	10
Assessment.....	10
Report Cards.....	10
Academic Standards.....	10
General Learning Outcomes (GLOs).....	11
Homework & Home Reading.....	11
Students are responsible for.....	11
Teachers are responsible for.....	11
Parents are responsible for.....	11
Field Trips.....	12
Library.....	12
Tutoring or Private Lessons for Pay.....	12
Supportive Environment.....	13
Student Support Services.....	13
English Language Learning Support (ELL).....	13
Learning Support (LS).....	13
Retention.....	13
Character Education & Citizenship.....	14

Assemblies & Morning Meet Ups.....	14
Student Leadership.....	14
Elementary Schedule.....	15
Co-Curricular Activities - Elementary CCAs.....	15
Elementary Behavior Agreement.....	15
School Rules.....	15
Acknowledgement of Positive & Appropriate Behavior.....	16
Interventions.....	16
Bullying.....	17
Statement of Intent.....	17
Objectives.....	17
What is Bullying?.....	17
Why is it Important to Respond to Bullying?.....	18
Signs & Symptoms.....	18
Reporting Procedures.....	18
Steps.....	19
Consequences for Bullying.....	19
Remedial Action & Consequences.....	19
Prevention.....	19
Parent Expectations.....	20
Attendance.....	20
Attendance & Participation.....	20
Tardies & Early Dismissal.....	21
Student Care & Safety.....	22
Daily Routines.....	22
Morning Drop-Off Routine.....	22
Afternoon Pick-Up Routine.....	22
Students & Parents on Campus During Weekends or Holidays.....	22
Leaving Campus During the School Day.....	22
Student Health & Wellbeing.....	23
Illness During the School Day.....	23
Non-Participation in Physical Education.....	23
School Supplies.....	24
Dress Code.....	24
Lost & Damaged School Resources.....	24
Personal Items at School.....	24
Lost & Found.....	25
Morning Snack & Lunch.....	25
Birthday Parties & Celebrations.....	25
Emergency Contact Information.....	26
Change of Address, Email, or Phone Number.....	26
Absence of Both Parents.....	26
Procedures & Guidelines for Guardianship.....	26
Early Check Out of Students Before the End of the Year.....	26
Visitors & Shadowing Students.....	27

Withholding of Student Reports.....	27
Withdrawal Procedure.....	27
Emergency Procedures.....	27
Vehicles.....	27
Security Badges.....	28
Prohibited Items.....	28
Smoking.....	28
Pets on Campus.....	28
Skateboards, In-Line Skates, Scooters, etc.....	28
Use of Campus Facilities.....	28
Appendices.....	29
Finance: Transportation.....	29
Finance: Fee Structure.....	29
School Calendar 2024/2025.....	30
A1: Student & Parent Handbook Agreement Form.....	31
A2: Technology Use Agreement: Information.....	32
A3: Technology Use Agreement Form.....	34

Who We Are

Mission Statement & Governance

RAS Mission

Raffles American School is a learning community that empowers students to achieve their academic and life potential. RAS serves students Pre-K through 12th grade. Our rigorous and rich academic and co-curricular programs encourage student growth through a learning outcome approach, acknowledging multiple types of intelligence and paths to learning. We facilitate student success through collaboration with parents, a balanced focus on intellectual, emotional, physical, and social progress, and a profound belief that all students can learn.

Governance

Raffles American School is a subsidiary of Raffles Education Corporation. The Superintendent of Raffles American School is responsible for day-to-day operations, personnel decisions, financial management within the budget and, most importantly, ensuring the overall quality of educational offerings for Raffles American School. The RAS Superintendent reports to the CEO of Raffles Education Corporation.

General Learning Outcomes (GLOs)

GLOs

It is our expectation that all students, in all classes, at all grade levels will actively demonstrate the RAS GLOs.

Critical Thinking	<ul style="list-style-type: none">• Think analytically, strategically, critically, creatively, independently and collaboratively. Question themselves, others and ideas objectively and reflectively.• Problem-solve through acquisition, integration and successful application of content/learning.• Apply knowledge to real-life situations.• Take responsible risks and approach problems with creativity and perseverance.
Organization	<ul style="list-style-type: none">• Efficiently allocate their time and energy towards prioritized tasks.• Use appropriate technologies, resources, and strategies to gain access to relevant information.• Logically organize information using appropriate strategies and tools.• Create finished products showing a high degree of content understanding, neatness, quality, and precision.
Communication	<ul style="list-style-type: none">• Communicate effectively as listeners, speakers, readers, and writers through auditory, visual, physical or digital means to a range of audiences for a range of purposes.• Display appropriate presentation skills.• Demonstrate collaborative communication skills.
Character	<ul style="list-style-type: none">• Demonstrate compassion, honesty, and integrity in dealing with others.• Show tolerance, understanding, empathy, and respect for other people and cultures within the school and larger community.• Make appropriate choices to maintain physical and emotional health.• Show responsibility, adaptability, perseverance, and initiative.• Work effectively in group situations.

Elementary Staff List

Faculty & Support Staff

Superintendent: Dr. Alexander Pethan

Principal: Mr. James Elliott

Assistant Principal: Ms. Darla Her

ELL Coordinator: Ms. Yenidil Toribio

Counselor: Ms. Dewi Nurcahyani

Office Assistants: Ms. Felice & Ms. Amira

Class	Teacher	Assistant
Early Childhood Homeroom Teachers		
PreK A	Ms. Charne'	Ms. Rohana
PreK B	Ms. Heather	Ms. Yana/Ms. Siti Nabilah
Kinder A	Ms. Rachel	Ms. Ru
Kinder B	Ms. Shirin	Ms. Razlin
Lower Elementary Homeroom Teachers		
1A	Ms. Javiera	Ms. Lee Keey
1B	Mr. Renne	Ms. Lariza
2A	Ms. Lara	Ms. Mariam
2B	Ms. Christina	Ms. S. Aisyah
Upper Elementary Homeroom Teachers		
3A	Ms. Donna	Ms. Zarina
3B	Ms. Souzana	Ms. Misya
4A	Ms. Jennifer	Ms. Cyzreen
4B	Mr. Abraham	Ms. Kim
5A	Mr. Benjamin	Ms. Asmira Ms. Amirah Ms. Siti Nabilah
5B	Ms. Caroline	
5C	Mr. David	
EIP A	Mr. Faysal	Ms. Asyqin
EIP B	Mr. Todd	Ms. Aida
Specialist Teachers		
Lower Elementary Music	Ms. Yitting	Ms. Syafiqah
Upper Elementary Music	Mr. Julian	
Lower Elementary Art	Ms. Swarna	
Upper Elementary Art	Ms. Megan	
Lower Elementary PE	Ms. Jasmine	Ms. Sofea
Upper Elementary PE	Mr. Robert	

Library	Ms. Hema	Ms. Nadia
Technology	Mr. Ken	
Mandarin A	Ms. Javy	
Mandarin B	Ms. Yew	
Bahasa Melayu	TBA	
ELL K-1, 3-5	Ms. Hana	
ELL K-2, EIP 3-5	Ms. Bella	
ELL K-5	Ms. Marivic	
Learning Support	Ms. Mariah	

Communication: Who do I contact?

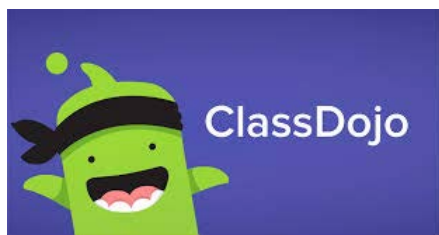
In order to foster a professional, positive atmosphere on our school campus, it is important for all members of the school community to observe the proper channels of communication. Concerns should first be discussed directly and respectfully with the individual(s) involved. In any discussion, all participants are expected to maintain a calm demeanor and tone. An appointment can be made by contacting the teacher or Elementary Principal directly by ClassDojo, email, or via the Elementary School Assistant. **Please note that in-person meetings must be scheduled at least 24 hours in advance.**

Question Regarding	Person to Contact	Email
General information, messages for staff or students	Elementary Secretary, Ms. Felice or Ms. Amira	ClassDojo or: essecretary@rafflesamericanschool.org
Issue affecting your child	Class Teacher/s	ClassDojo
School Transportation	Mr. Gan	transport@rafflesamericanschool.org
Medical Concern	School Nurse	ClassDojo or nurse@rafflesamericanschool.org
Social/emotional concerns	School Counselor, Ms. Dewi	ClassDojo or counsellor@rafflesamercanschool.org
Co-Curricular Activities (CCAs)	CCA Coordinator, Mr. Andy	ClassDojo or amanion@rafflesamericanschool.org
General issue or issue not resolved with a teacher	Elementary Principal, Mr. James Elliott	ClassDojo or: esprincipal@rafflesamericanschool.org

Parent Portal

The Parent Portal can be accessed via our school [website](#), and the password for RAS parents is “ras123”. The parent portal is a wealth of information for parents, from teacher bios to yearly overviews, to support your understanding of what your child will be learning throughout the year.

ClassDojo



ClassDojo is the main communication platform for all school-related content. Teachers will post photos and updates related to learning and classroom events and activities. All communications between parents and teachers should take place via ClassDojo messaging.

Academic Program

Class Size & Curriculum

Class Size

In order to maintain the quality of our educational program, class sizes are limited to the following:

Grade Level	Maximum Number of Students per Class
EIP Program	15 students
Early Childhood (PreK and Kinder)	18 students
Elementary (Grades 1-5)	22 students

Elementary Curriculum

The fundamental belief of American education is the concept of educating the whole child for the successful realization of dreams and goals. Our curriculum is based on what we truly believe all students should know and be able to do, now and in the future. We support and challenge students to embed learning outcomes, such as communication skills, organizational and research skills, and problem solving/thinking skills into our curriculum at all ages. We provide students with engaging learning opportunities to grow in compassion, responsibility, integrity, and respect. Our faculty use formative and summative assessment strategies to enable students to demonstrate these attributes in meaningful ways so that all students have opportunities to think, create and succeed.

Language Arts

Reading, Writing, Listening, and Speaking, is instructed through a balanced literacy approach. Reading, writing, listening, speaking, phonics, spelling, and word study are studied in an integrated style through the use of a variety of quality literature. Students work with leveled texts and learn to decode, develop comprehension strategies, and improve their independent reading level at an increasing degree of complexity. Students also focus on nonfiction texts as they acquire the skills to interpret information, research, and question material presented. Writing is focused on engaging students in a meaningful context for the purpose of communicating their ideas. Students are guided through modeling, reflecting on model examples, sharing their own work, and peer editing the work of others. A consistent framework is used for writing to demonstrate what strong writing looks like through focus on ideas, organization, voice, word choice, sentence fluency, conventions and presentation. Students are encouraged to publish their written work in various formats for the genre produced.

Mathematics

Students study Mathematics through a focus on the Common Core Eight Mathematical Practices. The practices of ‘make sense of problems and persevere in solving them,’ as well as ‘attend to precision,’ are consistently emphasized as applicable to all areas of mathematical study. Students engage in critical thinking as they ‘reason abstractly and quantitatively’ and ‘construct viable arguments and critique the reasoning of others.’ Problem solving involves the ‘use of appropriate tools strategically’ and ‘model with mathematics.’ Strategic thinking also requires that students ‘look for and make use of structure,’ while ‘expressing regularity in repeated reasoning.’ These Eight Mathematical Practices, along with the development of the four general learning outcomes, form the backbone for the mathematics curriculum. Students learn through direct instruction, fluency practice, games, math investigations, and collaboration. Study in mathematics requires student-generated problems, working with manipulatives, group investigations, and classroom discussion. The Common Core Curriculum emphasizes a firm foundation and fluency in addition and subtraction before formalizing the algorithms for multiplication and division. Rational number study follows multiplication and division fluency as students are prepared for higher level math classes. Measurement, Data, Geometry, Algebraic Thinking, Statistics, and Probability are integrated into each grade level with various emphasis.

Science

The study of science at RAS is focused on the use of the scientific method. From the early grades, students are encouraged to wonder and question the world around them. Students learn Biology, Chemistry, and Physics each year as they investigate the many happenings within the world in which we live. Directed reading of factual, informational text provides the basis for vocabulary and concept acquisition. Teachers engage students in experiments while emphasizing research, observation skills, safety, recording tools, and communication of conclusions. Students are encouraged to interact with their environment, pose additional inquiries, research, and share their thoughts collaboratively.

Social Studies

The Social Studies program begins with the microcosm of self and family, and it gradually expands to today’s global issues. As a student progresses from self and family to community, state, country, region, and world, they acquire the skills necessary for mapping, interviewing, filmmaking, and documentation. Students deepen their understanding of government, conflict, change, technology, and culture in the Asian region, ultimately leading to the study of the global order and issues of today.

World Language

The World Languages currently offered at RAS include Bahasa Melayu and Mandarin. Mandarin is offered in two classes; one for beginning speakers and one for intermediate speakers. Communities, Connections, Cultures, Comparisons, and Communication are the themes that guide the units of study, which focus on language acquisition. The goal of our World Language program is to advance each student’s second or third language fluency by building skills in reading, writing, listening, and speaking in the target language.

Art

Students participate in both Visual Arts and Music classes as part of our Elementary program. Learning experiences in Visual Arts and Music gives students opportunities to learn about the creative process whilst developing skills and techniques. Through The Arts, students are able to inquire into other cultures and history and are encouraged to make connections between their personal experiences and the world around them. Visual Art and Music are valued as opportunities for students to develop their creativity and self-expression. Dance is incorporated into our Physical Education Program. Students in Pre-School also participate in Music and Movement classes each week.

Technology and Design

The Technology and Design specialist class affords students the opportunity to hone their technology skills through guided instruction that incorporates a variety of softwares and hardware. In addition, this course focuses on skills and practices related to the design process, which can be applied to technology-based and non-technology-based projects. The Technology and Design class is held in the Innovation Lab and led by the elementary technology integrationist.

Physical Education

Health, Fitness, and Wellness are the focus of the Physical Education program. Physical activity is critical to the development and maintenance of good health. The goal of this program is to develop educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful activities. Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. Students develop an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. RAS emphasizes participation in physical activities, development of social and personal respect for others in physically active situations, and a lifelong enjoyment of activity-based challenges and expression.

Assessment & Grading

Assessment

Students of RAS will be able to demonstrate intelligence and abilities that cannot be measured simply on a standard test. Our inquiry-based approach is intended to provide students with the opportunity to demonstrate their understanding of subject content and our General Learning Outcomes, preparing students for future success.

At RAS, we believe ongoing assessment is a crucial part of the learning and teaching process. RAS teachers employ a myriad of strategies to assess students' learning throughout the learning process. Both students and teachers are engaged in assessing and reflecting on student progress encouraging our students to take ownership of their learning and develop their reflection and critical thinking skills. Effective assessment strategies allow students to share their knowledge, skills, and understanding in a variety of ways. Effective assessment strategies allow parents to understand their child's progress, support them in learning, and celebrate their achievements.

Report Cards

Progress Reports - A snapshot of learning at this time with grades only.

Quarters 1 and 3 Fifteen minute Parent-Teacher Conferences are held.

***Early Childhood Portfolio Videos are also shared**

Progress Reports with Comments - Comments are provided to further explain the

Quarters 2 and 4 grades and to provide additional information to students and parents regarding progress, success, and ways to further improve.

Academic Standards

E Excelling Progressing beyond the normal grade level expectations

P Proficient Reaching the grade level expectation

A Advancing Progressing toward meeting the grade level expectation, needing occasional support

B Beginning Progressing very slowly, needing significant support and guidance

General Learning Outcomes (GLOs)

E Excelling Progressing beyond the normal grade level expectations

P Proficient Reaching the grade level expectation

A Advancing Progressing toward meeting the grade level expectation, needing occasional support

B Beginning Progressing very slowly, needing significant support and guidance

Homework & Home Reading

We believe that homework and home reading develops enthusiastic readers; responsibility and organizational skills; good study habits; knowledge and the application of knowledge and skills of school-based learning. We encourage parents to ask questions about their student's work and projects, but parent interest in homework should be limited to questioning or listening; parents should resist any effort to correct or 'do' student homework.

Grade Level(s)	Recommended Amount
Pre-Kindergarten	No Homework
Kindergarten	Reading
1st Grade	10-20 minutes
2nd-3rd Grades	20-30 minutes
4th-5th Grades	40-50 minutes

Students are responsible for...

- + Understanding the homework tasks that have been set.
- + Taking home all necessary materials to complete their homework tasks.
- + Scheduling time for homework that is compatible with family and/or afterschool activities.
- + Doing homework independently and neatly, with minimal parental/adult help.
- + Completing the homework by the set deadline.

Teachers are responsible for...

- + Communicating homework expectations to students and parents.
- + Assigning, monitoring, providing feedback, and returning student homework in a timely manner.
- + Providing a variety of authentic and meaningful feedback to students on their homework.
- + Assigning homework that is meaningful
- + Differentiating homework tasks as mandated by student needs.

Parents are responsible for...

- + Providing encouragement, support, and interest in their child's work.
- + Assisting students in developing good study habits by providing a comfortable, well-lit study area.
- + Encouraging their child to set a regular time for studying and independent reading.
- + Ensuring their child has a balance of activities, time with family, and time for homework.
- + Communicating with teachers regarding any homework concerns.

Field Trips

Teachers utilize learning experiences beyond the classroom as part of their inquiry units as they provide unique opportunities for students to learn, first-hand, many different aspects of both academic content and living in Malaysia. Field trips are planned at RAS with the following considerations in mind:

- Field trips must be scheduled and approved by the Principal six weeks in advance to allow adjustments to the program.
- Field trips must be planned and executed with clear learning objectives and outcomes.

- Before a student can participate in a field trip, their parent or legal guardian must sign a consent form and submit it to their homeroom teacher seven days before the trip. All payments must be submitted to the Finance department by the deadline communicated on the consent form.
- Risk assessments of all field trip venues must be completed and approved by the Principal to ensure proper safety and security of all students and teachers.

Library

The library is open Monday-Thursday from 7:30 AM - 4:30 PM and on Friday from 7:30 AM – 2:30 PM. No food or drink is allowed in the library.

Students are responsible for all books checked out of the library and must pay replacement costs for any lost or damaged books. Students may not borrow additional books until the lost book is returned or paid for. Late fines will be charged for overdue books. will inform both the Finance Office and the student, and the Finance Office will issue an invoice to the family. Payment may be made directly to the Finance Office.

At the end of the year, a student's report card will be held until all library books are returned, replaced, or paid for.

Book Replacement Cost	Shipping & Handling Cost
RM 0 - RM 80	RM 40
RM 80.01 - RM 170	RM 80
RM 170.01 - RM250	RM 120
RM 250.01 - RM 320	RM 160
RM 320.01 - RM 400	RM 200
RM 400.04 and above	RM 250

Tutoring or Private Lessons for Pay

RAS staff members are not allowed to tutor their own students for remuneration. Tutoring for pay by an RAS staff member shall not occur during the school day or when it conflicts with any school meeting, event, lesson preparation, or professional responsibility. As of the 2024-25 school year, parents of students in 1st - 5th grade may request a secondary student tutor at no additional cost on a first come, first serve basis due to the limited number of available tutors.

Supportive Environment

Student Support Services

RAS offers a wide array of support services including Learning Support, English Language Learning support, and Counseling to help students master the essential elements of the required grade-level curriculum at RAS. Every effort is made to best match students' needs with provided services. Our aim is to collaborate with students, staff, parents, and the community to maximize each student's potential through the delivery of a developmentally and culturally appropriate program that is comprehensive and supports academic skills, social, emotional well-being, and social responsibility.

The guidance counselor is responsible for onboarding new students and their families to the RAS community. As a part of this process, the guidance counselor will follow up with new students and their families during their first months at school to offer support during this transition period.

Prior to receiving services, all potential ELL and/or LS students must go through a referral process, and the school and parents must agree to a Support Plan that will help guide the student's learning at both school and at home. A Support Plan may include push-in, pull-out, small group, 1:1 tutoring, study skills development, and classroom modifications/accommodations.

Significant modifications to learning tasks and assessments will only be put in place for a student who has been diagnosed with a learning disability from an Educational Psychologist and part of a Learning Support Plan.

English Language Learning Support (ELL)

At RAS we are strong believers that every teacher is a language teacher. ELL specialist teachers, including the ELL Coordinator, are employed in the Elementary School to work alongside homeroom teachers to differentiate learning and provide additional support for students for whom English is an additional language. ELL support is provided in 1st Grade -5 classrooms using a 'push in' model where the ELL teacher supports children in the homeroom class. Sometimes, children with significant needs may be 'pulled out' from the homeroom class for short periods of time to focus on core language skills in an alternate setting to develop academic and social language skills needed to access, engage and express their understanding. This enhances the learning environment to enable our students to build their understanding of language through the content of the learning happening in the classroom and to ensure that students are building their language skills to work towards meeting grade-level academic standards.

Students receive support from an ELL teacher if they demonstrate through their daily learning and key assessments that they are not meeting language expectations in that grade level.

Learning Support (LS)

At RAS we believe that every child is unique and learns about the world around them in different ways. In Elementary, we have a Learning Support team that focuses on both Early Childhood and Grades 1 - 5. The LS team works alongside the homeroom teachers to support students who have a specific learning or behavioral need or if they are not making the progress expected despite interventions by the homeroom teacher. Sometimes, it may be necessary for a child to have 1:1 or small group sessions with the LS teacher to focus on core skills and understandings. Teachers will refer students of concern to the Student Support team if this is needed and parents will be consulted throughout the process.

Retention

Retention or repeating a grade level will always be considered a last resort for Elementary students. Retention could be considered by the Student Support Team and Principal in consultation with teachers when documented alternative educational strategies and interventions have not resulted in the expected student progress.

Factors for students repeating a grade level could include;

- Significant lack or slow academic progress and achievement in core learning areas
- Social and emotional development concerns
- Age appropriateness for grade level

There will be thorough communication and consultation with parents if there is a concern regarding their child's grade level placement throughout the year.

Character Education & Citizenship

Throughout the year, we focus on different elements of character education and citizenship through our morning meetings, assemblies, and activities/initiatives in our homeroom and specialist classes. Below are some examples of themes that are covered throughout the year:

Example Character Education Themes			
Respect and Sportsmanship	Caring and Inclusiveness	Integrity and Responsibility	Courage and Civic Duty

Assemblies & Morning Meetings

Assemblies in the Elementary School aim to:

- Foster community connections
- Celebrate student learning, achievements, and talents
- Foster GLOs
- Promote community values

Assemblies are scheduled throughout the school year and celebrate the learning and achievements of our ES students. Generally, ES assemblies are held on Friday mornings at 11:30 am, as scheduled in the whole school calendar in the MPH. Students are encouraged to volunteer to host/MC or perform at these events, which afford students an opportunity to showcase their GLOs and individual talents. Some examples include short plays, skits, dance performances, musical presentations, gymnastics routines, comedy/magic routines, or science demonstrations. The Elementary School Principal will coordinate the schedule of assemblies throughout the year, and all ES parents are invited and encouraged to attend.

The Raptor Report is shared in homerooms each Monday morning and is used to share announcements and celebrate learning and achievements in an informal way. On all other school days, classes participate in a number of team building activities as part of their morning routine.

Student Leadership

The student leaders program gives student representatives the opportunity to contribute to school activities, advocate for improvements to the school, participate in service learning, and exhibit the RAS GLOs. In the beginning of each quarter, students from 3rd - 5th grade are offered the opportunity to join the Student Leaders program.

Elementary Schedule

All Elementary classes begin with homeroom at 7:50 am. Please ensure your child is here in plenty of time to start their day. The first 10 minutes of the day is dedicated to settling into class, pastoral care, and attendance while formal lessons begin at 8:00 am. For Pre-K 3 students that do not opt for the extended school day option, the school day finishes at 1:00 pm. For Pre-K 4 - 5th Grade, the school day ends at 3:00 pm Monday - Thursday and 1:20 PM on Fridays.

Our daily schedule encompasses Language Arts and Mathematics while Science and Social Studies lessons alternate approximately every five weeks. Specialist teachers provide lessons in Music, Art, Physical Education & Dance, Technology and Design, Library, and World Language (Mandarin or Bahasa Melayu).

Homeroom teachers will share class timetables with families at the beginning of the school year and update families with any key changes throughout the year.

Co-Curricular Activities - Elementary CCAs

The Co-Curricular Activities program (CCA's) aims to provide our students with opportunities to be balanced learners and pursue interests in a number of different areas outside of their everyday learning experiences.

Students from Kinder to 5th Grade have a number of co-curricular activities available to them after school while PreK4 students have the opportunity to participate in select CCAs as is age-appropriate. For all activities, students are expected to come prepared with appropriate clothing, equipment, and water.

Further information regarding CCAs can be found via the Parent Portal or by contacting the CCA Director via email or ClassDojo.

Elementary Behavior Agreement

At RAS, students, teachers, and families work together to help our students become caring, independent, hard-working, and responsible world citizens. We aim for the highest achievement for all of our students.

This is achieved by:

- Developing positive relationships and learning environments.
- Recognizing good behavior, hard work, and attendance in a consistent way across the school.
- Working in partnership between families and school to support students.

School Rules

The following simple rules help our students develop their self-regulation skills as independent learners;

I will always . . .	be kind	be responsible
be attentive	be honest	be respectful

At the beginning of each year, each class develops a class agreement together which outlines how they will work together to develop a positive learning environment. Please contact your child's homeroom teacher if you would like to learn more about their specific classroom agreement.

Discipline Protocols

Three-Tiered Discipline and Escalation Structure

Tier 1 - Yellow Card: Classroom Management Strategies

Description: Initial steps to address minor behavioral issues within the classroom.

Examples of Behaviors Associated with Tier 1

1. Being disrespectful to peers or teachers
2. Not following classroom rules
3. Being disruptive during lessons
4. Social conflicts with peers
5. Inappropriate language, gestures, or play

Examples of Disciplinary Actions

Issuing of Yellow Card with one or more of the following interventions:

Reflection session with teacher (Think Sheet) and one or more of the following actions:

- A. Verbal reminders of expectations
- B. Written notice to parent or guardian
- C. Loss of privileges within the classroom (e.g. temporary suspension from technology use)

Tier 2 - Orange Card: Administrative Involvement

Description: Involvement of school administrators or support staff for more serious or persistent behavioral issues.

Examples of Behaviors Associated with Tier 2

1. Persistent defiance of teacher instructions
2. Physical and Nonphysical Aggression
3. Repeated disruptions during class activities
4. Persistent social conflicts with peers
5. Minor instances of property damage
6. Persistent Tier 1 Behaviors

Examples of Disciplinary Actions

Issuing of Orange Card with one or more of the following interventions:

Reflection session with Assistant Principal with one or more of the following actions:

- A. Written notice or call to parent or guardian
- B. Parent-Teacher and/or Parent-Administrator meeting to discuss behavior concerns
- C. Loss of privileges outside of the classroom (e.g. separate break time activities from others)
- D. Referral to school counselor

Tier 3 - Red Card: Formal Disciplinary Action

Description: Formal disciplinary actions taken for severe or repeated behavioral infractions.

Examples of Behaviors Associated with Tier 3

1. Physical Violence (e.g. biting)
2. Bringing prohibited items (e.g. knife) to school
3. Threatening behavior towards others
4. Continued violations of school rules despite interventions
5. Any behavior that poses a significant safety risk
6. Persistent Tier 2 Behaviors

Examples of Disciplinary Actions

Reflection session with Principal and creation of a PowerSchool incident report with one or more of the following actions:

- A. Mandatory Parent-Administrator meeting
- B. Suspension from school for a specific period
- C. Referral to behavior intervention team
- D. Legal consequences for serious offenses
- E. Consideration for expulsion in extreme cases

Bullying

Statement of Intent

We are committed to providing a caring, friendly, and safe environment for all of our students so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at Raffles American School. If bullying does occur, all incidents will be dealt with promptly and effectively. We are a “telling school”, which means that anyone who knows that bullying is happening is expected to tell the staff.

Objectives

- Teaching and non-teaching staff, students, parents, and community members must have an understanding of what bullying is.
- Community members and teaching and non-teaching staff must know what the school regulations are on bullying, and follow them when bullying incidents are reported.
- All students and parents must know what the school regulations are on bullying and what they should do if bullying arises.
- As a school, we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

What is Bullying?

Bullying is the use of aggression with the intention of hurting another person or the intentional harm-doing, carried out repeatedly over time and occurring within a relationship characterized by an imbalance of power. Bullying takes many forms. Bullying can be:

- Physical, i.e. pushing, kicking, hitting, slapping, tripping, punching, or any use of violence
- Relational, i.e. being unfriendly, intentionally excluding someone from a group, tormenting (e.g. hiding books, threatening gestures, mean faces), causing embarrassment or shame, passing notes
- Verbal, i.e. name-calling, insults, sarcasm, spreading rumors, teasing, threats of physical bullying, graffiti
- Sexual, i.e. unwanted touching, obscene gestures or comments made about a person’s body type or physical features
- Faith-based, i.e. offensive or intentionally insensitive comments related to an individual or group’s religions
- Ethnic, i.e. cultural slurs, racial taunts, gestures
- Cyber, i.e. spreading harmful information or lies about others through a digital medium or intentional misuse of associated technology, including the RAS network
- Passive, i.e. watching or laughing without trying to help the victim

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving. RAS recognizes it has a responsibility to respond promptly and effectively to bullying issues.

Signs & Symptoms

A child may indicate by signs or behavior that he or she is being bullied. Adults should be aware of these possible signs and should investigate if a child:

- Changes his/her usual routine
- Is unwilling to go to school (school phobic)
- Begins to be absent from school
- Becomes withdrawn, anxious, or lacking in confidence

- Starts stuttering
- Attempts or threatens suicide or runs away
- Cries her/himself to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or "go missing"
- Asks for money or starts stealing money (to pay bully)
- Has lunch or other monies continually "lost"
- Has unexplained cuts or bruises
- Comes home starving (money/lunch has been stolen)
- Becomes aggressive, disruptive, or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous or jumpy when a cyber-message is received

These signs and behaviors could indicate other problems, but bullying should be considered a possibility and should be investigated.

Reporting Procedures

All school employees are required to report alleged violations to the division Principal. Staff members are expected to immediately intervene when they see a bullying incident occur. All other members of the school community, including students, parents, volunteers, and visitors, are expected to report any act that may be in violation of these regulations. All reports will be taken seriously. The administration will conduct a prompt, thorough, and complete investigation of each alleged incident in order to verify the validity and seriousness of the report. Reprisal or retaliation against any person who reports a bullying incident is prohibited. Filing a report in good faith will not reflect upon the individual's status, nor will it affect grades.

Steps

1. Report bullying incidents to staff.
2. Incidents will be recorded by staff and submitted to the Principal's office.
3. The bullying behavior or threats of bullying will be investigated.
4. Disciplinary consequences will be duly applied.
5. Parents will be informed and asked to come in for a meeting to discuss the problem.
6. An attempt will be made to help the bully (bullies) change their behavior.

Consequences for Bullying

RAS staff and administration will implement the Code of Conduct infractions and consequences that match the specific bullying behaviors to disciplinary and/or remedial action.

The following factors will be taken into consideration when determining appropriate consequences: age, development, degree of harm, surrounding circumstances, nature and severity of the behavior, past or continuing patterns of behavior, relationship between involved parties, and the context in which the alleged incident has occurred.

Consequences and appropriate remedial actions for a student who commits one or more acts of bullying may involve behavioral interventions up to and including suspension or a recommendation for expulsion. The hierarchy of consequences will be used as a basis for determining disciplinary action.

Since bystander support of harassment or bullying can support negative bullying behaviors, RAS prohibits both active and passive support for acts of harassment or bullying. The staff will provide encouragement and support for students to walk away from acts of harassment or bullying, constructively attempt to stop them, and/or report them to the designated authority. Students will be taught the skills to know how to intervene when they witness a bullying incident.

Remedial Action & Consequences

The appropriate disciplinary response(s) will be applied:

- The bully (bullies) and the victim will receive counseling services
- After the incident(s) have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place
- Consequences, as per the RAS Code of Conduct, will be put in place. In serious cases or cases of persistent bullying, a recommendation to the Superintendent for long-term suspension or expulsion will be considered

Prevention

We will use a variety of methods for helping children to prevent bullying. As and when appropriate, these may include:

- Writing a set of classroom & school rules
- Signing the anti-bullying pledge
- Writing stories or poems or drawing pictures about bullying
- Reading stories about bullying or having them read to a class or at an assembly
- Role-playing
- Having discussions about bullying and why it matters
- Guidance lessons

Parent Expectations

Parents play a key role in the education of their children and should act in the best interests of students, their families, staff and the RAS community. RAS values its diverse community and respects the rights, beliefs, and practices of individuals and their families. Parents are students' most significant role models. As such, RAS expects a high standard of personal behavior from parents when they are on school grounds, attending events, or communicating with staff or other students either in person or on social media. Below are examples of unacceptable conduct of parents, including but not limited to

- Disruptive behavior which interferes or threatens to interfere with the operation of a classroom, office area, or any other area of the school grounds.
- Using loud/or offensive language, swearing, cursing, using profane language, or displaying temper.
- Threatening to do actual bodily harm to another person.
- Damaging or destroying school property.
- Abusive or threatening emails or text/voicemail/phone messages or other written communication.
- Defamatory, offensive, or derogatory comments regarding the school or any of the students/parents/staff, at the school on Facebook or other social sites. Any concerns you may have about the school must be made through the appropriate channels by speaking to the class teacher, principal, or superintendent, so they can be dealt with fairly, appropriately, and effectively for all concerned.
- The use of physical aggression towards another adult or child.
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child.
- Smoking and consumption of alcohol or other drugs whilst on school property.

The following are a list of actions that RAS will take when parents' conduct is unacceptable:

1. RAS administration will meet with the parent giving a verbal warning.
2. RAS will send the parent a written warning.

3. RAS may ban a parent from entry to school grounds or from attending co-curricular activities or other events.
4. RAS may direct that a parent may only communicate with members of staff through a nominated RAS representative.
5. In cases of extreme or prolonged inappropriate behavior by a parent, RAS may terminate the enrollment of the child of that parent, if such termination is considered to be in the best interest of RAS, in line with the General Learning Outcomes and mission statement for a conducive learning community.

Depending on the severity of the situation, steps may be omitted at the discretion of RAS.

Attendance

Attendance & Participation

Students are expected to be at school every day. RAS understands that students will occasionally be ill, or that there may be circumstances beyond a student or family's control that necessitate an absence. Parents are requested to contact the school when a student is going to be absent. Absences may be considered excused or unexcused. A student shall be excused from school when the absence is due to

- Illness or quarantine
- Medical or dental services
- Attending the funeral of an immediate family member
- Mandated court appearance by the student or parent/guardian
- Observance of a religious holiday or ceremony
- Other justifiable personal reasons that have been requested in advance and in writing by the parent and approved at the discretion of the division Principal

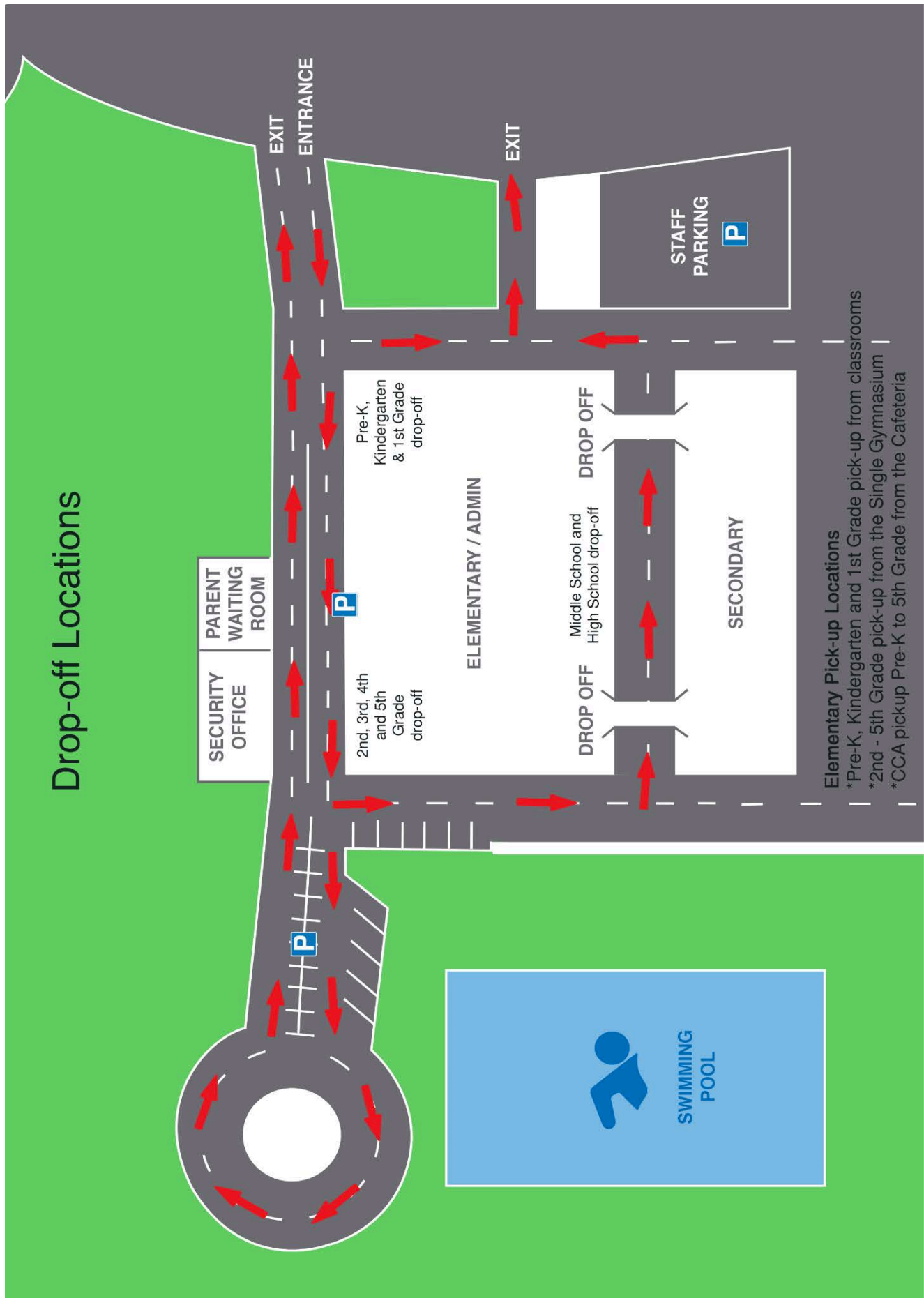
For absences of three or more consecutive days, appropriate verification and documentation must be provided to the school for an absence to be considered excused. An absence request form should be submitted to the divisional office in these cases. This form should be submitted in advance whenever possible or immediately upon return. Unexcused absences may not be made up. RAS requires that students be present for 90% of a semester and year in order to receive credit for a course or grade level. This translates to nine absences in Semester 1 and nine in Semester 2 (18 total).

Tardies & Early Dismissal

The start of the school day is an extremely important part of your child's day. The school day officially starts at 7:50 am, and attendance is submitted electronically at 8:00 a.m. Students who arrive after this time must collect a tardy slip from the ES office before going to the classroom so that necessary adjustments can be made to the student's attendance record.

In the event of excessive tardiness, a conference with the class teacher will be held in an effort to remedy the problem. Should the pattern continue, a meeting will be held with the Principal. A record of absences and tardies will be noted on the student's report card.

Campus Drop-off & Pick-up Traffic Map



Student Care & Safety

Daily Routines

Morning Drop-Off Routine

Students must arrive at school between 7:30 and 7:50. All Elementary children should be dropped off at their designated drop-off zone.

Afternoon Pick-Up Routine

Pre-K - 1st grade students who are not participating in CCAs are picked up directly from their classrooms. 2nd - 5th grade students who are not participating in CCAs will be escorted to the single gym at the end of their day. Students who are participating in after-school activities will be brought to the cafeteria for pick up at 4:15 PM. Parents are expected to pick up their child promptly at the end of the school day.

Students & Parents on Campus During Weekends or Holidays

Students and parents are only allowed on campus during weekends and holidays for previously scheduled and approved school activities. All school rules apply, and students may not wander to unsupervised areas of the campus. The RAS faculty member who is responsible for the activity or event must be present at all times and will stay until all parents and students have left.

Leaving Campus During the School Day

For security reasons, students are required to remain on campus for the duration of the school day. No student will be allowed to leave school without presenting a valid reason. Students leaving during the school day must sign out with the ES secretary and will be given a pass (Leaving Campus Form). The security guards will not allow any student to leave campus during school hours without a written note from the administration.

Student Health & Wellbeing

HOW DO I KNOW IF I NEED TO STAY HOME?
I need to stay home if...



Fever	Vomiting	Rash	Diarrhea	Eye Infection	Head Lice	Hospital Stay or ER Visit
Temperature of 38°C or Higher	Within the past 24 hours	Body rash with itching fever	Within the past 24 hours	Redness, itching; and or "crusty" drainage	Itchy head or active head lice	

I am ready to go back to work or school when I am...

Fever free for 24 hours with out fever reducing medication	Free from vomiting for at least two solid meals	Free from rash itching or fever. I have been treated by my doctor if needed	Free from diarrhea for at least 24 hours	Evaluated by a doctor to return to work or school	Treated with appropriate lice treatment at home. and proof is provided to a nurse	Released by a medical provider to return to work or school
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Students' health and safety is the school's foremost concern. If your child has any specific health, safety, or security needs, please inform the school so that appropriate accommodations can be made. In addition to the Student/Parent handbook, RAS also has a Protection Handbook for the safety and wellbeing of all RAS community members.

Students requiring medication during the school day are requested to register all medications with the nurse. A parent/physician note with the reason for medicine, dosage, and duration is requested. Students old enough to take medicine for themselves still need to have the medicine registered so the dosage can be properly monitored. Younger students will have medication monitored by the nurse.

Staff will treat minor injuries in school. Parents/guardians will be notified if the student requires treatment beyond simple first aid (cut or bruise), it is therefore important to have contact information up to date. Students will be taken to a hospital should the situation warrant and parents will be notified prior to taking a student to the hospital, when possible.

Illness During the School Day

When students fall sick they will be referred to the school clinic. The medical personnel will assess the child and decide on the next course of action. It may include the student taking a brief rest to see if they feel better, or parents may be contacted directly to pick up the student as soon as possible. The determinations of the medical personnel are final and parents are responsible for collecting their child promptly upon request. Sick or injured students who use school transportation must be picked up by a parent or guardian.

Non-Participation in Physical Education

In order for a student to be excused from participation in a Physical Education class, she/he must give the P.E. teacher a signed and dated note from a physician clearly stating the reason why the child cannot participate. In the event of repeated excuses, the Principal will be informed and the parents may be called in for a conference.

School Supplies

RAS furnishes books, technology, research materials, and instructional materials, much of which remain as school property. Each grade level has a list of specific items, personal supplies, that are needed for parents to supply for their child. This is shared by the admissions team and it is expected that children come with these supplies ready for their first day of school. Replenishing used items is the responsibility of the parents. Supplies are available in the school shop or may be purchased at your own convenience.

Dress Code

Raffles American School's dress code consists of a few basic elements. It is designed for student comfort and should not cause distractions in the learning environment. It consists of

- RAS polo top (white or orange) or gray RAS long sleeve top
- RAS hooded sweatshirt (if desired)
- Pants/trousers
- Skirts/shorts must be tailored (sports shorts are not permitted)
Note: Skirts and shorts need to reach no more than one hand width up from the knee.
- Footwear - beach sandals (flip flops) are not permitted. Sandals need to have a back strap. High heels are not allowed.

School uniform elements may not be modified or personalized. (examples: drawing on shirts or attaching decorative patches)

The Physical Education uniform for all grades consists of an orange or white RAS T-shirt, tennis shoes (any color), and gray RAS shorts. For the Elementary School, this uniform should only be worn on days that the student has P.E.

The first Friday of every month is designated as "Casual Friday" while all other Fridays are House Color days unless communicated otherwise. Casual Fridays are dress down days, which means that students are not required to wear the RAS school uniform pieces. House color days are days where students dress in their designated house color. House shirts are available for purchase at the RAS store. During any special dress days, other dress code regulations will remain in effect. Students may not wear clothing or jewelry containing inappropriate statements or insignias (e.g. Nazi symbols, crude gestures and wording, references to drugs or alcoholic beverages). The Principal will be responsible to judge if an item is "inappropriate". Casual Fridays, House Color days, and other special dress days will be announced via ClassDojo during the week that they occur.

Other school wear, such as House Color t-shirts are only to be worn on announced Color Days or Casual Fridays.

Lost & Damaged School Resources

Students who lose or damage school resources other than books are required to pay any repair or replacement cost as determined by the school. This applies to furniture, electronic equipment (including technology items), installations, etc. The appropriate faculty member will inform the Finance Office, parents, and the student, and the Finance Office will issue an invoice to the family. Payment may be made directly to the Finance Office.

Personal Items at School

Toys and personal items are best to be left at home each day unless a teacher has asked them to be brought in for a specific purpose. Cell phones may be brought to school for emergency use or as directed by a teacher for educational purposes. However, students should not use cell phones during school hours or during participation in after-school activities. Students should turn off their cell phones and store them in their backpacks during the day. If cell phones are seen before or during the academic day, they will be taken away. Students are allowed to use mobile phones after the school day as long as they are not participating in a CCA and have received permission by a supervising adult.

Electronic devices of any kind should only be used at school for educational purposes. Computers should only be used for prescribed educational activities. Headphones are only to be used when specifically directed by a teacher and should not be seen outside the classroom. Students are encouraged to leave all money and other valuable property at home. RAS assumes no responsibility for the loss of such articles. Students should write their names on the front of all books, inside all uniform items, and on any other personal items they bring to school. Candy, toys, and electronic devices of all kinds (i.e. game consoles) interfere with the learning process and should not be brought to school without teacher permission. Weapons, including toy weapons, are strictly prohibited.

Lost & Found

The school maintains a Lost and Found section at the Elementary reception desk. Parents, students, and teachers are encouraged to check this area for any lost items.

Lost and Found items will be organized by the week they were found and unclaimed items will be donated to local charities after a period of time.

To prevent loss of items, students should:

- Write their names inside the cover of all books
- Write their names on the inside of their polos, PE shirts, shorts, and hoodies
- Label personal items such as wallets, purses, clothing, electronics, etc. with their name
- Add a passcode to any personal electronic devices
- Bring only necessary items to school and keep valuable possessions at home

Morning Snack & Lunch

Elementary students have a morning snack time and lunch built into the daily schedule. Students may bring a healthy packed snack and lunch from home or purchase from our cafeteria's nutritional selection. Students' ID cards will be able to be loaded with funds to be swiped and used in the cafeteria. For students whose lunch is included in their tuition, they will receive the set snacks in the morning and afternoon and the set lunch. Students may only buy food for themselves to be eaten in the cafeteria and should not bring sweets, candy, chips, or other non-healthy choices.

Birthday Parties & Celebrations

Small birthday celebrations at school may be held at the discretion of the teacher. Parents must request a celebration with the teacher at least one week in advance. Birthday celebrations are held either during break or at the end of the school day and should not be elaborate or take more than 10 minutes. A joint celebration should be held when two children in a class celebrate on the same day. Kindly assist us by observing the following additional guidelines below:

- Food should consist of one small treat for each child such as a piece of cake, cupcake, cookie, or fruit snack. No drinks or gifts are needed.
- Siblings enrolled at RAS may not miss class to attend the class celebration.

Emergency Contact Information

Parents are expected to contact the office to update any new or changed emergency contact information.

Change of Address, Email, or Phone Number

Parents must notify the school of any change or update of address, email, or telephone number. This information should be given to the admissions office.

The Admissions office will periodically ask parents to verify contact information, but we encourage parents to contact the school to verify that all information for their child is up to date.

Absence of Both Parents

The school must be notified in advance and in writing any time that both/all parents/legal guardians will be away from Iskandar at the same time. In such events, someone must be designated as your child's guardian and this person must have the authority to make medical and other decisions related to your child's well-being. It is recommended that this person be introduced to the division Principal in advance of the parents' traveling.

Procedures & Guidelines for Guardianship

A student may be allowed to live with a designated adult guardian approved by the school. Guardianships are not intended to replicate boarding environments and will be approved only in extenuating circumstances. Conditions:

1. The guardian will assume the role of the parent (in loco parentis). Specifically, the guardian will:
 - a. Provide appropriate supervision
 - b. Monitor school performance, study habits, homework completion, etc and make appropriate interventions
 - c. Communicate with the school, attend parent conferences, monitor PowerSchool, etc
 - d. Provide a safe environment that is conducive to study and wellness
 - e. Ensure timely and appropriate medical care as needed
2. The student must be residing with the guardian on a full-time basis.
3. The guardian will inform the school if they will not be immediately available due to travel or other reasons and will supply the school with contact details of alternate supervision
4. The guardian will be responsible for communicating all school-related information to the parent(s).
5. The guardian will assume all legal responsibilities for the student.
6. This guardianship document must be signed in the presence of the School Principal or their designee.
7. The student must demonstrate continued academic progress and earn appropriate credits.
8. Failure to follow these guidelines may result in a loss of guardian status and/or a student being asked to leave RAS.

Early Checkout of Students Before the End-of-the-Year

In the event a student must leave early at the end of the school year, the parents must fill out the absence request form. The final report card will not be given early and will be emailed to the parent when available. Report cards will not be issued for students with outstanding fees.

Students who depart early without the consent of the administration will receive unexcused absences and all work missed during those days will receive marks of zero (0).

Visitors & Shadowing Students

Friends and relatives of RAS students are not permitted to join and attend classes. Shadowing or a trial will only be permitted for potential future students. A request for this type of visit must be made to the Superintendent two school days in advance. Approval is at the discretion of the Superintendent. The visiting student must follow the rules and code of conduct outlined in our handbook. Shadowing will be for a maximum of one day.

Withholding of Student Reports and Removal from Classes

The Administration reserves the right to withhold student records, which may include report cards, transcripts, transfer records, and other formal school documents as a result of any overdue fees, unreturned school property, or missing information in the Admissions Office, such as student health forms and updated immunization records. In addition, students may be refused entry to or removed from class at the direction of the Finance department until outstanding fees are paid.

Withdrawal Procedure

If a student is withdrawing from RAS, parents must inform the elementary office in writing at least one semester in advance by submitting a Statement of Intention to Withdraw on or before the first day of the student's last semester. This form can be obtained from the elementary office assistants. Requests for teacher recommendation letters or student records must be submitted to the office at least two school weeks in advance of the date needed, and recommendations may not be provided until a formal intent to withdraw has been submitted. Transcript and report card requests can only be processed one week after report cards are issued.

Emergency Procedures

RAS has emergency procedures for fires and lockdowns. These drills are practiced regularly, at least once each quarter, and expectations for student behavior during these drills are clearly explained to students. Specific procedures are outlined in the RAS Safety, Security, and Emergency Procedures Manual available to parents in the main office. Everyone on campus is required to participate in school drills. A RAS faculty member will help guide parents and visitors to the appropriate location during drills.

Vehicles

Trained security personnel secure our campus, and access to the campus is limited during the school day. Upon approaching the RAS control gate, and at all times while near the campus, drivers are required to respect the instructions of RAS security guards and staff. Failure to comply may result in the vehicle and driver being banned from the drop-off and parking areas.

All vehicles must display a current RAS sticker in order to be admitted to the campus drop-off and parking areas. Vehicles without the sticker will undergo a complete vehicle screening. Other guidelines for vehicles:

- Drivers may not park in or on areas that are not designated as parking areas
- Horns should not be used except to protect students or other pedestrians. Drivers are advised to exhibit patience and not use their horn in an attempt to make another driver hurry. Car stereo volume should be turned on low when near the school grounds.
- Drivers must comply with all instructions of RAS traffic, safety, and security personnel.
- Repeated failure to comply with instructions may result in suspension from the RAS campus.

Security Badges

All visitors, parents, staff, and contractors are expected to wear identification badges on campus. **Parents may be refused entrance to campus if they are unable to present their RAS security badge.**

Prohibited Items

The following items are not allowed on campus:

- Dangerous weapons and sharp objects (guns, knives, pepper spray, tasers, etc.)
- Matches and lighters (students)
- Alcoholic drinks
- Hard drugs
- Any other item deemed to be a danger or threat to the safety of the school and community at the discretion of the school administration and/or Security Manager

Smoking & Vaping

RAS is a smoke-free campus. Cigarettes and vapes are not permitted on campus.

Pets on Campus

Pets and animals should only be brought to school for educational purposes and may only be brought to campus if special permission is received from the Principal at least two days in advance.

Skateboards, In-Line Skates, Scooters, etc.

Skateboards, in-line skates, hoverboards, scooters, shoe skates, bicycles, or any similar equipment are not allowed on campus unless necessary for a co-curricular or school-sponsored activity.

Use of Campus Facilities

Parents of RAS students are allowed to use the Parent Cafe throughout the school day. In addition, parents may be invited to participate in community sports clubs and activities after school hours.

Appendices

School Calendar 2025/2026



JULY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

29 New Family Orientation

AUGUST

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

5 First Day of School, Start of Semester 1 (Term 1)

SEPTEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1 Merdeka Day (observed)
16 Malaysia Day

OCTOBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

3 End of Term 1
6 Start of Term 2
17-26 Fall Break

NOVEMBER

S	M	T	W	T	F	S
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

28 Thanksgiving

DECEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

19 End of Semester 1 (Term 2)
20-31 Winter Break

JANUARY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

6 New Family Orientation
1-11 Winter Break
12 Start of Semester 2 (Term 3)

FEBRUARY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

2 Thaipusam (observed)
14-22 Lunar New Year & Awal Ramadan

MARCH

S	M	T	W	T	F	S
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

19 End of Term 3
20-29 Spring Break & Hari Raya Aidilfitri
30 Start of Term 4

APRIL

S	M	T	W	T	F	S
			1	2	3	4
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MAY

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24	25	26	27	28	29	30
31						

1 Workers' Day

JUNE

S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1 Agong's Birthday
5 Last Day of School, End of Semester 2 (Term 4)

raffles-american-school.edu.my | inquiry@Raffles-American-School.edu.my | +60 (7) 213 2638

■ New Family Orientation
■ Start / End of Term / Semester
■ Holiday

RafflesElementary - 2025-2026

RafflesAmericanSchool
Think. Create. Succeed.

A1: Student & Parent Handbook Agreement Form

Student: _____ Grade: _____

We, the undersigned student and parent/guardian, declare that we have read and understand the information contained in the Raffles American School Parent-Student handbook and agree to abide by all rules and regulations as stated in the handbook.

I, the parent/guardian, give my consent for the administration of the school to treat minor injuries sustained by my children while they are in care and custody of the school, or state that I have given the following instructions (attached in writing) concerning the treatment of my children in an emergency.

I, the parent/guardian, will act respectfully when on campus to all students and school employees.

I, the parent/guardian, understand that the school will exercise due diligence to ensure the security and well-being of my child(ren) and to comply with any written instructions from me concerning the emergency treatment for them. In the event that urgent/immediate medical attention is required, I give consent for the child(ren) to be taken to Gleneagles Hospital. I agree to hold the school blameless and free of liability for any loss, damage, or injury sustained by my child(ren) or myself due to circumstances beyond the reasonable control of the school.

I, the parent/guardian, understand my role as a partner of the school and agree to attend the Partnership Conferences, other parent conferences, and information sessions scheduled by the school, as well as to participate actively in other activities organized by the school.

I, the parent/guardian, understand and accept that as a student of RAS, my child's picture may be used in school publications such as yearbook, brochures, newsletters, and the school website.

Student name: _____ Class: _____

Parent name: _____ Date: _____

Signature: _____

RafflesElementary - 2025-2026

A2: Technology Use Agreement: Information

RAS provides technology resources for student use:

- to promote educational excellence by facilitating resource sharing, innovation, organization and research, and communication
- to prepare for success in life and work by providing students with knowledge and skills regarding the safe and appropriate use of technology resources

The use of technology resources is a privilege, not a right. Our expectation is that all RAS students and staff will use technology resources in an appropriate and respectful manner. Tampering, hacking, illegally downloading files (i.e. torrenting), installation of malware and/or adware, and inappropriate use of these resources may result in disciplinary action and/or loss of technology and access privileges.

Prior to student use of technology resources, we require that students and parents read and acknowledge the Technology Acceptable Use Agreement. Students on the one-to-one program (grades 5-12) are responsible for bringing their device (and relevant peripherals, ex. charger, headphones, etc.) to school. Raffles American School does not provide replacement or loaner computers to students on the one-to-one program. Technology resources include, but are not limited to, hardware, software, data, electronic textbooks and materials, communication devices, printers, servers, and Internet access. RAS has the right to monitor, inspect, copy, review, and store any and all usage of RAS technology resources including transmitted and received, including data in personal devices that are on School campus.

Appropriate use of technology in education includes citing all sources used in any presentation or written assignment. Plagiarism is the act of using someone else's words or ideas as your own and is not acceptable. Students are required to give proper credit to all Internet sources used in academic assignments, whether quoted or summarized. This includes all forms of media from the Internet such as graphics, movies, music, and text. Plagiarism of Internet resources will be treated as a violation of the RAS acceptable use policy.

Students, please remember to:

- Be polite and respectful. Never send, or encourage others to send, inappropriate messages
- Use appropriate language and graphics. Don't access, transmit, copy, or create material or messages that are threatening, rude, discriminatory, or meant to harass or cyber-bully. Swearing, vulgarities, suggestive, obscene, belligerent, or abusive content of any kind is not acceptable
- Use resources for appropriate educational purposes. Illegal or inappropriate activities, or transmission or intentional receipt of any inappropriate material in violation of law or RAS policy is prohibited
- Use only assigned accounts. Do not use another individual's account or log onto the system as the systems administrator. Protect passwords. Never view, use, or copy other's passwords or share your passwords with others. If you suspect someone has discovered your password, change it immediately and notify your teacher or administrator
- Keep your personal information, and that of other RAS students, private! This includes home address, personal phone numbers, last name, passwords, credit card numbers, or student id, of yourself or any other student

Students must report all security concerns, inappropriate activities, or misuse of RAS technology resources immediately to their teacher/tech supervisor, or the Superintendent. This includes the receipt of messages that may be threatening or upsetting.

Raffles American School will be using Google Apps for Education in the classroom. Google Apps for Education is a suite of free, web-based programs that includes email, document creation, shared calendars, and collaboration tools. This service is available through an agreement between Google and the school. Your child's teachers will be using Google Apps for lessons, assignments, and communication. Please review the attached information, then complete and return to school. Thank you for your continued support. Please do not hesitate to contact us if you have questions or concerns.

Google Apps for Education is also available at home, the library, or anywhere with Internet access. School staff will monitor student use of Google Apps when students are at school. We are asking parents to assist in monitoring their child's use of Google Apps when accessing programs from home. At school we will continue teaching responsibility as one of our Learning Outcomes. Student safety is our highest priority.

Acceptable Use (Privacy and Safety) Google Apps for Education is primarily for educational use. Students may use Google Apps for personal use subject to the restrictions below and additional school rules and policies that may apply.

1. Privacy - School staff, administrators, and parents all have access to student email for monitoring purposes. Students have no expectation of privacy on the Google Apps system.
2. Limited personal use - Students may use Google Apps tools for personal projects but may not use them for:
 - a. 2.1. Unlawful activities
 - b. 2.2 Commercial purposes (running a business or trying to make money)
 - c. 2.3. Personal financial gain (running a website to sell things)
 - d. 2.4. Inappropriate sexual or other offensive content
 - e. 2.5. Threatening another person
 - f. 2.6. Misrepresentation of Raffles American School, staff, or students. Google Apps, sites, email, and groups are not public forums. They are extensions of classroom spaces where students' right of free speech may be limited.
3. Safety
 - a. 3.1. Students may not post personal contact information about themselves or other people. This includes last names, addresses, photos, or phone numbers.
 - b. 3.2. Students agree not to meet with someone they have met online without their parent's approval and participation
 - c. 3.3. Students will tell their teacher or other school employee about any message they receive that is inappropriate or makes them feel uncomfortable
 - d. 3.4. Students are responsible for the use of their individual accounts and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a user provide his or her password to another person.
4. Access Restriction - Due Process
 - a. 4.1. Access to Google Apps for Education is considered a privilege assigned at the discretion of Raffles American School. Raffles American School maintains the right to immediately withdraw the access and use of Google Apps when there is reason to believe that violations of law or school policies have occurred. In such cases, the alleged violation will be referred to the Superintendent for further investigation. As a party of the Agreement with Google, Raffles American School also reserves the right to immediately suspend any user's account suspected of inappropriate use. Pending review, a user account may be terminated as part of such action.

Sincerely,

RAS IT

Technology helps me learn when I...



1. Keep Caring

I will remember that people are more important than technology.
I will never use technology to hurt others' feelings or be purposely mean.
When people are talking to me, I will look at them and not my screen.



2. Keep Safe

I will keep my passwords, personal information, and photos to myself.
I will ask permission before taking photos.
I will not let others take my photo without permission.
I will not chat with strangers.
I will tell a trusted adult about any unpleasant messages or images sent to me.



3. Keep Learning

I will use technology as a tool to help me learn.
I will search for facts before believing what I read or see online.
I will stay on the same task or screen as my teacher tells me.
I will never use technology to distract my neighbors.



4. Keep Original

I will use technology to share my ideas in creative or meaningful ways.
I will not copy someone else's work.
If I use part of someone else's work, I will give them credit.



5. Keep Balanced

I will use technology in balance with other healthy choices.
I will find ways with and without technology to reach my goals.
If I don't know if it is a good time to use technology, I will ask an adult.
At home, I will make choices so that technology does not keep me from sleeping.



6. Keep Technology Working Well

I will be careful with school and personal technology.
I will ask permission before touching other people's technology.
I will keep technology in a safe place.
I will charge the battery so it is ready to use next time.

I understand that it is important to follow this agreement. If I do not follow this agreement, even if it is outside of school, there will be consequences.

Student name: _____ Class: _____

Parent name: _____ Date: _____

Signature: _____