

# **The American International School in Egypt**

**Elementary School  
Student-Parent-Teacher Handbook  
2019-2020**

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## Principal's Welcome

Dear AISE Elementary School Students, Parents, and Faculty,

Welcome to the 2019-2020 school year! My name is Jennifer Chile and I am so excited to be with you again this year. I am looking forward to working alongside this incredible group of educators, parents, and students to have an amazing year of personal and academic growth.

This is my 8th year in Cairo, and my third year working in the elementary office here at A.I.S. As much as I love Egypt, it is truly this community, the A.I.S. family, that has kept me in Cairo for all of these years. We have learned and grown together, and I am just as excited to see our wonderful new group of grade 1 students in the hallways as I am to see my first KG2 students, who are now in grade 10! We've got a great year ahead of us, full of exciting growth and development. What is it that you hope for your children this year? How can we work together to help them develop in that way? I hope we all have these great conversations this year.

This year my keyword is "thrive". We weren't put on this Earth to simply survive life, but rather to THRIVE. Webster's dictionary describes thrive as follows: to grow vigorously: FLOURISH; to progress toward or realize a goal despite or because of circumstances. How different are the images you conjure up when you think of the word thrive vs. survive? How will you, as a student, parent, or educator grow vigorously? How will you flourish? What progress will you make toward a goal despite your circumstances? What progress will you make toward a goal because of your circumstances?

Let's do this. Let's thrive.

Jennifer Chile,  
AISE Elementary Principal

## **AISE Mission Statement**

The American International School in Egypt provides a comprehensive and challenging American and international education that fosters informed and engaged local, regional, and global citizenship. We inspire students to be lifelong learners who contribute positively within a diverse and changing world.

## **AISE Vision**

Raising Student Achievement  
Every Day, Every Way

## **AISE Philosophy**

AISE provides a co-educational, English language, college preparatory program of studies as well as The International Baccalaureate Diploma Program that culminates in awarding eligible students an American High School Diploma or International Baccalaureate Diploma. A holistic education is provided that encourages high standards of academic achievement, meaningful collaboration, and personal development, while supporting the unique needs of each learner. We encourage the expression of multiple perspectives in a safe and nurturing learning environment, such that the cultural identity of each student is valued. We prepare students to contribute to and thrive in a multicultural society. We support students in the development of skills and learning strategies. Students are encouraged to take responsibility for their own learning and well-being. Learning explicitly addresses guided and independent inquiry and investigations, skill development, and thinking strategies for finding solutions to the complex problems inherent in the challenges posed in developing a sustainable and peaceful world.

## **AISE Portrait of a Graduate/PANTHERS ROCK**

At AISE, our goal is to graduate students with the 12 primary characteristics. In elementary school, these are referred to by the acronym "PANTHERS ROCK":

**P**rincipled

**A**ctive Citizenship

**I**nquirers

**T**hinkers

**H**elpful Collaborators

**E**venly Balanced

**R**eflective

**S**trong Communicators

**R**isk-Takers

**O**pen-Minded

**C**aring

**K**nowledgeable

# The American International School in Egypt

## 2019-2020

### Academic Year Calendar

August 19						
Su	M	Tu	W	Th	F	Sa
				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

September 19						
Su	M	Tu	W	Th	F	Sa
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					

October 19						
Su	M	Tu	W	Th	F	Sa
			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	

November 19						
Su	M	Tu	W	Th	F	Sa
					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

December 19						
Su	M	Tu	W	Th	F	Sa
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				

January 20						
Su	M	Tu	W	Th	F	Sa
			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	

February 20						
Su	M	Tu	W	Th	F	Sa
						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

March 20						
Su	M	Tu	W	Th	F	Sa
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				

April 20						
Su	M	Tu	W	Th	F	Sa
			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		

May 20						
Su	M	Tu	W	Th	F	Sa
					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						

June 20						
Su	M	Tu	W	Th	F	Sa
	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				

July 20						
Su	M	Tu	W	Th	F	Sa
			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	

### Notes

August 31 Islamic New Year
Sept. 2 First Day of School
Oct. 6 Armed Forces Day
Oct. 7 Professional Development
Nov. 7 End of Term 1
Nov. 9 Prophet Mohamed's bday
Nov. 14 Parent Conference Day
Nov. 28 Thanksgiving
Dec. 5 Professional Development
Dec. 20-Jan 11 Winter Break
Jan. 25 National Holiday
Jan. 30 End of Term 2
Feb. 6 Parent Conference Day
Feb. 26 Professional Development
Feb. 27 No School
March 1 No School
April 9 End of Term 3
April 12 Western Easter
April 19 Easter Sunday
April 20 Sham El Nessim
April 17-25 Spring Break
May 24-26 Eid El Fitr
June 7 Graduation
June 18 Teacher work day / last day of school
<b>Islamic Holidays are subject to change</b>
No students on Parent Conf. Days
176 Instructional Days

### Elementary School Daily Timetable

	Sunday	Monday	Tuesday	Wednesday	Thursday
8:00 - 8:15	Homeroom				
8:20 - 9:15					
9:20 - 10:15					
10:20 - 11:15			Lunch Grade 1		
11:20-12:15					
12:20 - 1:05			Lunch Grades 2-5		
1:10 - 2:05					
2:10 - 3:00					

## Important Reminders:

- The school day begins at 8:00. It is important that students arrive at school by this time. Students arriving to their classrooms after 8:00 will be counted tardy.
- Homeroom is an important part of the school day for students. It is more than just a time for them to unpack their bags, but is also time used to help students connect and check in with their teacher and classmates, mentally and emotionally prepare for their day at school, and receive important announcements that they may otherwise miss.
- The school day ends at 3:00. It is reasonable to expect that your students will be engaged in meaningful learning opportunities until this time each day.
- Students in Grades 2 - 5 will be eating lunch at a later time than in years past. They will be provided the opportunity to eat a snack during their morning class time. However it is still very important that students eat a healthy breakfast before they arrive to school each day, so that they can successfully learn and have fun throughout their morning at school.

## Contact Information

AISE Street Address	Cairo Festival City Next to Police Academy 5 <sup>th</sup> Settlement, New Cairo
Mailing Address	The American International School in Egypt P.O. Box 8090 Masaken Nasr City 11371
AISE Front Office	202-2618-8400
Elementary School Administrative Assistant	Ms. Sarah Shahein EXT. 1108
Elementary Office	26188408
AISE Website	<a href="http://www.aisegypt.com">www.aisegypt.com</a>
ESOL Website	<a href="http://www.esolonline.com">www.esolonline.com</a>

### Elementary Office Hours

**8:00am – 4:00pm, Sunday – Thursday**



## Elementary School Faculty

### School Administration

Director	Mr. Kapono Ciotti	kciotti@aisegypt.com
Elementary School Principal	Ms. Jen Chile	jchile@aisegypt.com
Elementary Assistant Principals	Ms. Elizabeth Anis	eanis@aisegypt.com
	Mr. Matt Novak	mnovak@aisegypt.com
Elementary Administrative Assistant	Ms. Sarah Shahien	sshahien@aisegypt.com

### Learning Support Services

Grade 1-3 School Counselor	Ms. Youndie Williams	ywilliams@aisegypt.com
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Student Support Teachers	Ms. Mary Girgis	mgirgis@aisegypt.com
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### Grade 1 Team

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### Grade 2 Team

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**Grade 4 Team**

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**Arabic Team**

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## Specialists

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P.E., Komni Chourio	kchourio@aisegypt.com
P.E., Johnny Atkins	jatkins@aisegypt.com

## Partner Teachers

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Ms. Sarah Mansour	smansour@aisegypt.com

## **AISE Elementary Learning Community Commitments**

At AISE, we believe that students are most successful when there is consistent and shared effort, support, and communication among the students, their parents, and their teachers. Therefore, at AISE:

### **AISE Students commit to:**

- Getting 8-10 hours of sleep each night
- Making healthy eating and lifestyle choices
- Arriving to school on time and ready to learn each morning
- Challenging themselves to give their best effort in all their classes
- Taking reasonable risks that may lead to mistakes from which to learn and grow from
- Demonstrating respect to all others, including all adults and their peers
- Following and supporting all teachers' instructions and classroom expectations
- Devoting the necessary time after school each day to reading and maintaining a balanced lifestyle outside of school
- Communicating regularly with their teachers about their progress
- Understanding and following the AISE Elementary Honor Code, Bullying Policy, Behavior Policy, Dress Code, and Student Device Policy every day
- Getting involved in the greater school community by participating in after-school activities, attending scheduled school events, and promoting positive school spirit

### **AISE Parents commit to:**

- Making sure your children get 8-10 hours of sleep each night
- Helping your children make healthy eating and lifestyle choices
- Making sure your children arrive to school on time each day
- Offering praise and encouragement to your children regarding their learning
- Supporting your child's learning goals and aspirations
- Allowing your children to take risks and make mistakes from which they can learn and grow from
- Promoting regular reading, writing, and speaking in your home, in both English and your native language
- Monitoring and limit your child's online usage, television viewing, and use of electronic devices (including social media)
- Communicating regularly with your children, their teachers, and the school staff
- Communicating with teachers and staff in a professional, respectful manner
- Being supportive of the teachers' classroom expectations and procedures
- Keeping up to date with your child's learning and progress through regular conversations with them and their teachers
- Understanding and supporting the AISE Elementary Honor Code, Bullying Policy, Behavior Policy, Dress Code, and Student Device Policy
- Getting involved in the greater school community by participating in parent conferences, attending scheduled school events, and promoting positive school spirit

## **AISE Teachers commit to:**

- Assisting their students in making healthy choices
- Providing a safe and caring classroom environment
- Challenging students to achieve to the best of their ability
- Providing students the opportunity to take risks, make mistakes, and try new things with the goal of helping them learn and grow
- Creating meaningful learning opportunities and assessments that align with our school mission, philosophy, and values
- Offering praise and encouragement to their students regarding their learning
- Supporting their students' learning goals and aspirations
- Communicating regularly with students' families
- Communicating with students and their families in a professional, respectful manner
- Implementing transparent, consistent classroom expectations
- Providing students and their families with regular and informative feedback regarding student learning and progress
- Explaining and following the AISE Elementary Honor Code, Bullying Policy, Behavior Policy, Dress Code, and Student Device Policy
- Getting involved in the greater school community by participating in after-school activities, attending scheduled school events, and promoting positive school spirit

## **AISE Administrators commit to:**

- Encouraging all students to make healthy choices
- Providing a safe and caring school environment
- Challenging students and teachers to achieve to the best of their ability
- Providing students and teachers the opportunity to take risks, make mistakes, and try new things with the goal of raising student achievement
- Offering praise and encouragement to their students and teachers for their growth, learning, and achievement
- Supporting students, teachers, and parents in achieving their goals and aspirations
- Communicating regularly with students, their families, and their teachers in a professional, respectful manner
- Crafting transparent, consistent school-wide expectations and policies that promote best learning practices
- Ensuring that the AISE Elementary Honor Code, Bullying Policy, Behavior Policy, Dress Code, and Student Device Policy are explained, followed, and upheld
- Getting involved in the greater school community by promoting and participating in after-school activities, attending scheduled school events, and promoting positive school spirit

# The Elementary School Academic Program

## Academic Excellence

We believe that we have the leaders of tomorrow in our school today. In order to maximize the opportunity students have at AISE, it is necessary for all of us to give maximum effort in all school endeavors. Our school motto is “Raising student achievement, every day, every way!”

## Our Curriculum

AISE Elementary School strives to provide a comprehensive and challenging education that draws from research-driven best practices and is rooted in U.S. national learning standards, objectives, and expected outcomes. Successful participation in this program allows students a positive transition to most schools in the United States or private American schools worldwide.

The following are the learning standards used in each academic discipline at AISE Elementary School:

<b>Subject</b>	<b>Standards</b>
English Language Arts	US Common Core
Math	US Common Core
Science	AERO/NGSS
Social Studies	AERO
Physical Education	SHAPE
Visual Arts	National Arts Core Standards
Theater Arts	National Arts Core Standards
Computer/ICT	ISTE

## Program of Study

All Elementary School students are expected to carry a full program of studies. The courses required by all Elementary students each year are English Language Arts, Mathematics, Science, Social Studies, Arabic, Religion, Physical Education, Visual Arts, Theater Arts, Music, STEAM, and Computer/ICT. Students in Grades 4 and 5 also attend an Arabic Social Studies course each week.

The Elementary School has a daily morning Homeroom, during which time students unpack and prepare their materials for the day, engage in warm-up activities, collaborate with their classmates and teacher, and preview their daily schedule.

Our counselors also provide some in-class instruction to all students on a regular basis.

Students in Grade 1 and 2 attend a weekly lesson in the library with our school librarian. Students in Grades 3-5 also have regular access to the library to check out books, and engage with the school librarian in library, information, and research-oriented lessons throughout the year.

## **Assessment Philosophy**

At AISE, we assess student learning to:

- Promote student learning through assessing prior knowledge, building a profile of the student's understanding, adjusting planning to meet particular needs and to encourage children to be reflective about their own learning.
- Assist in reporting to students, parents, and future institutions
- Evaluate our school program including both curriculum and methodology.

At AISE, we commit to the following beliefs and practices about assessment:

1. We align all assessments to AISE standards.
2. We will assess effort and behavior separately from academic achievement.
3. We use a balance between formative and summative assessment and utilize both when assessing a student's current level of understanding. Formative assessments inform the teacher of current understanding in order to deepen learning or development of skills. Summative assessments verify learning at the end of a unit or standard.
4. We use assessment data from standardized tests (MAP, WIDA, etc), teacher recommendations, and internal assessments to make informed decisions to support student learning. External assessments are not used in final grade determination.
5. We regularly develop and moderate assessments in peer review with colleagues.
6. We will educate parents, students, and administrators to become assessment-literate.
7. We will actively involve students in the assessment process through self-reflection, goal setting, peer review and teacher guidance.
8. We will assess student learning frequently using a variety of strategies with a minimum of two summative assessments per term.
9. We will provide students multiple opportunities to demonstrate proficiency.
10. We will provide clear assessment criteria regarding objectives, expectations, and processes.
11. We will provide models of performance to ensure students understand the expectations for their assessments.
12. We will use assessment as a tool for learning and emphasize process as well as product.
13. We will use assessment to guide instruction.
14. We will provide students with feedback that is timely, productive, and objective.
15. We will share assessment ideas and practices, and develop common assessments.

# Home Learning Policy

## What does home learning look like for AIS elementary students?

Our elementary students are fully engaged in learning activities for nearly eight hours a day. We believe that after school, students should extend their learning beyond the classroom by engaging in self-directed activities. Such activities might include but are not limited to: cooking, singing, art, playing an instrument, languages, sports, and play. **Thirty minutes of daily reading is an essential part of Home Learning. We encourage students to read whatever it is that interests them.**

Nightly home learning can include:

- Students read for pleasure for at least 30 minutes.
- Review of math facts (Grade 1: focus on Addition, Grade 2: focus on Subtraction, Grade 3: focus on Multiplication, Grade 4: focus on Division, Grade 5: continuation of multiplication and division skills).
- Review of Words Their Way weekly sort.
- Age-appropriate amounts of Arabic-language homework.
- Children engage in active and/or creative, unstructured play.
- We encourage parents to “read to” their child every day.
- Children follow their interests and have choice in what they want to learn during the after school hours.
- At times, your child may be asked to finish or extend their learning, or complete activities to prepare for future learning, at home with an assignment from their teacher.

Our students are encouraged to be balanced, life-long learners who continue to pursue learning in all their endeavors beyond the classroom. Occasionally, your child may be asked to finish or extend their learning from the school day at home. At other times, they may be asked to complete an activity that will help them prepare for future learning.

However, regular nightly homework will not be assigned to our students, and no homework will contribute toward a student’s overall grade at any time.

## Why does the AIS elementary support Home Learning?

- Home Learning empowers students to make choices in their learning.
- Home Learning inspires inquiry, exploration and a love for learning.
- We support the development of a variety of talents and interests outside the school. Some students enjoy learning to play an instrument or learning an additional language. Other students are interested in their own research.
- Home Learning helps students to realize that learning does not end at the end of the school day.
- When students practice independent learning, they no longer have to be told to learn but begin investigations on their own.



### Clickable Research:

[Pediatrics -The Importance of Play in Promoting Healthy Child Development and Maintaining Strong](#)

[Parent-Child Bonds](#)

[Time Magazine - Why I Think All Schools Should Abandon Homework](#)

[Health Line - Is too Much Homework Bad for Kids?](#)

[Live Science - Too Much Homework...](#)

### Clickable Video Clips:

[Here is a nice example of a child doing their own home learning.](#)

[More research and comments on homework](#)

### Frequently Asked Questions:

*Why did you decide to take this direction?*

There are no studies or research to show that repetitive elementary homework practice is an effective means to build skills or increase comprehension. Children learn and grow best experientially, and when explorations are undertaken in context (personal interest, needs, wants, applicability). A child's own passions should direct their activities after school. We want to encourage unstructured play and family time. There is a fair amount of evidence to support the value of unstructured play. It builds brain schemas that accelerate cognitive development. With this in mind we want to empower and encourage your child to pursue their interests unencumbered by expectation. Our school also recognizes the paramount and sacred value of family time. You should have the option to choose how to spend your time together after school without the burden of academic tasks laid before you.

*I feel that homework teaches discipline, builds academic stamina, and develops accountability. How will my child acquire these skills and attributes with no assigned homework?*

There are many ways to instill the attributes of stamina, discipline and accountability. Athletics, musical pursuits, the visual arts, drama, dance, gardening, cooking, pet care, family and community service will go much further in developing positive attributes in your children than repetitive academic practice. Your child should have the time and choices to follow their passions. Pursuing passion can lead to personal goal setting. Setting and achieving personal goals builds many attributes that define character.

*I have high expectations for my child's academic future. How will this school prepare my child for more rigorous academic institutions later on?*

One of the most powerful forces toward academic success is a love for learning. Inundating your child with large quantities of homework in elementary school provides no guarantee that they will find success later on. In fact, mistaking volume for rigor will very likely imbue your child's sense of wonder. We don't want children to grow and see academics as simply a series of unending tasks. Children's activities should resonate with them and satisfy their sense of self. It is evident that we all learn more when we love what we do. Loving what we do is a fundamental component to happiness. Happiness and a sense of well being are what we all really want for our children anyway.

*I want my child to have homework. Homework is the norm for my culture.*

We realize that various cultures hold different expectations for homework, academics, and the time commitment required to attend to such. While we recognize these different perspectives, we choose to hold true international research and its conclusions on homework for elementary aged children. The freedoms your children will enjoy to follow their hearts after school will generate confidence, curiosity, creativity, appreciation, independence, enthusiasm, and most importantly balance. These attributes will provide far greater benefits than hours of prescribed homework tasks.

## **Reporting Progress**

The school year is divided into four terms, each consisting of approximately 9 instructional weeks. At the close of each term, students' families will receive a formal update on student learning.

Term 1 (November)	Report of Student Progress
Term 2 (February)	Report Card
Term 3 (April)	Report of Student Progress
Term 4 (June)	Report Card

### Report of Student Progress:

The report of student progress consists of written teacher feedback on student learning in each individual subject. All students will receive a Report of Student Progress at the end of terms 1 and 3.

### Report Card:

The report card will report the student's current understanding of grade level standards. Understanding will be reported using the following categories:

<b>N</b>	No understanding	Student does not yet demonstrate any understanding of the concepts, skills, and processes within the grade level standards.
<b>B</b>	Beginning Standard	Student demonstrates a beginning understanding of the concepts, skills, and processes within the grade level standards.
<b>A</b>	Approaching Standard	Student demonstrates a developing understanding of the concepts, skills, and processes within the grade level standards.
<b>M</b>	Meeting Standard	Student demonstrates a thorough understanding of the concepts, skills, and processes within the grade level standards.
<b>E</b>	Extending Standard	Student demonstrates extended learning of concepts, skills, and processes beyond the current grade level standards.

Parents will also receive 3 data reports, indicating current achievement and growth on the MAP test, DRA testing (KG2-Grade 3), and Words Their Way. Data reports will be sent to all parents in October, February, and June.

### **Year-End Academic Support**

AISE Elementary School strives to provide a comprehensive and challenging education to each of our students, and it is our mission to help each of our students achieve success within the academic programs we offer. Though each student learns and grows at different rates and has individual learning strengths and needs, it is important that we maintain high expectations for our students within grade level standards.

A letter of invitation will be sent to the families of a student that is considered “below expectations” in two or more core subject areas (ELA, math, science, and social studies) at the end of term 2. The invitation will be for a meeting between the teacher(s), a member of the elementary administration, student support teacher, parent(s), and in some cases the student as well. This letter will serve as official communication should a student be required to attend summer school or be a candidate for retention at the end of the school year, but the primary focus will be to create a plan of academic support for the remainder of the school year.

At the end of term 3, parents of students who remain “below expectations” in two or more core subject areas will be asked to attend a follow-up meeting to reevaluate the plan of academic support.

By June 1st, if a student remains “below expectations” in two or more core subject areas, a meeting will be held between a member of the elementary administration and the parent(s). At this time, a course of action will be given by the administrator:

- Required summer school.
- Required summer school with the possibility of mandatory retention.
- Mandatory retention.

The above steps may be followed for students “below expectations” in only one subject area should it be deemed necessary by the administration.

## Attendance

### Absences

In order for us to reach our goal of “raising student achievement every day, every way,” we first need our students to be at school every day. Therefore, all Elementary School students are expected to arrive at school on time and to attend all scheduled classes each day unless they have a valid excuse, such as illness or involvement in a scheduled school activity.

Regular or prolonged absences will likely affect their learning of new concepts and skills, which will eventually affect their progress and grades.

All days absent from class count as absences—there is no distinction between excused absences and unexcused absences in terms of counting days missed.

Absences for medical reasons are still counted as absences. Students should not plan to miss school or leave school early for medical appointments. If at all possible, schedule appointments outside of school hours.

Class attendance is mandatory for the entire school day before a student may attend an extracurricular or co-curricular activity, such as after-school activities, sports programs, field trips, etc.

Student absences due to participation in school sponsored activities, events, or field trips are not counted toward a student’s total absences.

### Accumulated Absences

When a student exceeds 5 absences in one term, a letter will be sent home to their family, and a parent meeting will be invited to develop an action plan that will enable the child to attend school more regularly.

Students absent more than 20 days in one academic year AND who are not meeting academic standards and expectations will be required to attend summer school in order to pass the grade level.

Students whose academic progress does not indicate a need to attend summer school, but have missed more than 20 school days, may submit a formal petition in writing outlining why the student does not need to attend summer school. This must be received in the elementary office by Thursday, June 11th, and be approved by the school administration by Thursday, June 18th.

### Planned or Prolonged Absences

The dates of school holidays are published before the beginning of the school year, and are included in this handbook. Plan your family vacations within these dates. For your reference, you can find the [school calendar here](#).

For any planned absences, please notify the student's teachers and the Elementary School Office at least 48 hours in advance. This will help the student's teachers better help them make up classwork, assignments, and tests.

For prolonged absences, please notify the student's teachers and the Elementary School Office at least 2 weeks in advance. This will help the student's teachers better help them make up classwork, assignments, and tests.

## **Tardies**

In order for students to gain the most from their educational opportunities at AISE, they are expected to arrive to their classroom by 8:00 every day. Students arriving by car after 8:00 will be considered tardy. (Students who arrive late to their first class due to a late bus will not be counted tardy.)

While tardies cannot directly affect students' grades, consistently arriving to school late will likely affect their learning of new concepts and skills, which will eventually affect their progress and grades.

When a student reaches 5 beginning-of-day tardies in one term, a letter will be sent home to their family and a parent meeting will be required to develop an action plan that will help the student arrive to school on time.

## **In-School Tardies for Grade 4 and 5 Students**

Grade 4 and 5 students do not have a single "homeroom" teacher that they take all of their core subjects with. Therefore, they make multiple transitions between classrooms each day. It is the student's responsibility to arrive to each class prepared and on time, within 5 minutes of dismissal from their previous class or lunch unless they are excused by a teacher or administrator.

The following procedures will be followed by all Grade 4 and 5 teachers when dealing with unexcused tardiness:

- Each tardy will be documented. Teachers will communicate to the student that they have been counted tardy, and the student will join the class immediately to avoid missing further learning. Any learning or entry slips missed due to a tardy may not be able to be made up by the student. Any classwork or tests missed as the result of a tardy will have to be made up on the student's time, at the convenience of their teacher.
- After a student reaches 5 in-school tardies in one term, the student's teacher will notify both the Elementary School administration and the student's family. The student will be required to spend a lunch/recess period devising an action plan for more successfully arriving to class on time.
- After a student reaches 10 in-school tardies in one term, the student and his or her family will be required to attend a meeting with the Elementary School administration to create an action plan for more successfully arriving to class on time.

## **Making Up Missed Work and Tests**

In the case of a tardy or absence, students and their families are expected to ask the class teacher for classwork, homework, and tests that they need to make up. Our teachers will do the best they can to support them.

For each day of school missed, students will have one additional school day to make up any classwork, homework, and tests. Any classwork, homework, or tests that are not completed within this time frame may be counted as missing or incomplete.

For example, if a student misses school on a Sunday, they will have until the end of the day on Monday to make up any classwork and tests that were done on Sunday.

For prolonged absences of 5 or more days, all classwork, homework, and tests will be due to be complete *within one week of the student returning to school*. Any classwork, homework, or tests that are not completed within this time frame may be counted as missing or incomplete.

The time of day during which the student will make up missed tests will be up to the teacher's discretion. Due to regularly scheduled class activities, work and tests may need to be made up during the student's lunch/recess, or before or after school. Students and parents may not dictate when a test will be made up, but will work together with the teacher to find a suitable time for all parties involved.

Requests for exceptions: In the event of an emergency, evacuation, or serious medical condition or extenuating circumstances, a request for an exception to the above policies must be made in writing to the Elementary School Administration. Each request will be taken into consideration and reviewed case by case.

# **Learning Support Services**

## **Counselors**

The counselors at AISE address the academic, social, and psychological needs of the Elementary School students. The counselor's work is differentiated by attention to developmental stages of student growth. The counselor works with all students and parents on a confidential basis, or within a team approach. The counselor assists students through three primary interventions: counseling (individual and group), large group guidance through whole class instruction, and consultation. The counselors provide students with services to enhance personal and academic achievement and development.

## **Librarian**

The school librarian at AISE is an instructional partner who works to ensure that students and teachers are effective users of ideas and information by empowering them to be critical thinkers, enthusiastic readers, and skillful researchers. The librarian builds and strengthens connections among curricular content, learning outcomes, research needs, and information resources by implementing a variety of lessons and inquiry-based activities. The librarian assists students and teachers through two main approaches: regularly-scheduled lessons in the library and flexibly-scheduled lessons in individual classrooms (as needed and arranged with teachers).

## **Student Support Teachers**

AISE Elementary School employs Student Support Teachers (SSTs) who help meet the varied needs of our students. Specifically, SSTs work with students who 1) need additional support and strategies to access grade-level content with independence, 2) need additional English language and vocabulary support, and 3) are ready to engage in self-directed inquiry-based learning that extends beyond grade-level expectations.

This support largely comes in the form of individualized and small-group pull-out instruction that focuses on each student's needs, and is provided based on classroom observations and teacher referrals.

# Parent Policies

## Parent-School Communication

AISE Elementary believes that a school's success depends largely on strong communication. Our goal is to create a school that emphasizes a partnership between school and family, and that fosters an environment of open, honest, professional, respectful, and responsive communication that places the students' well being at the center.

We have many systems in place to ensure that you are regularly informed about your student's growth and success at school. Our parent-school communication strategies include:

- Weekly communication from teachers through grade-level newsletters, Class Dojo, and school email
- Monthly parent outreach programs
- Progress reports and report cards each term
- Invitations to presentations, performances, and curriculum-related events
- Formal parent-teacher conferences twice per year

Families are also encouraged to regularly communicate with the school, and should be provided with the teacher's school email address at the beginning of the school year. When contacting a teacher via email or Class Dojo, it is reasonable to expect a teacher response within 48 hours.

## Parent Conferences

If you feel that additional communication is needed, beyond those strategies mentioned above, you are encouraged to arrange a conference with your student's teacher, using the following guidelines:

- Teacher conferences require an agreed-upon appointment with the teacher. Informal conferences or "stopping in" is not appropriate or acceptable, and parents are not allowed to meet with teachers unannounced. This includes before and after school.
- A conference with a teacher must be arranged by email at least 24 hours in advance.
- Before meeting with a teacher, parents must first check in with the Elementary Administrative Assistant at the Elementary Office. They must wait for the teacher to meet them in the Elementary Office. Please do not go directly to a teacher's classroom or hallway for any reason.

We understand that there are times when you want to meet with an administrator about a school issue. If you have already spoken with your student's teacher first, and would like to arrange a conference with an administrator, please use the following guidelines:

- Administrator conferences require an agreed-upon appointment.
- A conference with an administrator can be arranged by emailing them directly, or by email with the Elementary Administrative Assistant, at least 24 hours in advance.
- Before meeting with an administrator, parents must first check in with the Elementary Administrative Assistant at the Elementary Office.



## **Visitors and Guests**

Visitors of AISE (including parents and family members) are welcome to come to our campus, and will be invited by teachers and administrators for a variety of events throughout the school year. All visitors should check in with the Elementary Administrative Assistant in the Elementary Office upon arriving. Visitors should not be in the hallways or attempt to visit classrooms without explicit written notice from the Elementary Office.

# Student Policies

## Academic Honor Code

At AISE Elementary School, we are committed to upholding our school mission statement by providing a comprehensive and challenging American and international education that fosters informed and engaged local, regional, and global citizenship. Therefore, we ask our students to uphold the highest standards of academic integrity and school citizenship, so that they are fully prepared to one day contribute positively to their community, country, and the world.

All AISE Elementary School students are expected to conduct themselves in an honorable, trustworthy, and ethical manner at all times. We believe in our students' ability to always give their best effort, and to complete their school work and tests individually without resorting to cheating, plagiarism, or other academic misconduct.

To help our students learn about the principles of academic honesty, it is important that both teachers and families put a strong emphasis on doing the right thing. Please find below definitions of cheating and plagiarism, as well as the school's expectations for academic honesty, so that we may all work together to raise student achievement ethically and responsibly.

Cheating: Any situation when a student attempts to submit work that is not entirely his/her own individual work. This includes:

- Copying another person's work, ideas, or words
- Sharing information about a test with others
- Breaking test rules, such as talking during a test

Plagiarism: Any situation when a student uses words or ideas from someone else without giving credit to that other person. This includes:

- Copying ideas or words directly from a book, website, or other source without giving credit to the original author
- Using words found in a book, website, or other source without placing the words in quotes
- Claiming another person's words or ideas as your own

Teachers and families are encouraged to model and promote these academic expectations both in school and at home. Compromising one's character and integrity to get a better grade or to complete an assignment on time does not promote true learning, and therefore does not represent the mission and values of our school.

Any form of cheating, plagiarism, or other form of academic dishonesty is considered an Honor Code violation. In the event of any Honor Code violation, a student will be asked to re-do the respective assignment or assessment on their own time, at the convenience of their teacher. Repeated Honor Code violations will result in a review by the Elementary School administration, a parent meeting, and be subject to further consequences.

# Behavior Policy

## Core Philosophy:

At AISE Elementary School, we are proud of our students, and our most important job is to keep them safe and happy. When students are safe and happy, they are ready to learn and be successful. In order to maintain this positive learning environment that allows for all our students to be successful, students, teachers, parents, and administrators must all work together to model, encourage, and demonstrate outstanding behavior and citizenship, including our AIS Portrait of a Graduate character traits:

Principled  
Active Citizenship  
INquirers  
Thinkers  
Helpful Collaborators  
Evenly Balanced  
Reflective  
Strong Communicators

Risk-Takers  
Open-Minded  
Caring  
Knowledgeable

Furthermore, we must empower students to believe that they are capable of making positive choices, are needed and have something to contribute to our learning community, and can take ownership for their choices without fear of making mistakes. This is possible when all students believe that:

- they have discipline and self-control
- they can work respectfully with others
- they can understand how their behavior affects others
- they can solve their problems in a positive and constructive way
- they can learn and grow from their mistakes

At AISE Elementary School, we understand that developing these skills requires teaching, practice, and a positive growth mindset. Our aim is to help your students develop these skills, encourage them to make positive choices, and help them learn and grow when they make mistakes. Thank you for your cooperation and teamwork in helping us raise student achievement every day, every way!

## Encouragement and Reinforcement

As a school, we strive to consistently and regularly encourage and reinforce students to demonstrate the behaviors mentioned above. Students will receive encouragement and positive reinforcement for their positive behavior choices.

However, we understand that students aren't perfect all the time. Making mistakes is part of the learning process, and we want to empower students that they are capable of growing from their mistakes. When a student makes a poor choice, reacts negatively in a situation, or just isn't meeting our expectations, our goal is to help them immediately redirect their behavior and engage in collaborative problem solving with a focus on acknowledging the mistake, resolving issues and conflict with others, and creating lasting solutions. Students and their families can expect that AIS teachers and administrators will maintain high expectations, and will respond to student misbehavior in a kind, firm, and consistent manner.

In instances in which a student's choices are disruptive to the safety, well-being, or learning of others, a course of action may be initiated with the support of the Elementary administration to help the student immediately redirect their behavior and create a plan for resolving the issue.

We understand that in order for students to authentically learn from their mistakes and make lasting improvements to their behavior, they must be treated in a fair and respectful manner, with the goal of helping them grow.

### **Discipline Communication**

It is important to us that we keep students' families involved in the discipline process. When your student makes great behavior choices, we want to share that with you! This may be done through Class Dojo, an email, or with an award of recognition.

When your student makes poor behavior choices, it is also important that we notify their families. The purpose of this type of communication is not only to inform families of the reported incident, but to also include them in the problem-solving process. It is very important to us that we create open lines of communication to discuss concerns, address specific needs, and create solutions for our students and their families. The root of the word discipline is from the Latin "disciplina", which means "to teach and learn". Our goal is not to make students "pay" for poor behavior, but rather to teach them what it looks like to engage in positive behaviors, and how to rectify previous mistakes or poor choices.

### **Classroom Level of Discipline**

In order to consistently and quickly address behaviors that do not promote safety and learning, we have established a tiered approach. *Most* student behaviors—both positive and negative—can be addressed at the classroom level by their teacher.

Teachers and students are responsible for creating and maintaining an agreement for how all members of the learning community can positively contribute. These agreements allow for all community members to be safe, happy, and successful in school at all times. When these expectations are being met, students will receive positive feedback and encouragement.

When the agreement is not being followed, an immediate, fair, and solutions-focused intervention will be implemented in order to stop the inappropriate behavior. This may or may not include any of the following:

- The student may go to a “chill out” space within or outside the classroom to re-focus their attention and/or behavior.
- The student may be asked to complete a discipline reflection form.
- The student may be asked to perform an act of repair (“When you make a mistake, or hurt someone or something, what will help fix it?”)

### **Office Level of Discipline**

If a student is making choices that are continuously disruptive to the safety, well-being, and learning of others in their classroom, they may be asked to go to the office to speak with the principal or assistant principal. At this time, the student and administrator will seek to find solutions they can agree upon to help the student to contribute positively to the school community.

Furthermore, certain behaviors will not be tolerated from any community member at AISE. In the event that a member of the community member does one of the following, classroom-level solutions will be bypassed and the student will be asked to go to the office to speak with the principal or assistant principal immediately:

- Bullying (see Bullying Policy)
- Physical aggression or fighting
- Skipping or running away from class
- Purposeful damage to school property
- Theft
- Use of weapons, using objects as weapons, drawing or using body parts as weapons
- Forgery of another’s signature

When a student is asked to go to the office, the following guidelines will be used to decide on a course of action:

1. The primary goals will be:

- To ensure that the behavior/poor choice stops and does not continue
- To equip the student with the critical thinking and problem solving skills to help them avoid making the same poor choices in the future
- To help the student repair damaged relationships with their peers or teacher
- To communicate the issue with the student's family, so that they may become a part of the problem-solving process

2. Previous behavior choices will be taken into account. If there is a record of repeated inappropriate behaviors, or the community member does not demonstrate a desire to improve their decision-making, further steps must be taken.

3. The severity of the behavior choices will be taken into account. Behaviors that put others’ safety at risk will result in more intensive behavior interventions.

The following are possible strategies the principal or assistant principal may use to help a community member make positive changes to their behavior choices:

- Engage in collaborative problem-solving with their peers, teachers, and/or family
- Create a mutually agreed-upon behavior contract or behavior plan
- Partial or complete loss of upcoming privileges, such as field trips, class parties, after-school activities, and special events
- Temporary exclusion from school, including in-school or out-of-school suspension

### **Discipline Committee**

In the event that a community member's choices severely and/or consistently disrupt the safety, well-being, and learning of others, it may be deemed necessary to temporarily exclude him or her from classroom or school activities. This can include (but is not limited to) in-school or out-of-school suspensions, removal from field trip opportunities, or loss of at-school privileges.

Before any such exclusionary action is decided upon and taken, a disciplinary committee consisting of at least 3 AIS teachers, counselors, and/or administrators will review the student's case and come to a majority agreement. The discipline committee will consider the student's previous behavior record, the severity of the incident and how the student was involved, and AIS rules and policies before making a decision. Once the discipline committee has agreed upon a solution, both the school director and the student's family will be contacted and informed of the decision.

The goal of the discipline committee is to make solutions-based decisions that are fair, just, and in the best interest of the learning community as a whole. All decisions made by the discipline committee, once approved by the school director, will be considered final.

### **Behavior Support Plan**

If a student repeatedly engages in behaviors that require office-level interventions, the elementary administration reserves the right to establish a Behavior Support Plan with the student and his or her family. This Support Plan will be designed to provide highly-structured supports to help the student make lasting improvements to his or her behavior choices at school, through regular collaboration among the student, their family, their teachers, the school counselor, and the administration.

A Behavior Support Plan will be implemented for a minimum of 6 weeks, and will minimally include the following behavior supports:

- The student and his or her parents must attend a meeting with the elementary administration to work together to create the Support Plan.
- The student will engage in regular reflection (at least once weekly) regarding their learning and behavior choices at school.
- The student will participate in regular check-ins (at least once weekly) with a member of the elementary administration and/or the school counselor to discuss the student's progress.
- A member of the elementary administration and/or the school counselor will engage in weekly communication with the student's family.

Additional behavior supports may include (but are not limited to) requiring the student to:

- provide a community service to the school,
- repair what was “broken”
- participate in a school mentoring program, and/or
- follow and meet the terms of a formal behavior contract.

At the conclusion of the decided upon intervention period, the student and his or her parents will be required to attend a follow-up meeting with the elementary administration. If the student, their parents, and administration agree that the student’s behavior has significantly improved, the Behavior Support Plan will be discontinued.

However, if the student, family, or school administration feels that the student’s behavior has not significantly improved by the end of the 6-week intervention period, the intervention can be revised and extended. Another student-parent meeting will be required at the conclusion of this extended intervention period.

All final decisions regarding Behavior Support Plans are at the discretion of the Elementary School administration.

**Important Note:** There are times when your student may be involved in making poor choices along with other students. We always do our best to investigate each student’s role in this type of situation before deciding on any course of action. In the event that consequences are implemented, it is our school policy that we do NOT share information regarding other students with anyone but his or her school guardians. Remember, the goal is to stop the negative behavior and create solutions, not to find out if other students received an adequate punishment.

Thank you for your cooperation in helping make AISE Elementary School a safe and happy place to learn!

## Schoolwide Rules and Expectations for Students

In order for us to create and maintain a safe and happy learning environment, we must all share and enforce the same set of rules and high expectations for our students. Below are our AIS Elementary School schoolwide rules and expectations for our shared learning spaces. These should be communicated to students regularly and consistently by all adults.

### Bathrooms

It is important that students use our bathrooms safely and appropriately. At AIS Elementary, we will ask our students to follow these bathroom rules and expectations:

<b>Looks Like</b>	<b>Sounds Like</b>
<ul style="list-style-type: none"><li>● We use the toilet, wash our hands, and leave.</li><li>● We are clean and tidy.</li><li>● We give others privacy, and keep our hands to ourselves.</li><li>● We listen to all adults.</li><li>● We walk.</li></ul>	<ul style="list-style-type: none"><li>● We are quiet.</li></ul>

### Hallways

It is important that we move through our shared hallways spaces in an orderly fashion, in a way that shows respect to others. At AIS Elementary, we will ask our students to follow these hallway rules and expectations:

<b>Looks Like</b>	<b>Sounds Like</b>
<ul style="list-style-type: none"><li>● We walk on the right side of the hall.</li><li>● We listen to all adults.</li><li>● As a class, we walk in line.</li><li>● We keep the hallways clean and tidy.</li><li>● We hold onto the handrail while on the stairs.</li><li>● Our feet touch every step on the stairs.</li><li>● We keep all body parts to ourselves.</li></ul>	<ul style="list-style-type: none"><li>● We are quiet, and respectful of other classes working when we are inside.</li></ul>



## Cafeteria

In order for students to enjoy their lunch, we must make sure the cafeteria is a safe and orderly space. At AIS Elementary, we will ask our students to follow these rules and expectations in the cafeteria:

<b>Looks Like</b>	<b>Sounds Like</b>
<ul style="list-style-type: none"><li>● We stay in our seats.</li><li>● We raise our hand if we need something.</li><li>● We listen to all adults.</li><li>● We eat our own lunch only.</li><li>● We clean up when we're finished.</li></ul>	<ul style="list-style-type: none"><li>● We speak in a soft voice.</li><li>● We use respectful and kind language to others, including cafeteria staff.</li></ul>

## Playground/Red Top

Recess should be an enjoyable time for students to get some exercise and give their brains a break. At AIS Elementary, we will ask our students to follow these playground and red top rules and expectations:

<b>Looks Like</b>	<b>Sounds Like</b>
<ul style="list-style-type: none"><li>● We are inclusive and fair.</li><li>● We listen to all adults.</li><li>● We take care of our school.</li><li>● We keep ourselves and others safe.</li><li>● We clean up when we're finished.</li><li>● We keep our bodies to ourselves.</li><li>● We pay attention.</li></ul>	<ul style="list-style-type: none"><li>● We use respectful and kind words.</li></ul>

## Bullying vs. Conflict

**CONFLICT:** A disagreement or argument in which both sides express their views

**BULLYING:** Negative behavior directed by someone exerting power and control over another person.

(*R.I.P.* - **R**epeated, **I**mbalance of Power, **P**urposeful Behavior)

**TEASING:** To make fun of or attempt to annoy a person in a playful way

<b><u>Conflict</u></b>	<b><u>Bullying</u></b>
Equal power (The other person said or did something mean so I did too.)	Imbalance of power (The other person said or did something mean but I didn't do anything to them and I didn't respond.)
I am sad/mad/angry/upset and so is the other person.	Only I am sad/mad/angry/upset and the other person is enjoying it.
We were once friends but not anymore. I think if we talk it out we can be friends again.	We are not friends at all.
We started calling each other names or doing mean things on accident or playing, but I didn't mean it.	The other person started calling me names on purpose.

### **Types of Bullying:**

1. **Verbal:** Bullying with cruel spoken words, involves ongoing name-calling, threatening, and making disrespectful comments about someone's attributes (appearance, religion, ethnicity, disability, sexual orientation, etc.).

***Example:** When a child says to another child, "You're really, really fat, and so is your mom."*

2. **Physical:** Bullying with aggressive physical intimidation, involves repeated hitting, kicking, tripping, blocking, pushing, and touching in unwanted and inappropriate ways.

***Example:** Someone gets pushed down on the playground at lunchtime.*

3. **Relational/Social:** Involves deliberately preventing someone from joining or being part of a group, whether it's at a lunch table, game, sport, or social activity.

*Example: A group of girls in dance class keeps talking about a weekend sleepover and sharing pictures, treating the one uninvited person as if she were invisible.*

4. **\*Cyber:** Bullying in cyberspace, involves haranguing someone by spreading mean words, lies, and false rumors through e-mails, text messages, and social media posts.

*Example: When someone tweets or posts, "Kayden is a total loser. Why is anyone hanging out with him? He's so boring."*

### **Conflict Resolution Strategies:**

1. Take turns
2. Share
3. Compromise (meet each other halfway or make a deal)
4. Talk it out
5. Take a break from one another
6. Choose a new activity
7. Rock, Paper, Scissors
8. Apologize
9. Ask for help from a trusted adult

### **How to Give an Apology:**

I'm sorry for \_\_\_\_\_. Next time I promise to \_\_\_\_\_. How can I make it better?

### **Ways to Make It Better:**

1. Write a nice note
2. Do something kind for them
3. Fix what you broke
4. Give them a hug if they want it
5. Help them with something
6. Give them a compliment

\*For further information regarding the elementary administration's responsibility regarding cyber-bullying, please see the Technology and Acceptable Use Policies.

### What should I do if I am being bullied?

We want everybody to feel safe and happy when they are at school. We also want everybody to feel confident to report bullying whenever and wherever it happens, and get the help they need to feel safe and happy again.

If somebody is bullying you, it is important to remember that it is not your fault and there are people that can help you. Tell someone you trust the first instance you feel you are being bullied, and give them as many facts as you can (Who? Where? What? Why? When? How?).

### What should I do if a student is being bullied?

If you see, hear, or suspect that a fellow student is being bullied, you have the responsibility to report this to an adult you trust right away.

If you are a family member who sees, hears, or suspects that a student is being bullied at school, please let both the child's teacher and their administrator know right away. They will do their best to investigate the matter and help resolve the issue as soon as they can.

If you are a teacher who sees, hears, or suspects that a student is being bullied, you have the responsibility to begin dealing with the issue as soon as you are able. Please also report the matter to your administrator right away.

## **Dress Code**

All AISE students are expected to be properly groomed for school and to wear the appropriate school uniform every day except PE days (see below), unless otherwise announced by the Elementary School administration (also see below). Students must wear the school uniform on field trips.

The school uniform consists of NAVY BLUE trousers, skirts, or shorts and the official school uniform shirt, which is available for purchase at the school store. Shorts must be loose to the knee. No jeans are permitted as part of the school uniform at any time. This uniform should be worn on days that there is not P.E.

During cold weather, additional outerwear to be worn inside must also be the official AISE outerwear sold at the school store. These include official AISE jackets, sweaters, and hoodies. Students may wear non-AISE coats, hats, mittens, etc. during the winter months, but must take these off and keep them in their cubby/locker once they come inside the building. No hats or hoods are to be worn while in the building at any time.

Student footwear should be closed-toed and closed-heeled every day. They should not wear flip-flops, sandals, or Crocs.

Students who are not dressed according to AISE code will not be permitted to attend class. They will be given the opportunity to:

- Purchase the correct uniform item at the school store.
- Call home and have the proper uniform brought to the school immediately.

Repeated violations of the Dress Code will result in a parent conference.

## **Dress Code for Physical Education**

On days students are scheduled to attend PE class, they must wear the AISE PE uniform. This consists of the AISE white PE t-shirt and navy blue shorts or warm-up bottoms, which are all available at the school store, and proper athletic shoes. During cold weather, appropriate AISE outerwear may also be worn. Students are discouraged from wearing jewelry to PE class, as this may pose a safety risk.

Students not wearing the appropriate PE uniform, as outlined above, will not be allowed to participate and will not receive credit for that day.

## **Dress Code on Non-Uniform Days**

On non-uniform days or at after-school functions, clothing worn to school should be in keeping with the academic environment of the school. Clothing with logos depicting drugs, alcohol, or inappropriate language is not permitted. Take care not to invite disrespect and/or undesirable character images.

# Technology Policies

## IT Acceptable Use Policy for Staff and Students

Internet access is available to students and teachers at The American International School in Egypt. We are very pleased to bring this access to our school and believe the Internet offers vast, diverse, and unique resources to both students and teachers. Our goal for providing this service to teachers and students is to promote educational excellence in our school by facilitating resource sharing, innovation and communication.

Students and teachers have access to:

- Email.
- Information and news from educational sites.
- Public domain software and shareware of all types.
- Discussion groups on a plethora of topics ranging from multicultural, to the environment, to music, to politics.
- Many university library catalogues, the United States Library of Congress and ERIC (Educational Resources Information Center) and countless other valuable sites.

### Purpose of Access to the Network

Stakeholders are granted access to the network to support learning through access to information.

### Privilege

Accessing the Internet through school equipment is a privilege, not a right, and inappropriate use, including violation of this rule may result in cancellation of the privilege. School administrators are delegated the authority to determine appropriate and acceptable use as provided under this rule. Permission to access the Internet through the school network as a tool for learning will be automatic.

### Monitoring

Administration reserves the right to review any material on user accounts for purposes of maintaining adequate file server space and monitoring appropriateness of material accessed through the network.

### Security

Notify the network manager of any suspected policy breaches. No user may utilize another users account for any reason. This includes, but is not limited to, the uploading or creation of computer viruses and the attempt to destroy, harm or modify data of another user.

### Harassment

Harassment (Cyber Bullying) when utilizing the Internet, including social media, will result in the elimination of computer access as well as additional discipline up to and including expulsion. Cyber Bullying is defined as the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

### Inappropriate Material

If inappropriate material is discovered, the staff member or student should inform their supervisor or teacher so the situation can be resolved.

### Vandalism and/or Accidental Damage

If equipment is accidentally damaged during school use by faculty or students, it is understood that AISE will bear the cost of replacement. However, if the equipment is damaged by students due to misbehavior, or by faculty during personal time off campus the individual or student is responsible for the cost of damage/replacement.

### Technical Damage

In case of technical damage, i.e., damage not caused by the individual, please notify the teacher, supervisor or Principal as soon as possible so repairs can take place. AISE will bear the cost of repairs.

### Disciplinary Actions for Improper Use

The act of accessing the Internet through the school's network signifies that the user will abide by the provisions of this rule.

- Inappropriate use by students leads to loss of privileges, suspension and expulsion.
- Inappropriate use by staff will be handled by their supervisor and will be appropriate to the offense up to and including dismissal. In addition, staff members should never share inappropriate materials through any medium, this includes inappropriate material found on social media.

### AISE Website

It is the commitment of AISE to maintain a permanent, constantly updated website to include all facets of the school operation. In addition to the basic features, the website will include an interactive segment that will present the activities schedule, the major events during the school year, and school life in general.

AISE administrators and faculty members are welcome to submit material to be posted online. The following procedures should be followed for submission of material:

- Submit all materials to the School Director or his/her designee for approval.
- Material will be subsequently presented to the appointed Web Master.
- All material must be submitted in a proper format. No hard copies will be accepted.
- Photographs and artwork will be of an acceptable format and resolution.

See school's Bring Your Own Device Policy for more information.

## Student Device Policy

AISE Elementary School strongly believes in the educational value of electronic devices, and recognizes their potential to support its curricula and student learning by facilitating resource sharing, innovation, and communication.

Therefore, we have approved a Student Device policy which permits the use of electronic devices in our school for educational purposes. The purpose of the policy is to recognize the value of these tools in an educational environment and to allow teachers the flexibility to make use of student personal devices for educational work in the classroom. Teachers will have ultimate control of how and when the devices will be used in individual classrooms.

### Acceptable Devices

Devices acceptable for classroom use during school hours are tablets (such as an iPad) and laptop computers. These should be brought to school fully charged.

### Phones and Smart Watches

Students may bring phones and smart watches to school. However, these are *not allowed to be out or in use during school hours* (8:00 am – 3:00 pm), and must be turned off and put away in the student's backpack during this time. Families should not try to call or message their students during school hours, as this interferes with student learning.

Having a phone or smart watch out during school—regardless of whether it is in use or not—will result in the following consequences:

First Offense: A teacher or administrator will confiscate the device for the remainder of the day. The student may gather their device at the end of the school day and must take it home without further violation.

Second Offense: A teacher or administrator will confiscate the device, and the student will not get their device back until an adult family member comes to school to gather it.

### Appropriate Use of Approved Devices

Students are allowed to use tablets and laptops for the purpose of enhancing learning and collaboration, with teacher approval only.

When students bring devices to school, they agree to use them respectfully and appropriately, including abiding by the following guidelines:

- Devices may not be used to cheat on assignments or tests, or for non-instructional purposes (such as making personal phone calls and text/instant messaging).
- Devices may not be used to record, transmit or post photographic images or videos of a person, or persons on campus during school activities and/or hours except for specified class projects.



- Students may only access files on the computer or internet sites which are relevant to the classroom curriculum. Games are not permitted.
- Students must comply with teachers' requests to shut down the computer or close the screen.

## **Cyber Bullying**

Cyber bullying is when an individual or group of people deliberately and repeatedly hurts another or makes them feel unsafe or unhappy, through emails, text messages, social media, or posts on websites. Our Technology Code of Conduct and Device Policy are designed to limit cyber bullying at school, but cyber bullying can also place off campus, outside of school hours. This form of bullying is just as hurtful as face-to-face bullying, and the same consequences will apply to cyber bullying as they do for any other form of bullying.

To help limit cyber bullying, it is important that family members communicate regularly with their child about school and their friends, as well as vigilantly supervise your child's use of technology and social media.

Cyber-bullying is preventable at the elementary level, simply by following the terms of service outlined by all major apps and websites. In the AIS elementary school, we follow the recommendations and guidelines established by these creators, and therefore are not obligated to address these issues at school. Age limits have been established, as research shows children younger than these minimum ages do not have the brain development to support their use.

- [WhatsApp](#): 13 years old, 16 years old in the European Union.
- [Facebook](#): 13 years old
- [Instagram](#): 13 years old
- [SnapChat](#): 13 years old
- [Twitter](#): 13 years old

# Transportation Policies

## Arrival

In order for students to gain the most from their educational opportunities at AISE, they are expected to arrive to school on time. For Elementary students, school begins at 8:00, and they should be at school by this time.

Students arriving by car after 8:00 need to first check in with an Elementary administrative assistant (Grades 1-3, main building office. Grades 4-5, upper elementary building office), and they will be considered tardy. Consistently arriving late to school will likely affect their learning of new concepts and skills, which will eventually affect their grades.

## Busing

AISE offers bus transportation for students whose families contract for these services. With certain restrictions, busing is provided door to door for our families' convenience. This service is available only to those students who pay for bus service for the school year. Students who do not pay for bus service for the school year may not ride the buses for any reason. Students who are registered bus riders can only ride on their registered bus and may not switch buses.

All buses have a bus monitor. The bus monitor is there to attend to student needs and ensure that that school bus rules are followed. They should be respected in the same manner as any other AISE staff member.

## Bus Behavior Policy

AISE transportation is a privilege provided to students for their convenience. During their time on AISE buses, students are responsible for following and obeying the following Bus Rules, designed to keep students and adults safe:

1. Students must follow any directions given by the bus monitor and bus driver.
2. Students are to use their assigned pick-up point only.
3. Students must proceed directly to their seat and stay seated with their seatbelts fastened for the entire duration of their trip.
4. Students will remain seated until the bus comes to a complete stop.
5. Students must converse in a quiet voice. They must not shout or speak loudly.
6. Students may use devices for communication and personal entertainment on the bus. However, all student devices must be placed securely in their bag before they leave the bus.
7. If students want to listen to music on the bus, they may do so with the use of personal headphones only. Students may not play music for others to listen to from any device.

8. Students will keep their head, hands, arms, legs, and all other objects to themselves and inside the bus at all times.
  9. Students must refrain from any form of physical assault, verbal assault, or inappropriate language on the bus.
  10. Students will not litter or leave trash, food, or personal belongings behind on the bus.
  11. When leaving the bus, students will use caution and look both ways before crossing the street.
- Students who choose to break any of the above Bus Rules will accept the following consequences\*\*:

<b>1<sup>st</sup> Offense</b>	<ul style="list-style-type: none"> <li>● Verbal Warning</li> </ul>
<b>2<sup>nd</sup> Offense</b>	<ul style="list-style-type: none"> <li>● Written Warning</li> <li>● A form will be sent home for parent signature</li> <li>● Student will be given an assigned seat on the bus</li> </ul>
<b>3<sup>rd</sup> Offense</b>	<ul style="list-style-type: none"> <li>● Student is given a one-week suspension from riding the bus</li> <li>● A meeting with the student's family will be required</li> </ul>
<b>4<sup>th</sup> Offense</b>	<ul style="list-style-type: none"> <li>● Student is removed from riding an AISE bus for the remainder of the term</li> <li>● A meeting with the student's family will be required</li> </ul>
<b>5<sup>th</sup> Offense</b>	<ul style="list-style-type: none"> <li>● Student loses bus privileges for the remainder of the school year</li> <li>● A meeting with the student's family will be required</li> </ul>

\*\*Depending on the severity of the behavior, the consequences listed above may be accelerated at an administrator's discretion.

AISE transportation is also a privilege provided to our families for their convenience. Therefore, family members are responsible for following and obeying the following rules:

1. Parents must have their student out to their designated pick-up point at the assigned time, so that the bus and the other students riding it may get to school on time. If a student misses the bus because they are late, parents must provide alternative transportation.
2. Parents must model respectful behavior for students by treating the bus driver and bus monitor with respect. Any intimidation or bullying of school transportation personnel—physical or verbal--will result in loss of bus privileges for their students.

## Car Riders

AISE does not require students to use school transportation services. Families who elect to provide their own transportation should mind our school hours, and have their students to school by 8:00 and picked up by 3:00.

We understand that there will be occasions when factors outside the control of our families prohibit them from getting to school on time for drop-off and pick-up of students. However, consistent tardiness interferes with the student's educational success. If this becomes a concern, the Elementary administration will require a meeting with the family to develop an action plan that will enable the child to arrive and leave on time.

## Dismissal

At the end of the school day, all students will be dismissed by their teachers using the following guidelines:

Grade Level	Dismissal Time	Bus Riders	Car Riders
1	2:50	Walked to their bus by their teachers.  Bus monitors will check to make sure they are present before leaving the school.	Must go to Gate 5 to wait for their ride.
2	2:55	Walked to the bus area by their teachers.  Bus monitors will check to make sure they are present before leaving the school.	Must go to Gate 5 to wait for their ride.
3-5	3:00	Are expected to walk to their bus by themselves and be there on time.  Bus monitors will NOT check to make sure they are present before leaving the school. If they are late or not there, the bus will leave anyway.	Must go to Gate 5 to wait for their ride.

## **Changing Mode of Transportation**

If you need to change the mode of transportation your child will go home by on a given day, please notify the office by sending an email to [dismissal@aisegypt.com](mailto:dismissal@aisegypt.com) before 1:00pm. If you have not emailed your request before 1:00pm, it will not be granted unless deemed an emergency by the Elementary Office.

## **Early Departure**

We understand that there are circumstances that sometimes make it necessary for you to pick up your student before 3:00. However, students are expected to be engaged in meaningful learning activities through the end of their school day. Therefore, we must remind you that leaving early, especially on a regular basis, not only interrupts your student's routine but also denies them valuable learning time that can affect academic success and social success. In addition, when a teacher has to get a child ready to leave early, teaching and learning are disrupted for the rest of the class.

If you are going to pick up your child from school early, please send an email to [dismissal@aisegypt.com](mailto:dismissal@aisegypt.com) early in the morning, with the reason for early departure. It is courteous to also communicate this change with the child's teacher, and is often helpful to communicate this type of change with your child before they go to school that day.

## **Indoor Dismissal**

In rare cases of inclement weather, Elementary students traveling home by car may need to be dismissed from inside the building rather than outside at Gate 5. This is for their safety. In these instances, families will be contacted before the end of the day to inform them of these changes.

On these days, Grade 1 car riders will be picked up from their classrooms, and Grade 2 car riders will line up downstairs in the Grade 1 hallway, where their parent/driver can come directly to the door of this hallway to communicate with the security guard about picking up their student. Grade 3, 4, and 5 students will be dismissed as usual, and will be responsible for communicating with their parent/driver about where to meet them.

## **Students Visiting Other Students' Homes After School**

There are times when a student needs to travel home with another student in a car. For the safety of our students and families, this will only be permitted if there is 24 hours prior notice to the Elementary Office and to [dismissal@aisegypt.com](mailto:dismissal@aisegypt.com) from each family involved. We cannot risk sending a student to another family's home when both students' families are not fully aware of this change in transportation arrangements. We will not permit students to leave the school by a different transportation arrangement without written consent via email. Consent over the phone will not be acknowledged.

Students calling parents to seek permission at the last minute is not acceptable, and will not result in a change made to transportation arrangements.



## Other Information

### Balls

Elementary students may bring a ball to school, to be used only during recess. Students are expected to play fairly and safely. Balls should be clearly labeled with the child's name and section. Please note that the school is not responsible for lost balls.

Elementary students are not allowed to play with balls before the school day begins. This is a safety hazard with 1800 students and their families on the red top. A student playing with a ball prior to the school day, or who is not using their ball in a safe or fair manner, will result in the following consequences:

First Offense: A teacher or administrator will confiscate the ball for the day. The student may gather their ball at the end of the school day.

Second Offense: A teacher or administrator will confiscate the ball, and the student will not get their ball back until an adult family member comes to school to gather it.

### Birthdays at School

Birthdays are exciting for elementary students, and we wish you to share in your child's excitement. Please take notice of the following guidelines if you would like to celebrate your child's birthday at school:

- Inform your child's teacher you are coming at least 24 hours in advance.
- Birthday celebrations may take place during your child's lunch time only. Please communicate with your child's teacher to make sure you know what time lunch begins and ends, and please arrive promptly.
- If you wish to bring treats, make sure they are individually portioned (i.e., cupcakes or donuts, not cake that must then be sliced into individual pieces).
- Provide your own plates, napkins, forks, and any other necessary supplies.
- Do not bring any candles, lighters, matches, knives, or sparklers.
- Gift bags are not permitted.
- Siblings from other classes or grade levels are not permitted to leave class to attend a birthday celebration.

Students may come to school dressed out of uniform on their birthday. If the student's birthday falls on a weekend, they may come dressed out of uniform on the day they celebrate it at school.

### Candy

Elementary students are not allowed to bring candy to school for any reason, unless they have clear permission from a teacher or administrator to do so. A student bringing candy to school will result in the following consequences:

First Offense: A teacher or administrator will confiscate the candy for the remainder of the day. The student may gather their candy at the end of the school day and must take it home and leave it at home.

Second Offense: A teacher or administrator will confiscate the candy, and the student will not get their candy back until an adult family member comes to school to gather it. Students must not bring candy back to school after this.

## **Celebrations and Class Parties**

We encourage our teachers and students to have class celebrations and parties from time to time, both as a means of extending cultural understanding as well as to celebrate milestones and achievements throughout the school year. The teacher will communicate with students and their families about what (if any) additional food or other items should be brought to school.

International holidays will be celebrated in the students' homeroom class only. Egyptian and Islamic holidays will be celebrated in Arabic classes only.

## **Child Protection Policy**

Please see the link (in the header) for detailed information regarding the A.I.S.E. Child Protection Policy.

## **Clinic and Health Services**

We love seeing your students each day, but please make sure you are sending them to us in good health. If your student is ill, it is in their best interest--as well as the best interest of the rest of our students and teachers--for them to stay home from school.

AISE provides medical doctors who are trained and experienced in handling student health conditions. These doctors are on duty from 8:30 - 3:00 in our school Clinic each school day, and are available to counsel students regarding health problems, to help manage ongoing health issues for individual students, and to administer first aid in case of an emergency.

If a student becomes ill during school, they should request a clinic pass from their teacher to go to the doctor. Students must always have a pass from a teacher when visiting the clinic. Passes signed by one of the doctors must be submitted to the teacher when a student returns to the classroom.

If the student needs to leave school because of an illness, a family guardian will be notified and requested to take the student home. The student must sign out in the Elementary School office before they leave. Parents should make sure that emergency contact numbers are always up to date.

If a student must take medication at school, the family guardian must contact the school clinic and make arrangements in advance. At school, elementary students may only take medications administered through the clinic. Students should never have medications in their possession.



## **Dining Hall Services**

All Elementary School students in Grades 1-5 have the choice to purchase lunch provided by an external foodservice provider. Many healthy snacks and meal options are available to students, and may be purchased during the students' lunch period. The dining hall is off-limits to students before and after school.

Grade 1-5 students have the option to participate in the hot lunch program offered by one of our food service providers. Lunches for the upcoming month are paid for during the last week of the previous month. Lunches include a protein, starch, and fruit or vegetable, as well as a natural, fresh made drink option. Hot lunches cost 50 LE per meal and are paid as a monthly subscription. Individual meals cannot be purchased (as of August, 2019. Subject to change).

Below are our guidelines for Grade 5 students who choose to purchase their own lunch a la carte:

- Students will be allowed to purchase 2 food items and 1 drink.
- Students will NOT be allowed to buy cookies, anything containing chocolate, or any other desserts, other than fresh fruit. Healthy food options are still the goal.
- If purchasing directly from the canteen, students are expected to stand in line and be ready to give their order quickly. They are also encouraged to have exact or nearly exact change.
- Students will be expected to be polite and respectful to the cashiers and the servers.
- Once a student makes an order, it may not be changed. Additional items may not be purchased after the order is made.

## **Elevator Use**

Only students with special permission from an administrator or the school clinic may use the elevator. Parents or visitors may use the elevator, but students must use the stairwells.

## **Emergency Procedures**

Please see the school website for updated information regarding the A.I.S.E. Emergency Procedures. At the time of publishing, these were being updated.

## **Field Trips**

Educational field trips are defined as any school-sponsored travel away from the school site, completed during or outside school hours, with the purpose of enhancing student learning.

In order to participate on a field trip, a student must turn in a Permission Form signed by their legal guardian and pay the full fees for the trip by the due date outlined in the permission form. Trip expenses are the responsibility of the student and their family. Students must also meet the expectations of our "PANTHERS ROCK" traits in order to go on school trips. Behavior from the entire year will be taken into consideration when deciding if a student may attend a trip or not. The decision

whether a student will attend a trip or not will be decided upon by a discipline committee of at least 3 staff members.

Because field trips are a school-sponsored trip with the purpose of enhancing student learning, students will be expected to demonstrate outstanding behavior and will be held accountable for following all school rules and expectations at all times. We expect this not only because we want to represent AISE in a positive manner out in the broader community, but also to help ensure the safety of all of our students while we are away from our school campus.

The following are student responsibilities on all field trips:

- Students are required to wear their school uniform unless given permission not to do so by an administrator.
- The trip sponsor or organization may set additional rules and regulations to enhance student learning and ensure student safety. Students must also comply with these rules and regulations.
- Students must travel both to and from the field trip location under the supervision of school personnel.
- Students who fail to comply with field trip rules will be asked to return to school at their family's expense. This may include a ticket home, at family's expense, for a field trip outside of Cairo.

The following are parent responsibilities for all field trips:

- Ensure that your student arrives to school on time on the day of the trip. Often times, students and teachers embark on their field trip first thing in the morning. Students who are not present at the designated time of departure will not be waited on and will miss the trip.
- Provide students with any supplies or materials requested by the school prior to trip, which may include food, additional clothing items such as a hat, sunscreen, etc.
- Family members are not allowed to be present at the site of a field trip without express invitation and consent from the school. If a student's family is found to be in attendance during any part of the trip, the trip will then become a family trip for that student. They will be asked to join their family, and will not be allowed to participate in any of the remaining school activities, including the bus transportation back to school.

## **Fundraising Activities**

All activities involving fundraising by student groups must have the authorization of the school administration. No individual student or student group may represent the American International School in Egypt without prior school authorization. The school's name may not be used to advertise groups or activities without the school's express consent.

Activities that require fundraising are to be screened by the school administration, to ensure that a reasonable balance of time spent on fundraising by students and faculty members.

## Healthy Eating

AISE is committed to giving our students consistent messages about all aspects of healthy living, to help them understand the impact of their choices and to encourage them to take responsibility for the choices they make.

Our school actively supports healthy eating and drinking throughout the school day. The benefits of helping our students make healthy food choices include:

- Optimizing growth, development, and overall health
- Improving concentration and behavior at school and home
- Raising student achievement

Our Elementary teachers and administration support healthy food choices in the following ways:

- Provide a Health and Wellness Week each year
- Teach students about the effects of healthy and unhealthy food on their bodies
- Monitor and provide constructive feedback about the food students eat and drink during snack time and lunch

We also want to support our families in providing healthy food options for our students. The following lists can be used as guidelines for sending your students to school with healthy snacks and lunches.

### Healthy Snack Foods

- Raw, washed fruit (for example, an apple or banana, handful of grapes or olives)
- Raw, washed vegetables (for example, carrot, cucumber, or celery sticks, sliced peppers)
- Natural or low-fat yogurt
- Sandwiches made with whole-grain bread and a protein, such as turkey or peanut butter
- Pasta or rice
- Small portions of raw nuts

### Healthy Lunch Guidelines

- Should include at least one serving of a protein-rich food, such as lean meat, poultry, nuts, seeds, beans, or seafood
- Should include at least one serving each of fruit and vegetables
- Should include at least one serving of whole grain bread or cereal

### Healthy Drink Options

- WATER—our students should be drinking plenty of this throughout the day
- Unflavored milk
- Natural, unsweetened fruit juice

The following foods do not promote healthy eating habits, and therefore should NOT be included in your student's snack and lunch:

- Chips
- Packaged goods high in sugar, such as cake, cookies, muffins, and pastries

- Chocolate and candy
- Chocolate spreads (such as Nutella) on sandwiches
- Chocolate-filled croissants or pastries
- Sugary cereals

Students who bring the above items in lunches will be asked to save those items until after the school day is complete.

Thank you for your support in helping our students develop healthy eating habits!

## **Library**

The AISE Library is the hub of learning in our school. It is a large classroom to be shared by all of our students, teachers, staff, and parents. It serves as both a reading and information center that supports the various curricula taught in all divisions of our school, as well as a variety of personal interests that fall outside the school curricula. In addition to books, the library subscribes to many magazines, newspapers, and electronic resources in both English and Arabic.

The school librarian and library staff serve our Elementary students and teachers in many ways. Students in the lower grades visit the library for weekly lessons to introduce the many different kinds of resources found in the library, to help them learn how to locate resources in the library independently, and to foster a love for reading. Students and teachers in the upper elementary grades will visit the library on an as-needed basis to develop information and research skills, as well as to get support in locating resources that support their learning across all content areas.

In order for everyone to enjoy and make good use of the library, all library users must:

- Be respectful and share all materials and resources by keeping them in good condition, returning them on time for others to borrow, putting them where they belong, and by taking turns.
- Be respectful and share the library space by following all the library rules, remaining quiet, and being mindful of others who may be learning and working in the library.

All students, teachers, and parents are encouraged to check out library materials on a regular basis. Books and other circulating materials may be checked out to students for two weeks at a time. Students are responsible for all items checked out under their name, and they are expected to keep books in good condition and return them on time. If a student wishes to keep a book checked out for longer than two weeks, they must bring it to the library and re-check it out.

A book that is not returned within its two-week checkout period without being renewed is considered overdue. Overdue notices are periodically sent to students via their classroom teachers.

Students will be charged for lost or damaged library materials. Fees for lost books will start at 300 LE and reflect the cost of the book in question (according to the current USD-EGP exchange rate). Any

lost books or fees due to the library must be settled prior to the end of the year or report cards will be withheld.

## **Lockers**

School lockers and locks are assigned to students in Grades 4 and 5. Lockers are school property, but the school is not responsible for lost, stolen or damaged items.

Students are not to share lockers with other students, and under no circumstances should students reveal their lock combination to another student. Students should use only their assigned lock and locker.

If the student has lost their lock, they need to pay the Business Office to replace the lock before their report card will be released.

## **Lost and Found**

A Lost and Found area is maintained on campus, in the security office at Gate 1. Any student property found on campus or on buses is turned into the Lost and Found. When students lose something, they should check with security at the Lost and Found.

To minimize loss, all items of clothing, school supplies, personal items, etc., should be labeled with the student's name.

Money cannot be turned into the Lost and Found. We encourage students NOT to bring large amounts of money to school or to be left in lockers.

## **Personal and School Belongings**

All students have either a personal cubby or a locker designated to them to accommodate their personal items such as their snacks and lunches, clothing, backpacks, and school supplies.

Textbooks, workbooks, and class books are issued to the students by the school. Consumable items that must be marked in, such as workbooks, are issued on a permanent basis. The student is responsible for taking good care of these items and for not losing them. They are not guaranteed to get another if it is lost or goes missing.

Reusable items, such as textbooks, are issued on a temporary basis. These items must not be written in or have any pages taken out. The student is responsible for taking good care of these items, for not losing them, and returning them in top condition. If a reusable item issued by the school is lost or goes missing, the student is responsible for paying the cost to replace it. The student must pay the Business Office to replace the item before their report card will be released.

## **Planners**

All students in Grades 4 and 5 will be issued a student planner at the beginning of the year, and will be expected to keep it updated on a daily basis throughout the year. These planners will be used to help students take responsibility and accountability for the learning and tasks they complete during class, remind themselves of homework and projects that are assigned to them and the dates on which these assignments are due, and keep track of their nightly reading.

## **Selling Food or Items**

Elementary students are not allowed to bring any food or other items to sell to other students at school or on the bus for any reason, unless they have clear permission from a teacher or administrator to do so. A student bringing food or items to sell at school will result in the following consequences:

First Offense: A teacher or administrator will confiscate the items for sale for the remainder of the day. The student may gather their items at the end of the school day and must take them home and leave them at home.

Second Offense: A teacher or administrator will confiscate the items, and the student will not get their items back until an adult family member comes to school to gather them. Students must not bring these items back to school after this.

## **Snack Time**

In addition to lunch, teachers often provide time for students to have a mid-morning snack each day. Therefore, elementary students are encouraged to bring a healthy snack to school.

To help promote a healthy lifestyle and successful learning in the classroom, these snacks should include fruits and/or vegetables. They should not include unhealthy foods such as chips, cookies, cakes, candy, or chocolate. See “Healthy Eating” for more details.

## **Textbooks**

Teachers may issue textbooks to students as a class resource for some content areas. Each student is responsible for keeping track of their own books and for maintaining them in good condition.

Students may take a textbook home to study from when they are given permission by a teacher, but must bring it back the next day for use in class.

If a school textbook is damaged or lost, the student and their family will be responsible for paying the replacement cost of the book (based on the current USD/EGP exchange rate) to the Business Office. To obtain a replacement book, payment for its replacement must be made first. In the event that a student has an outstanding book fee, school records including report cards will not be released.

## **Toys**

Elementary students are not allowed to bring a toy of any kind to school, from home or anywhere else, unless they have clear permission from a teacher or administrator to do so. A student bringing a toy to school will result in the following actions:

First Offense: A teacher or administrator will confiscate the toy for the remainder of the day. The student may gather their toy at the end of the school day and must take it home and leave it at home.

Second Offense: A teacher or administrator will confiscate the toy, and the student will not get their toy back until an adult family member comes to school to gather it. The student must not bring the toy back to school after this.

## **Weapons**

Elementary students are not allowed to bring any weapons, or toys that look like weapons, to school for any reason. This is a serious offense to our school rules, and will result in the following actions each time:

An administrator will confiscate the weapon, and the student's family will be contacted immediately. Depending on the object brought to school and how it is used by the student, further actions such as in-school suspension or expulsion may be implemented at the administration's discretion.

## **Withdrawing Students**

Every student withdrawing from school during the school year must complete a clearance form before school records and transcripts are released. This process is accomplished through the Admissions Office. If a withdrawal of a student is requested, signatures from teachers, the library, and the Elementary School Principal must be obtained on the withdrawal form. This ensures that all books and other materials belonging to the school have been returned in good condition.

Once a student has been cleared by the Principal, the student is referred to the Business Office for final clearance. When the Business Office signs the withdrawal form, all school obligations have been settled. At this point, school records may be released.

If a student owes the school money for a lost or damaged item, or has an overdue book or fine from the library, the report card will be withheld pending payment of the debt, or return of the borrowed item. In all cases, school records will not be issued until all fees are paid.

Students withdrawing at the end of a school year should contact both the admissions office and the elementary office to ensure the appropriate paperwork is completed.

**Student-Parent-Teacher Handbook**  
**Letter of Recognition**

Students and Parents,

Thank you for being a part of our AIS Elementary School community, and thank you for taking the time to read through this handbook and discuss it together. It is only when we all work together that we can achieve our goal of raising student achievement every day, every way!

Please sign and return the following agreements and return to your classroom teacher.

Students:

*I have read and discussed the AISE Elementary Student-Parent-Teacher Handbook with my family. I understand and agree to follow the agreements and expected student behaviors so long as I am a student at AISE. I also understand and accept the school's solutions-based discipline for my actions and choices.*

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**Student Name** *(Print Clearly)*

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**Class**

Parents:

*I have read and discussed the AISE Elementary Student-Parent-Teacher Handbook with my child. I understand and agree to help my child follow the agreements and expected student behaviors so long as he or she is a student at AISE. I also understand and accept the school's solutions-based discipline for my student's actions and choices.*



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**Parent Name** (*Print Clearly*)

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**Parent Signature**

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**Date**