



AISL

American International
School of Lagos

**EARLY CHILDHOOD AND ELEMENTARY SCHOOL
PARENT - STUDENT HANDBOOK 2023-2024**



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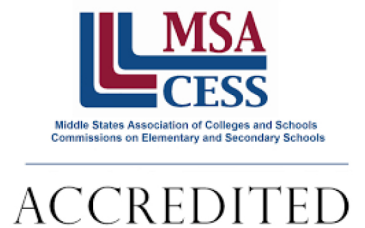


Table of Contents

An Understanding About Us	4
A message from the ES Principal	4
Mission, Vision and Core Values	5
AISL Eagle Expectations	6
Early Childhood & Elementary School	6
Child Protection Policy	6
Elementary School Faculty	7
After School Activities Program	9
Attendance (Absences and Tardies)	9
Absences	10
Tardies	10
Early Departures	10
Attendance Expectations & Attendance Report Letters	10
Behavior Expectations	10
Levels of Inappropriate Behavior	11
Levels of Intervention	11
Bullying	13
Celebrations	13
Nigerian Culture Day	13
Book-o-Ween	14
Thanksgiving	14
Diwali	14
Tree-lighting Ceremony	14
Chinese New Year	14
International Day	15
End of Year	15
Birthday Celebrations	15
Communication Guidelines	15
Communication Between School and Home	16
Toddle	16
School News	17
Classroom News	17
Contacting Teachers	17
Digital Philosophy	17
Communicating Student Learning Progress - Assessment & Reporting	18
External Assessment	18
On-going Progress	18
End of Semester Reporting - Report Cards	18
Counseling, Child Protection and Social Emotional Learning	19

Eagles Passes	20
Early Childhood	20
Early Childhood Philosophy	20
Beginning of Year (Soft Start)	20
Toileting	21
Change of Clothing	21
Reporting Growth & Development	21
English as an Additional Language (EAL)	21
Field Trips	21
Health and Wellness	21
Medical Emergencies	22
Homework Guidelines / Unfinished learning	22
Houses	22
Language Expectations	22
Library	23
Lost Property	23
Parents	23
Communication guidelines: Parents to school	23
We ask that parents follow the following guidelines with regards to clarity on communication between home and school:	
https://docs.google.com/document/d/1z8fAuAevLgxmQU23deYIthdJooil34c-SDcQ3HTroB4/edit	23
Guardianship form: Parent absences	23
Parent/Teacher Check-in Conferences/Meetings	23
Room Parents	23
Parent or Student Gifts to AISL Staff Members	24
Personal Belongings	24
Cell Phones and other Digital Tools	24
Toys	24
Pets on Campus	24
Photocopying	24
Recess	24
School Hours	25
School Policies	25
School Supplies	25
Security	25
Security ID Tags and Car Stickers	25
Closure of School	26
Emergency Drills	26
Smoke Free Campus	26
Snack and Lunch	26
Student Council	26

Student Learning Conferences	27
Student Support Services	27
Student Support Services	27
Sunscreen and Hats	27
Supervision	27
After School Sibling supervision for ES students with MSHS siblings	28
Timetable	28
Friday early dismissal	28
Technology	28
Digital Citizenship	28
Transportation	29
Tutoring	29
Uniforms	29
Withdrawal from School	30

An Understanding About Us

A message from the ES Principal

Dear Students and Parents,

It is with great pleasure and excitement that I welcome you to a new school year at AISL! This handbook is designed to give you an insight into our school, our priorities, expectations and vision for the future. I hope that you find it helpful and informative.

At AISL our staff is dedicated to supporting the needs of our students. We aim to provide a happy, stimulating and secure learning environment that encourages positive working attitudes in all of our students, while promoting respect for others. Children are born with inquiring minds, and we are committed to nurturing that innate sense of inquiry by providing them with quality and engaging opportunities to learn.

This Parent-Student Handbook has two aims:

- To serve as a reference tool and annual update on the school's policies and practices that guide the learning experience for our AISL students; and,
- To provide a comprehensive guide for our new families in order for them to become familiar with AISL policies and procedures.

As is the case each year, AISL reserves the right to amend its policies and procedures at any time. Such amendments, as well as any new policies deemed to be in the school's interest, will be effective, depending on the nature of or the reason for the amendment, either immediately, as of adoption by the Board, or as of the following contract year, as appropriate.

We look forward to having you and your child with us at AISL and hope that this will be the start of a partnership that will continue throughout your child's school career.

Kind regards,

Margit Heinrichs
Elementary Principal

Mission, Vision and Core Values

Mission

AISL provides exceptional learning experiences within a global community where all voices count. We spark the inspiration in students to be the best version of themselves so that they can joyously soar on their own paths of learning, growing, leading, and contributing as world citizens.

Vision

Empowering our community of learners to innovate in order to create a just and sustainable world.

Core Values

- **Respect.** We are considerate of ourselves and others in order to foster an inclusive and equitable environment.
- **Empathy.** We honor our diversity, treat one another with kindness, and demonstrate compassion through service.
- **Responsibility.** We are accountable for ourselves, others and our community.
- **Integrity.** We act morally, tell the truth and feel good about what we do.
- **Courage.** We take on life's challenges with resilience and are confident in mind and spirit.

21st Century Global Competencies. An AISL student is:

- **An intrinsically motivated & collaborative team member,** who can contribute to the group process and work with others to complete tasks. Listen thoughtfully and respond respectfully to group agreements and disagreements. Transition efficiently between collaborative and independent tasks
- **A creative problem solver and critical thinker,** who can monitor, evaluate and adjust their thinking through self-reflection. Generate original solutions and employ multiple strategies to solve problems. Connect, synthesize and apply prior knowledge, skills and understandings in novel situations.
- **An effective communicator,** who can employ active and effective interpersonal communication skills. Utilize effective public speaking skills and communicate, selecting a style and medium appropriate to the audience and purpose.
- **A critical consumer & producer of information & technology,** who can analyze, evaluate and utilize a range of information sources appropriate to task and purpose. Select and utilize a range of technology appropriate to task and purpose. Exercise digital citizenship appropriate to task and purpose.
- **Globally, culturally & socially empathetic,** who can recognize and appreciate a diversity of perspectives, values and traditions. Recognize global issues and take action to help solve them. Understand how their choices impact others.

AISL Eagle Expectations

The AISL Eagle Expectations are aligned with the AISL Core Values and describe behavioral expectations on campus and online.

<h1>RESPECT</h1>	<ul style="list-style-type: none"> • Use appropriate language; no profanity and insults. • Recognize and accept differences in others. • Seek permission before handling someone else's property.
<ul style="list-style-type: none"> • Be on time and give your best effort. • Follow the school rules, including uniform guidelines. • Clean up after yourself and others. 	<h1>RESPONSIBILITY</h1>
<h1>EMPATHY</h1>	<ul style="list-style-type: none"> • Treat others the way that you would like to be treated. • Be kind to others; teasing, put downs, and bullying are not acceptable. • Listen to and consider the perspectives of others.
<ul style="list-style-type: none"> • Be honest; tell the truth. • Present your own work and cite sources. • Take ownership of your words, actions, and learning. 	<h1>INTEGRITY</h1>
<h1>COURAGE</h1>	<ul style="list-style-type: none"> • Be an upstander and help others in need. • Try your best and work through hardship and challenge. • Take responsibility for your mistakes and learn from them.
<p>Character is doing the right thing when no one is watching. - J.C. Watts</p>	

Early Childhood & Elementary School

AISL is committed to developing the whole child by providing learning activities that are developmentally appropriate in a stimulating, challenging, and creative environment. Our Early Childhood program includes our three to five year old children. At this developmental age, learning is concrete and based on experimentation and discovery with hands-on materials. We believe that play is “the work” of the young child and is an essential component of learning for our youngest eagles..

In our Early Childhood program, each child is appreciated and accepted at the level of their own maturity and ability. The students are given the opportunity to learn, grow, and develop in a climate of genuine affection and warmth, in their own time and in their own unique way. The partnership between the school and home is essential. Teachers work in collaboration with parents, communicating regularly to build mutual understanding and to ensure that student's learning and developmental needs are met.

For our Kindergarten aged students, the balance leans heavier towards academics, yet still through a play-based approach. The students have access to additional specialist teachers in Performing and Visual Arts but still follow much of the same Early Childhood pedagogy throughout their Kindergarten experience.

Our elementary school encompasses grades 1 to 5. Our students are naturally eager to explore, investigate and learn. As such, the elementary school engages students in a wide range of stimulating and developmentally appropriate learning experiences. Our teachers foster a supportive environment for collaborative, hands-on, experiential learning opportunities where students are encouraged to inquire, take risks, solve problems and apply their learning to real life contexts.

Our elementary school curriculum provides our students with a strong foundation in literacy and numeracy skills. Social studies and science topics are explored through our units of inquiry as well as integrated with other subjects as appropriate. African history and culture, research skills, and technology skills are integrated throughout the curriculum.

For both the Early Childhood and the Elementary school at AISL, we provide a safe, nurturing and welcoming environment that is committed to developing our student's intellectual, physical, emotional, and social growth.

Child Protection Policy

Child abuse and neglect are concerns throughout the world. Child abuse and neglect are violations of a child's human rights and are obstacles to the child's education as well as to their physical, emotional, and spiritual development. The American International School of Lagos endorses the UN Convention on the Rights of the Child, of which our host country, Nigeria, is a signatory.

Schools fill a special institutional role in society as protectors of students. Schools need to ensure that all students in their care are afforded a safe and secure environment in which to grow and develop, both at school and away. Educators, having the opportunity to observe and interact with students over time, are in a unique position to identify students who are in need of help and protection. As such, educators have a professional and ethical obligation to identify those who are in need of help and protection and to take steps to ensure that the child and family avail

themselves of the services needed to remedy any situation that constitutes child abuse or neglect.

All staff employed at the American International School of Lagos must report suspected incidents of child abuse or neglect whenever the staff member has reasonable cause to believe that a child has suffered or is at significant risk of suffering abuse or neglect. Reporting and follow up of all suspected incidents of child abuse or neglect will proceed in accordance with administrative regulations respective to this policy. Furthermore, cases of suspected child abuse or neglect may be reported to the appropriate employer, to the respective consulate in Nigeria, to the appropriate child protection agency in the home country, and/or to local authorities.

The American International School of Lagos seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives. As such, the American International School of Lagos will distribute this policy annually to all parents and applicants, will communicate this policy annually to students, will provide training for all staff, and will make every effort to implement hiring practices to ensure the safety of students. In the case of a staff member reported as an alleged offender, the American International School of Lagos will conduct a full investigation following a carefully designed course of due process, keeping the safety of the child at the highest priority.

For access to the full handbook on AISL's Child Protection Policy and Procedures, go to the school website and select the relevant links at: [handbook](#) ; [electronic reporting form](#)

Elementary School Faculty

Role	Administration
Superintendent	Tom Pado tpado@aislagos.org
ES Principal	Margit Heinrichs mheinrichs@aislagos.org
Director of Teaching and Learning	Chris Frost cfrost@aislagos.org
SSS Coordinator	Stacy Shipman sshipman@aislagos.org
EC/ ES Counselor & Child Protection Officer	Diana Abukazam dabukazam@aislagos.org ; website
ES Secretary	Kemi Adenusi kadenusi@aislagos.org
Athletic Director / ASA Coordinator	Steve Liss sliss@aislagos.org

Grades	Teachers	Instructional Assistants
Early Childhood	Diana Mutwale	Favor Ike

	dmutwale@aislagos.org	Temitope Oni
Early Childhood	Honor Dagan hdagan@aislagos.org	Bunmi Bakare Charity Gabriel
Kindergarten	Dia Dadlani ddadlani@aislagos.org	Toyin Iwaehin
Kindergarten	Pam Mewbourn pmewbourn@aislagos.org	Omolola Ogunyebi
1st Grade	Kyoka Frost kfrost@aislagos.org	Maria Ogar
1st Grade	Annie Thomas athomas@aislagos.org	Joy Ozugha
2nd Grade	Josmary Adames jadames@aislagos.org	Araloyin Johnson
2nd Grade	Ania Judson ajudson@aislagos.org	Evelyn Kumassi
3rd Grade	Rachel Cannon rcannon@aislagos.org	Victoria Ayara
3rd Grade	Awawu Agboluaje aagboluaje@aislagos.org	Domitilla Abanda
4th Grade	Helena El-Masri helmasri@aislagos.org	Charity Elinwa/ Godwin ogwuche
4th Grade	Ibironke Bearzi ibearzi@aislagos.org	Ifeyinwa Uchehara
5th Grade	Precious Ekwuonwu pegwuonwu@aislagos.org	Ronke Ogunlana
5th Grade	Neil Dougherty ndougherty@aislagos.org	Maureen Ndioyenma
P.E (Gr EC, K, 1, 3, 5)	Nate Heck nheck@aislagos.org	Eniade Ajayi, James Odong
P.E. (Gr 4)	Eniade Ajayi eajayi@aislagos.org	
P.E (Gr 2)	James Odong jodong@aislagos.org	
French	Yetunde Ayoh yayoh@aislagos.org Linda Dauda ldauda@aislagos.org	
Spanish	Donna Valentino dvalentino@aislagos.org Adriana Hernandez ahernandez@aislagos.org	
Music and Movement (Early Childhood)	Chinedu Onyenweokwu conyenweokwu@aislagos.org	
Performing Arts (Gr K-5)	Vicki Richardson vrichardson@aislagos.org	Chinedu Onyenweokwu

Student Support Teachers	Felice Dougherty fdougherty@aislagos.org Samantha Wolff swolff@aislagos.org	Abiola Aluko, Vivian Obih
Art	Regina Maniaci rmaniaci@aislagos.org	Andrew Akache
Library	Tess Williams tesswilliams@aislagos.org	Gladys Okpara
IT Director	Joe Barder jbarder@aislagos.org	

After School Activities Program

Our After School Activities (ASA) program is one of the highlights of AISL and includes programs for Kindergarten aged children and up. As an integral part of AISL, we believe that student activities provide opportunities for creativity that enhance character, promote personal growth and augment classroom learning. The purpose of the program is to offer a student ways to develop specific skills, knowledge, and the attitudes necessary to maintain a healthy lifestyle. We believe that students who take part in this program gain positive experiences and achieve success that complements other areas of learning. In our efforts to develop our students both in body and in mind, we are constantly expanding our activities to provide a well-rounded and holistic program. Our instructors are selected for their experience in the field and their extensive personal training.

When running, a list of activities and information on signing up, cancellation, and payment deadlines will be shared. Any payment that needs to be made is with the cashier in the Administrative Office.

Please note, should you have any questions, concerns or need any clarifications about anything that has occurred or will occur during your child's ASA, we ask that families follow the same protocol as with any questions, concerns or clarifications that occur in school, by contacting the relevant person directly. In the case of ASAs, this will be your child's ASA teacher. Should you be unable to contact the ASA teacher then please contact the school's Athletics Director, who can support you further.

Attendance (Absences and Tardies)

Learning happens when students are present each day engaging in the various lessons designed to support their growth and development toward clearly targeted learning outcomes, or standards. To ensure each student's best learning, we expect students to arrive on time daily and participate until the end of the school day. School officially begins at 7:30 am and we expect all students to be in class at that time. Classroom teachers take daily attendance immediately. As well as noting students who are present and absent, students are also marked "late" if they arrive after 7:30am. Attendance records appear on report cards.

Absences

AISL has very high expectations of students regarding attendance. Parents and students are expected to avoid missing school whenever possible (i.e. late arrivals, early departures, vacations during school time, etc.). There is no age at which attendance is more or less critical. Absence is disruptive to the student's educational process and disruptive to the child's class, as it may force

teachers to alter their plans in order to accommodate the student who has missed instruction. When considering a possible absence, parents should not consider that any make-up work issued adequately covers the lost time. There is no substitute for the classroom experience. Where absence cannot be avoided, parents must notify the homeroom teacher and office as follows:

- Call the elementary secretary to notify the school of a child's absence(s) in the morning
- Provide a medical certificate from family doctor if child is absent for more than 3 days
- Inform the school doctor immediately of any case of serious, contagious illness
- Notify the Principal in advance and in writing for approval of "planned absence"

Tardies

Any student who arrives late to school must go to the elementary secretary located in the administrative office first to receive a tardy slip. There may be times when traffic may prevent a large number of students from arriving on time. The excused absence will be approved by the administrative team depending on the circumstances and communicated to teachers and the elementary secretary who maintains attendance data.

Early Departures

Students may be permitted to leave early for emergency situations only at the request of parents. The administration reserves the right to determine if the dismissals will be excused or unexcused. Unexcused early dismissals will be considered absences at all grade levels. For this reason, it is important to keep the school schedule and/or calendar in mind when making travel arrangements. Medical and dental appointments should not be made during school hours.

Attendance Expectations & Attendance Report Letters

As established in AISL School Board Policy, "In order to earn credit in any given subject area, a student in grades PK-5 must be enrolled in attendance at AISL no less than 75 days in each grading period of approximately 90 days." This means that to pass his or her classes, a student must not be absent more than 15 days in a semester or 30 days in a year. Every three tardies are equal to one absence.

Behavior Expectations

The behavioral philosophy at AISL supports students as they learn responsibility and self-discipline as part of their educational process rather than as a punitive outcome. Through a model of positive discipline, students are provided with clear expectations for behavior, receive explicit teaching of expectations, and can count on meaningful and timely feedback for appropriate and inappropriate behavior. When necessary, corrective steps will be taken by teachers and principals to address inappropriate student behaviors in an effort to preserve a safe, productive, and orderly learning environment for all students, faculty, and staff.

The priorities of the behavior model serve to:

- Protect the rights of AISL community members from being infringed upon by others
- Teach students to make responsible decisions about behavior which may affect the student's own welfare and/or the rights of others
- Support AISL's learning environment

Levels of Inappropriate Behavior

Due to the developmental age of our students, misbehaviors and mistakes are seen as opportunities to learn and grow. We rely on the professional judgment of our teachers and staff to respond in a fair and consistent manner to misbehavior with a commitment to help students to learn from incidents and turn around inappropriate behavior. Should negative behaviors become repetitive, serious, or grave, the Principal will become involved in the process of determining the most appropriate consequences, as outlined.

Incidents of inappropriate behavior can be classified as “minor”, “serious”, or “grave”. The development of personal responsibility requires an understanding of the natural consequences of specific actions. Therefore, students must experience consequences related to the infraction in order to improve behavior as a result of learning and the feedback process. The consequences for such infractions may be applied for behavior occurring on school premises or when traveling for a school event. Instances of grave behavior committed off campus may also be subject to disciplinary action aligned with established school consequences. In scenarios deemed “grave”, it is possible that an out-of-school suspension or expulsion may be warranted.

All examples provided are not exhaustive and situations not specifically listed will be handled by the school administration in accordance with policy and best practice. AISL takes a no tolerance position on any incidents that involve violence within the school environment and can include:

- | | |
|---|---|
| <ul style="list-style-type: none"> • physical assault • verbal assault/insult in person or online • sexual assault • cyberbullying • extortion • uttering threats | <ul style="list-style-type: none"> • damage to property • possession of/assault with a weapon • interfering or accessing another’s device or account, of the AISL network • criminal harassment |
|---|---|

Note: The possession of weapons or replicas of any kind, including knives and guns, is not permitted on school property and may result in expulsion from AISL.

Tiered Interventions

The purpose of tiered interventions is to allow teachers to teach and students to learn. Successful interventions support student learning and decision-making, encourage students to set goals and reflect on behavior, and help develop positive teacher-student relationships resulting in a positive learning environment.

	BEHAVIORS	CONSEQUENCES Teacher uses his or her professional discretion and may include:
Tier 1	Teacher Level <ul style="list-style-type: none"> • Being disruptive in class • Conflict with peers 	<ul style="list-style-type: none"> • Warning by a teacher or supervisor • Loss of student privileges

Minor	<ul style="list-style-type: none"> • Chewing gum or candy • Eating in class without permission • Wearing a hat in school • Throwing objects • Late for class • Being in the walkways without permission during class time • Not following the 'Dress Code' • Disrespectful to a teacher, adult, or guest • Unauthorized use of an electronic device 	<ul style="list-style-type: none"> • Student completes a reflection form • Repeated misconduct-parent/guardian is notified • Parent/ teacher conference
Tier 2 Serious	Teacher, Counselor, Principal Level <ul style="list-style-type: none"> • Consistently being disruptive in class • Swearing/improper language • Pushing with injury • Skipping class • Opposition to authority • Theft and/or vandalism • Continued violation of dress code • Intimidation of another student or person • Harassment: physical, verbal, sexual and/or racial • Disrespectful to a teacher, adult, or guest • Cheating/plagiarism • Unauthorized use of an electronic device; repeated offense 	<ul style="list-style-type: none"> • Student completes a reflection form • Parent is notified • Parent/teacher conference • Loss of student privileges • Cost of repair • Student does check ins with the counselor
Tier 3 Grave	The Principal becomes directly involved <ul style="list-style-type: none"> • Consistently interfering with the rights of others to learn • Fighting with injury • Leaving school property without permission • Persistent opposition to authority • Theft and/or vandalism • Possession of tobacco, alcohol, drugs or weapons • Tampering with the fire alarm • Bullying • Repeated harassment: physical, verbal, sexual, and/ or racial • Repeated cheating/plagiarism • Interfering or accessing other people's device, account, files or restricted areas of the AISL network • Using a phone/electronic device for the transmission and/or downloading of inappropriate oral or text messages, digital and/or video images of a student, parent or staff member 	<ul style="list-style-type: none"> • Principal uses his/her professional discretion • Student completes reflection form • Parent is notified • Loss of student privileges • 2-5 day in/out of school suspension (days may increase depending on severity of the behavior) • Cost of repair • Student is referred to the SSS team and a behavior plan is drafted for the student.

Please note that certain subject areas or the learning opportunity being completed may mean that the structure for ‘unfinished learning’ as part of a consequence, as listed in the homework section, may not be able to be adhered to due to the nature of the learning (for example, PE). In this instance, if a child has not completed their required learning and it is learning that cannot or should not be completed at home, they may miss a portion of their break or lunch time to complete this. If this does occur, the teacher will notify you. If this becomes frequent, then the Principal will be notified accordingly.

Bullying

Anti-Bullying Policy

Bullying is defined at the American International School of Lagos as **“the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”**

The American International School of Lagos is committed to providing a supportive, caring, and safe environment in which all children are free from the fear of being bullied. As a school, we take bullying and its impact seriously. Bullying, whether by child or adult, does not align with our AISL core values and is unacceptable. Staff, children, and parents or carers will be made aware of the school’s position on bullying. Bullying behavior is unacceptable in any form. The school has high expectations of outstanding behavior, and we consistently challenge any behavior below this. Anyone who knows that bullying is happening must tell a staff member. Any child who is a victim of bullying will be dealt with in a sympathetic manner. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed and then discussed with the teacher. A clear account of the incident will be recorded in the behavior log. All staff will be informed so that close monitoring of the victim and bully can begin. Parents of both parties will be informed. School counselors can be available to support both the victim and the perpetrator of bullying. To learn more about our Anti Bullying Policy at AISL please [click here](#).

Celebrations

The AISL community values the various celebrations that provide students an opportunity to learn more deeply about other cultures, celebrate our host country, enrich the Eagle spirit and have memorable experiences that are exciting and fun. Please note, unless the celebration is directly tied into the teaching and learning / curriculum, all celebrations occur either on the last day of the week when the event runs or during the break / lunchtimes that week. Those that tie into the curricular teaching and learning can occur during lesson time. Please note any celebration being honored is at the teacher’s discretion.

Nigerian Culture Day

Organized by our PTO, this much-loved event, Nigerian Culture Day, is AISL’s biggest event. On (or near) the day of Nigerian Independence, for an entire day, the school transforms into a specific region (which changes each year) of Nigeria where food, festivities, dance, guest speakers, clothing and music provide a sense of excitement and pride. Students are strongly encouraged to dress up for this day. There are many options for securing appropriate attire that adds to the overall celebration. The PTO has sponsored tables at the front entrance where

outfits of all sizes, for both girls and boys, can be purchased.

Book-o-Ween

At the end of October, AISL celebrates Book-O-Ween. On this day, students and teachers dress up as their favorite book character.

Thanksgiving

In celebration of American Thanksgiving, AISL comes together to express gratitude from various stakeholders, including parents, teachers and students. Any classroom parties for this celebration falls in line with the birthday celebrations structure listed below. Any parties are at the teacher's discretion and are to be held for either the last 15 minutes of the day, last 15 minutes of homeroom class or during break or lunchtime. When it occurs over break or lunchtime the students will be expected to eat their regular snack or lunch first, then the celebratory treat after. For those with allergies or beliefs that mean certain food items are not permissible to eat, alternative options must be given to those individuals. Fast food, soda, candies or anything of a similar nature will not be allowed to be brought in. Finally, in contrast to birthday celebrations, these parties must be held on the last day of the school week, whichever day that is.

Diwali

Our Indian community provides an opportunity to celebrate this special holiday. Any classroom parties for this celebration falls in line with the birthday celebrations structure listed below. Any parties are at the teacher's discretion and are to be held for either the last 15 minutes of the day, last 15 minutes of homeroom class or during break or lunchtime. When it occurs over break or lunchtime the students will be expected to eat their regular snack or lunch first, then the celebratory treat after. For those with allergies or beliefs that mean certain food items are not permissible to eat, alternative options must be given to those individuals. Fast food, soda, candies or anything of a similar nature will not be allowed to be brought in. Finally, in contrast to birthday celebrations, these parties must be held on the last day of the school week, whichever day that is.

Tree-lighting Ceremony

The AISL community comes together to light the Christmas tree in the courtyard. Food and holiday items are on sale during this evening event. Entertainment is provided in the gym for parents, teachers and students.

Chinese New Year

Our Chinese community provides an opportunity to celebrate this special celebration. Any classroom parties for this celebration falls in line with the birthday celebrations structure listed below. Any parties are at the teacher's discretion and are to be held for either the last 15 minutes of the day, last 15 minutes of homeroom class or during break or lunchtime. When it occurs over break or lunchtime the students will be expected to eat their regular snack or lunch first, then the celebratory treat after. For those with allergies or beliefs that mean certain food items are not permissible to eat, alternative options must be given to those individuals. Fast food, soda, candies or anything of a similar nature will not be allowed to be brought in. Finally, in contrast to birthday celebrations, these parties must be held on the last day of the school week, whichever day that is.

International Day

Organized by a teacher committee with the support of the PTO, a day is dedicated to celebrating the diverse cultures that make up AISL. Children and families usually choose to wear clothing that represents their country they feel a connection to.

End of Year

The grand finale of the school year is an event that brings the whole school together. It ends with a shared singing of the school song. Any classroom parties for this celebration falls in line with the birthday celebrations structure listed below. Any parties are at the teacher's discretion and are to be held for either the last 15 minutes of the day, last 15 minutes of homeroom class or during break or lunchtime. When it occurs over break or lunchtime the students will be expected to eat their regular snack or lunch first, then the celebratory treat after. For those with allergies or beliefs that mean certain food items are not permissible to eat, alternative options must be given to those individuals. Fast food, soda, candies or anything of a similar nature will not be allowed to be brought in. Finally, in contrast to birthday celebrations, these parties must be held on the last day of the school week, whichever day that is.

Birthday Celebrations

We understand that for many, your child's birthday celebration is a milestone. In the EC/ES, to ensure that birthday celebrations run smoothly, yet have minimal impact on the regular day, celebrations take place either at the end of the school day for 15 minutes, or in the final 15 minutes of the last homeroom class, or 15 minutes during a break or lunchtime. Cupcakes (individual ones or one large) are the only permitted items and must not contain nuts. For those with allergies or beliefs that they cannot eat said item, an alternative must be given to those individuals. Fast food, soda, candies or anything of a similar nature will not be allowed to be brought in.

Parents are kindly requested not to send birthday party invitations to school unless all the students in the class will receive one. In cases where not all students from the homeroom are to be invited, please distribute the invitations privately or send invitations directly to parents.

The choice of having a celebration and which time it is to occur within the above parameters is entirely at the teacher's discretion. When it occurs over break or lunchtime the students will be expected to eat their regular snack or lunch first, then the celebratory treat after.

Communication Guidelines

We believe that communication is the key to ensuring a strong home-school connection. We ask that the following be followed when needing to speak to the school to help the matter at hand be successfully supported.

1. Students and parents should make the relevant teacher and/or advisor their first point of contact unless they wish to consult with the counselor on a personal matter.
2. AISL faculty and administration will make every effort to respond to an email or return a phone call within 48 hours after receiving a message.
3. Parents are expected to make maximum use of resources such as the Student-Parent Handbook, the Friday/Monday newsletters, parent conferences, parent informational

meetings, the AISL website, Toddle, and parent forums in order to be well informed on school matters.

4. We encourage open dialogue between parents and teachers. We ask parents to email and/or schedule meetings with their children's teacher to enhance open communication.
5. If using email, please address the person you wish a response/action from in the "To" section; if people are listed in the "cc" section, then it means that the email is for their information and no action/response on their part is expected.
6. Email is a useful tool to share and exchange information but often not very effective in developing shared understandings, addressing misunderstandings, and/or resolving conflict. Please schedule face-to-face meetings (virtual or in-person) or arrange a phone call in order to develop mutual understandings or to address/resolve misunderstandings and conflict.

Some additional information can be found here: [AISL Contact and Communication Guide](#)

When the need to handle issues, questions, and problems arises, we take a solution-oriented approach and work from the perspective that any issue is best resolved at the point of origin, using the following procedure:

- Speak first to the relevant person.
- Communicate with the Team Leader if the matter has not been resolved or recurs numerous times at the classroom or teacher level and has already been discussed with the teacher.
- Communicate to the Principal only in the case that the matter has not been resolved or recurs numerous times at the classroom or teacher level and has already been discussed with the teacher involved and the Team Leader.
- Communicate to the Superintendent only in the case that the matter is not resolved at the Principal's level.

In matters involving the application or interpretation of board policy, the matter may be presented to the Board of Directors for review. The matter must be presented to the Superintendent or school board President in writing. Normally, the review will occur at the next regularly scheduled meeting of the board. The board will not review decisions of a purely administrative nature, or which do not relate to established board policy.

Communication Between School and Home

Toddle

AISL uses a parent portal, Toddle, to keep all stakeholders in the community informed about their child's learning progress. All parents should have access to this. Please ensure you

download the parent app. Parents are highly encouraged to check it regularly as AISL does not send home hard copies of reports or assignments in order to be conscientious of the environment. Contact [Admissions](#) or the [Technology Department](#) if you require support with access information.

School News

A weekly email newsletter is sent via the Advancement team every Friday afternoon and includes sections from the Superintendent, each divisional principal, the athletics director and the PTO and contains information about past or upcoming events. Teachers, students, and parents are invited to include articles and announcements in this publication. Additional communication from the Elementary Principal may be sent from time to time to update or remind the parent community of upcoming events, or to provide important information.

Classroom News

Parents receive on-going information and correspondence regarding class activities, focus of learning, and other class or teacher-decided topics via **email** as and when it occurs.

Contacting Teachers

Parents can contact teachers throughout the school year. In addition, parents are urged to make an appointment to speak with their child's teacher during set hours, whenever a concern arises. Parents are not permitted to go to the classroom to talk to teachers during school hours unless a time is set up in advance by the teacher. For contact information, please use Veracross to contact your child's teacher on their class page or relevant Staff member via the [Faculty/Staff Directory](#).

Please also see the following document for further clarity on communication guidelines between home and school: [AISL Contact & Communication Guide 22-23](#)

Digital Philosophy

Recognizing that topics/issues are not black and white, but contain a lot of gray, we ask all members of our community to approach their interactions with digital technology using these 3 principles. The goal is for children and adults to have a definitive "yes" as an answer to these questions, and have deeper conversations when the answer is anything else (maybe, sort-of, no, etc.). In this way we can grow in our understanding and interaction with technology in ways that we determine, rather than letting the technology lead us. Our goal is to provide our community with the knowledge, skills, and attitudes they need to learn and live responsibly in an increasingly digital world.

Respect (Kind) - *Respect, Empathy, Courage* | Copyright, Netiquette

- Have I thought about how my actions will affect others?
- Am I using digital technology in a responsible and ethical manner?

Protect (Safe) - *Responsibility, Integrity, Courage* | Health and Wellness, Reputation, Balance

- Am I making appropriate choices with the information that I am sharing and consuming?
- Am I keeping myself and others safe?

Connect (Helpful) *Empathy, Responsibility, Respect* | Communication, Media Literacy

- Am I using digital technology in a way that promotes positive, inclusive attitudes?
- Am I using digital technology to enhance my learning?

Communicating Student Learning Progress - Assessment & Reporting

External Assessment

AISL administers the MAP, Measure of Academic Progress, external assessments. This assessment provides detailed information regarding a student's instructional level of learning in relation to the standards tested. Teachers are able to use the information to guide continued instruction. The results of these assessments are shared with teachers, students and parents when completed across the year. Parent workshops are provided to support parent understanding of the scoring scale. International norms provide further informal information regarding how our students are faring as related to students in "like schools". These are currently not official comparison scores reported officially to a school or parent as the data is not statistically significant as related to comparison data.

On-going Progress

Teachers communicate on-going student progress through Toddle, as well as during parent-student- teacher conferences that occur across the school year. Teachers will reach out to parents with any concerns regarding student performance throughout a semester.

End of Semester Reporting - Report Cards

Report Cards are issued twice a year, at the end of the first semester and at the end of the second semester. The report is a picture of how the student is demonstrating understanding of the skills and knowledge outlined in the curriculum expectations up to the middle of the year expectations for each of the assessed standards which include the following categories:

- **Knowledge/Academic:** Ability to use content specific facts, information and vocabulary to demonstrate conceptual understanding.
- **Skills:** Ability to apply and transfer content-specific knowledge, vocabulary and processes within the discipline, and between disciplines.
- **Enduring Understandings:** Ability to synthesize core ideas and processes central to a discipline in order to transfer and contextualize understanding across disciplines and to real-life.

This reporting scale identifies how a child is demonstrating proficiency toward the learning expectations which is the essential outcome for which we strive for each of our students. These areas of the curriculum that comprise the learning outcomes include:

At times, students may achieve progress beyond that which is deemed proficient, however that is not the ultimate aim of our standards-based learning program.

PROFICIENCY LANGUAGE FOR REPORT CARDS

N/A = Not Applicable	Learning standard not assessed during this semester.
IE = Insufficient Evidence	Students at the insufficient level have not yet demonstrated the required skills, knowledge and understandings for this grade level. Student learning artifacts are either missing, or the submitted evidence is incomplete.
DV = DEVELOPING	<p><i>Students at the developing level rarely demonstrate the required skills, knowledge and understanding necessary at this grade level.</i></p> <p>These students require frequent teacher support to engage with and respond to classroom instruction and curriculum, and they are not yet able to apply their learning. They have not yet demonstrated evidence of understanding beyond the recall and/or replication</p>
AP APPROACHING =	<p><i>Students at the approaching level inconsistently demonstrate the required skills, knowledge and understanding necessary at this grade level.</i></p> <p>These students require some teacher support to engage with and respond to classroom instruction and curriculum, and are inconsistent in applying their learning. They demonstrate evidence of understanding at the recall and replication level, but do not yet consistently use higher order conceptual thinking skills such as application, analysis and evaluation.</p>
PR = PROFICIENT	<p><i>Students at the proficient level consistently demonstrate the required skills, knowledge and understanding expected at this grade level.</i></p> <p>These students are primarily independent in engaging with and responding to classroom instruction and curriculum, and are consistent in applying and connecting their learning. They demonstrate evidence of conceptual understanding through the use of higher order thinking skills such as application, analysis and evaluation.</p>
EX= EXEMPLARY	<p><i>Students at the exemplary level have reached an advanced level of mastery over the skills, knowledge and understanding in the curriculum.</i></p> <p>These students make insightful connections within and beyond the curriculum to include previously explored or related concepts. They confidently draw upon and transfer a repertoire of conceptual understandings and skills to create, problem solve and self-direct their learning.</p>

Counseling, Child Protection and Social Emotional Learning

The Elementary School Counseling Program is an essential support system designed to help our students in the development of the skills and dispositions associated with social-emotional learning and child protection. All students have access to and receive confidential counseling as needed. In some cases whereby more than 6-12 hours of counseling is required, families are referred to an external provider. A variety of research-based curricular programs are used to develop and deliver

lessons that are designed to enhance and promote their overall well-being and academic success based on student need and as linked to AISL Core Values. Early Childhood students receive lessons once per week. Students in Kindergarten to Grade Five receive customized lessons monthly. Starting in 2023 all students will receive a weekly evidence based social/ emotional curriculum delivered by teachers. Parents are also provided with home links to reinforce the lessons at home.

In addition, select students receive small-group or one-to-one sessions to support deeper development of social and emotional skills such as transition, friendship, conflict resolution, diversity, self-esteem, and stress management, ensuring every student feels safe and has a positive school experience. To learn more about EC/ES Counseling services and Child protection curriculum at AISL, you can visit the [EC/ES Counselor's Corner "What is EC/ES Counseling at AISL?"](#) or reach out to dabukazam@aislagos.org

Eagles Passes

In order for students to leave the classroom or the recess area to visit the health office or the bathroom, an Eagle Pass is required. These are provided by the classroom teacher or the instructional assistants on supervisory duty. Students must keep them visible at all times.

Early Childhood

Early Childhood Philosophy

The American International School of Lagos (AISL) Early Childhood Center (ECC) believes in a play-based approach to learning that is meaningful, creative, and imaginative. A developmentally appropriate learning experience includes a balance of both student-centered and teacher scaffolded learning. We endeavor to foster our students' innate curiosity, and we cultivate a learning environment in which students are encouraged to question and explore the world around them. Rooted in an inquiry driven approach, we provide our students opportunities to actively engage in student-centered exploration while providing real life contexts and conceptual rigor. Through this approach, we encourage sustained conversations that value students' ideas and promote student voice.

The AISL ECC believes that developing collaborative, trusting, and respectful relationships amongst students, teachers, and parents is paramount to student growth, fulfillment, and success. We recognize that each student is unique and comes to us with diverse backgrounds and experiences. We draw upon this diversity to address our students' individual learning needs.

The AISL ECC understands that best practices in education regularly evolve. As such, our staff is committed to pursuing continuous professional learning opportunities to address the ever changing needs of our students. The school day for the children in the ECC runs for the same length of time as the remainder of the Elementary school.

Beginning of Year (Soft Start)

In order to assist the students in the Early Childhood division (ages three to five) AISL follows a 'soft start' schedule during the first week of school. The "soft start" eases our youngest learners into the school year by breaking up their first school days into short sessions and small classes. This allows teachers to provide very close, personal attention to young students during the first few days of transition into their new routine, which allows for feeling more emotionally secure and ready to learn.

Toileting

Students entering the Early Childhood at AISL must be toilet-trained prior to the first day of school in August. This means that students are able to self-regulate when they need to use the toilet and clean up after themselves.

Change of Clothing

Each child should bring a change of clothing in case of accidents or other unforeseen events. All clothing should be kept at school and have the child's name written on the inside.

Reporting Growth & Development

Early childhood students below Kindergarten do not receive official report cards at the end of each semester. Instead, progress reports are issued that focus on their social growth and development and their strengths and progress in the academic areas. These progress reports are provided in the Toddler platform.

English as an Additional Language (EAL)

The AISL English as an Additional Language (EAL) program provides English language instruction for students who are beginning to high-intermediate level non-native English speakers or for students who score up to or at the WIDA Expanding (4) proficiency level on a combination of speaking, listening, reading and writing tasks. ([Please click here to view the WIDA Description of Proficiency Levels.](#))

Once admitted, students who need English as an Additional Language (EAL) support will be assessed and scheduled to receive support during the regular school day. English language teachers and classroom teachers meet regularly to provide contextualized instruction that targets students' individual needs.

Field Trips

Field trips are a valued part offering experiences for all of our students. They are organized both as an integral part of the academic program, and to afford students an opportunity to visit locations they would not normally go to. For all field trips, information will be shared via our regular platform(s). All field trip announcements will include: how they are integrated with the program, what the intended activity is and the requirements for the student. All students must have a parent authorization sheet, signed by the parent or guardian prior to going on the field trip. If a parent does not wish to have a child go on a field trip, we ask that you send a message to the school.

Health and Wellness

Our students' health and safety is our first priority. At AISL we have a team of both a doctor and nurse in the Health Office who are available to serve the needs of our students on campus throughout the day. In order to visit the Health Office, students must request permission from their teacher and take an Eagle pass to support their time out of the classroom.

So that the AISL team who provides safety and security may best help students in times of need, parents and students agree to the following:

- All students who enroll in AISL must submit medical details and history and be current with their vaccinations and emergency contact information.
- Vaccinations are required for all students
- To sign an insurance waiver at the beginning of the school year.

Medical Emergencies

Parents should ensure contact details are updated with the main office and their child's homeroom teacher. Any medical issues, special medication, allergies, etc should also be provided to the health office. Should a student be hurt or is ill, parents will receive a call from the health office or the school office to either be informed of the situation and degree of severity or to be notified that the student must be picked up. Should a parent not be available, every attempt will be made to contact all the numbers provided with the school, including emergency contacts. Upon picking up a child from the clinic, a parent will need to pass through the main office BEFORE entering the clinic, and AFTER to sign a child out before leaving the premises.

Homework Guidelines / Unfinished learning

Currently, our homework policy states the following averages for time spent on nightly homework per grade level:

- Grades 1 and 2: 15 to 20 minutes
- Grades 3 to 5: 30 to 45 minutes

As part of our strong belief in the role of literacy in elementary school, students should engage in reading experiences at home daily. It is often recommended that beginning readers spend 15 or 20 minutes reading each day.

In the event that your child has not completed learning during class time, the school teacher is able to ask for the learning to be completed at home. This is classed as 'unfinished classwork' and not 'homework'. If this instance does occur, the teacher will notify you so that you are aware and will list when the learning needs to be completed by.

Please note that elementary teachers are directed to align their practices with the homework time guidelines in our school policy. Elementary school students should have adequate time for free play and extracurricular activities in the afternoons.

Houses

AISL students and staff are divided into four *houses*: Annan (purple), Mandela (green), Ekpo (orange) and Okonjo-Iweala (black). Each student and teacher at AISL is assigned membership to a *house* when they first join AISL. Students remain in that *house* for the duration of their time at AISL. Siblings are always in the same *house*. Students earn *house points* by participating in various activities and school spirit days. At the end of each school year, the *house points* are totaled and the winner is announced.

Eagle Expectations

AISL Eagle Expectations

Library

The AISL Library Media Center is committed to teaching skills and providing the resources necessary for meeting the informational needs of students and staff. Our vision is to create a space where students and teachers can be enthusiastic readers, critical thinkers, skilled researchers and ethical users of information.

Students in Early Childhood through grade five have opportunities to visit the library. Students are welcome to visit the library outside of any scheduled days to check out new books or find a relaxing place to read and study before and after school.

The AISL LMC is open from 7:00am. – 3:45pm, Monday-Friday. Parents of AISL elementary school students are welcome to visit the library. Students who wish to check out books after school hours, must be accompanied by an adult. If you have any questions or concerns, please email Ms. Tess Williams at tesswilliams@aislagos.org.

Lost Property

Lost and found items are located outside of the Administrative Offices, in front of Mr. Macdonald's office. Items found are left on tables until retrieved. Items not collected from lost and found are periodically donated to the school's service learning programs. Parents are encouraged to check regularly for lost items. It is highly recommended that all of a student's belongings are clearly marked with the student's full name.

Parents

Communication guidelines: Parents to school

We ask that parents follow [these](#) guidelines with regards to clarity on communication between home and school:

Guardianship form: Parent absences

In the event a parent is absent, AISL will need to have information on the adult that will be available to take care of their child if both parents/ legal guardians are not available. Parents are asked to complete [this form](#), in this case

Parent/Teacher Check-in Conferences/Meetings

Parent/Teacher Conferences may be scheduled whenever a parent or teacher requests one. Teacher emails can be accessed via Toddle or through the [table listed above](#). Please contact teachers directly when you have a question or concern.

Room Parents

There are room parents for all grades Early Childhood through to 5th grade. These parents help the teacher arrange class parties, trips, etc., throughout the year. Room parents volunteer through the PTO (Parent-Teacher Organization). If other parents are interested in participating, please contact the PTO's Head Room Parent.

Parent or Student Gifts to AISL Staff Members

To avoid the appearance of a conflict of interest, the Board of Directors has passed a policy, which prohibits AISL staff members from accepting gifts from parents or students except for items of less than USD \$200.

Personal Belongings

Students are provided with outside hooks and indoor cubbies to store their belongings. Students are responsible for their own personal property and for items brought to school. It is suggested that the child's name be on all articles of clothing and items of importance. This helps to return these items in case the items are lost.

Cell Phones and other Digital Tools

At AISL, all students are responsible for their belongings. Digital devices such as cameras, cell phones, tablets, etc. that have an educational purpose are subject to teacher approval. We do not approve students bringing them in for purely recreational purposes as they may be distracting to the instructional process and can also become a target for theft or loss.

Cell phone use is not permitted during school hours. However, they may be used after dismissal only as long as students keep them stored in backpacks. Any device used in the day will be confiscated and sent to the Principal. The school reserves the right to ban any object that becomes a disruption to the learning and school environment and will not be responsible for replacing missing items

Toys

Other than for sharing with the class (as requested by the teacher), or for special occasions, students should not bring toys from home to school, as this could cause undesired problems. Such items brought to school accidentally or for after school use may be left with the classroom teacher.

Pets on Campus

Dogs or other pets are not permitted on school grounds without prior permission from the Principal. Pets may be brought to share as part of a class project only and would be allowed to stay for only the time needed to present or share with a class.

Photocopying

AISL is not able to provide photocopying services to the community. Therefore, students and parents may not use the school copy machines without permission from the Elementary Principal and then only for school-related projects.

Recess

Students have the opportunity to play in a scheduled recess block twice a day as follows:

- Morning recess: 9.45 - 10.15 (Kinder - Grade 5)
- Lunch: 11.15 - 12.00 (Early Childhood) / 12:15 -12:55 (Kinder - Grade 5)

Please ensure that your child has a hat and water bottle at hand.

School Hours

AISL opens the doors each day at 7:00 am for students to be dropped off and prepare to enter class. The regular opening and closing times of the school are as follows:

- Students in classroom: 07:30
- Students finish: 14:30
- ES ASAs (when running): 14:40 - 15:15

School Policies

The American International School of Lagos has many policies developed and approved by the School Board of Directors.

School Supplies

Students bring supplies at the beginning of the year which contribute to the class collection of resources each year. These items can be found on the [supply lists](#). This is also located on the AISL webpage. Should you wish to, you are also welcome to purchase the items through the [school store](#), however, we cannot guarantee that we will have all the items listed in stock.

Security

Students are not permitted to leave the campus during school hours without permission of the parent or guardian. Parents who wish to pick up their children before regular dismissal must report to the elementary school secretary found in the administrative office to officially sign the child out before taking the child from campus. No child will be released without completing this process.

In situations other than an emergency, written permission is required and should be sent to the teacher and to the Elementary School secretary, Kemi Adenusi, (kadenusi@aislagos.org) requesting early dismissal prior to the beginning of the day or the student's departure. If a person unknown to the school and other than the parent is to pick up the student, there must be mutual arrangement between the school and the parent beforehand and written notice provided in advance. This includes any situation where a play date or birthday party is organized. Students will not be allowed to leave with anyone other than the named parent/guardian without advanced permission.

Security ID Tags and Car Stickers

Every parent (old and new) is required to wear an ID tag to enter and remain on campus. Every family member (mother, father, grandparent, etc) or staff member (nanny and/or driver) allocated to pick up a student from school will also need to be registered and receive an ID tag. A maximum of four (4) people can be allocated to pick up a child including the child's parents/guardians. To use the AISL parking lot, an AISL parking permit, a sticker stuck on the car windshield, is required. A maximum of three (3) parking stickers are given per family. These tags and permits can be obtained in the Administrative Office.

Closure of School

In the event of an emergency, The School will provide parents with any necessary emergency closure information via the website, email and Toddler. Students will remain on campus until released by school authorities and should be picked up by parents or a designated

representative. Written permission is required for the release of a student to anyone other than a parent or a designated representative for any dismissal situation. Students must remain at school until picked up by an authorized representative.

Emergency Drills

Evacuation drills will be held regularly, and participation is mandatory. These include fire and intruder drills. A thorough set of instructions is posted in the classroom and reviewed with students periodically by the homeroom teacher. Weather conditions may or may not be considered when these drills occur. All parents who are on campus during any drill are expected to fully participate in the procedures that support any specific drill.

Smoke Free Campus

AISL is a smoke-free campus. Smoking and the use of all tobacco products, as well as vaping and vaping products, is banned for everybody in or on all school grounds.

Snack and Lunch

Children need vitamins, minerals and other nutrients to help them grow, to learn and be active. A healthier student is more able at paying attention and does their best school work both inside and outside the classroom. As a result, we are encouraging students to eat a balanced, healthy snack and lunch at school.

For those parents who do provide snacks and lunches for children, please choose food and beverages that are low in fat and sugar and are minimally processed. Fruit and vegetables, low-fat dairy products such as milk and yogurt, and whole-grain foods including whole-wheat tortillas, bread, and cereal are encouraged. Lean meats, seafood (or alternatives for vegetarians), eggs, beans and pulses can also be added to ensure that there is a balanced spread in children's snack and lunch boxes.

Less-healthy food portions must be significantly smaller compared to the other food groups. Students who do have a larger portion of unhealthy options in their snack or lunch box will be asked to consume the items at home, to ensure that we get the best out of the children in the classroom. With regards to drinks, the school promotes water as the preferred drink option, but if this is not possible then a low sugar content juice is an alternative choice. Elementary students will not be able to drink carbonated drinks as part of their snack or lunch.

Students will be provided time to eat twice each day. Staff members are assigned duties during snack and lunch recess.

Student Council

Elementary Student Council consists of members that are elected in each class of grades 3, 4 & 5. Students wishing to become class representatives are required to prepare and present a brief speech to their class. The members of the class vote for their representatives. Class representatives meet each week with teacher advisors to discuss and plan various activities for elementary students. The overall goal of the student council is to represent each grade and the students as a whole and provide leadership for the elementary student body.

Student Learning Conferences

At various times across the year, students will complete learning conferences. These will involve parents and teachers, as well as the students. Over the course of the school year, evidence is

gathered to help support shape these conferences and conversations about next steps. The school will be in touch when confirming these dates.

Student Support Services

Within an international school, as in any classroom, there are students with varying educational abilities and needs who require additional assistance in order to achieve success. At AISL, when students are in need of academic support that extends beyond the regular classroom, they may be enrolled in the learning support program.

Learning support utilizes resources, strategies, and practices both in the classroom and in a pull-out setting. At AISL, learning support and classroom teachers meet regularly to provide support that targets each student's individual needs, as well as strengths. Support services may include, but are not limited to: classroom accommodations, curricular modifications, differentiation with instruction, small group remedial work, and one-to-one assistance within the general education setting.

Note: The AISL English as an Additional Language (EAL) program is part of the Student Support Services umbrella. It provides English language instruction for students who are beginning to high-intermediate level non-native English speakers. See the section above on [English as an Additional Language \(EAL\)](#).

Student Support Services

The Student Support Services (SSS) is made up of professionals that work with parents and staff members to help ensure student success. The SSS consists of a special education teacher, the referring general education teacher, divisional counselor, grade level principal, and when indicated the English Language Learner (ELL) teacher. It is a collaborative effort to address and find solutions to academic, medical, behavioral/emotional and/or other problems which may have an adverse effect on a student's ability to obtain an appropriate education. This team works with parents and staff members to help ensure student success. The Student Support Services meets on a regular basis to review new referrals and existing student support cases. The team works closely with parents throughout the entire process and provides recommendations for interventions, collaborative development of an Individual Learning Plan, and scheduled progress updates and meetings.

Sunscreen and Hats

Students should wear sunscreen and bring a hat for PE and recess. Cloudy days can quickly turn into strong sunny days in Lagos, so preparing for sun protection every day is highly recommended.

Supervision

While we do have after school supervision to ensure student safety, parents, drivers and/or nannies are expected to pick up students at the regular dismissal time of a regular day or that of an after school activity program. Students may not be left unattended by their parents or guardians.

After School Sibling supervision for ES students with MSHS siblings

After school supervision is offered from 14:30 to 16:30 for any elementary students (EC-5) who are either waiting for their middle or high school siblings to get out of school at MSHS dismissal time or waiting for their sibling to finish an after school activity.

Timetable

The ES runs through a Monday to Friday timetable. Your child will have specific specialists on each dedicated day. Please check with your child's homeroom teacher for more information on what specials occur on which day.

	Monday	Tuesday	Wednesday	Thursday	Friday
Start	07:30	07:30	07:30	07:30	07:30
End	EC: 14:25 ES: 14:30	EC: 14:25 ES: 14:30	EC: 14:25 ES: 14:30	EC: 14:25 ES: 14:30	EC: 12:50 ES: 12:55

Friday Early Dismissal

On Friday, all students are dismissed at the time indicated above, for staff to complete additional professional development.

Technology

Digital technology plays a key role in supporting our Mission to provide all students with exceptional learning experiences, whether it be online or face-to-face, beginning on campus with our high-speed fiber connection to the internet and gigabit network.

Additionally, AISL provides students in the Early Childhood - Grade 3 with a mix of Chromebooks and iPads to support in-class learning. In Grades 4-12, AISL supports a 1:1, Bring-Your-Own-Device (BYOD) program that allows for family choice in bringing a device that meets our minimum specifications as outlined in the table [here](#). Should you have any questions, reach out to our IT Department [here](#).

Digital Citizenship

Realizing that a healthy student is one that is balanced in their habits, AISL approaches the use of digital technologies at school through the lens of a Digital Philosophy - currently in development, but based upon our [Core Values](#) and the 3 pillars below:

- **Respect (Kindness)** - *Respect, Empathy, Courage*
 - Have I thought about how my actions will affect others?
 - Am I using digital technology in a responsible and ethical manner?
- **Protect (Safety)** - *Responsibility, Integrity, Courage*
 - Am I making appropriate choices with the information that I am sharing and consuming?
 - Am I keeping myself and others safe?

- **Connect (Helpful)** - Empathy, Responsibility, Respect
 - Am I using digital technology in a way that promotes positive, inclusive attitudes?
 - Am I using digital technology to enhance my learning?

All members of the AISL community are expected to apply these three principles in their interactions with digital technology. The goal is for children and adults to have a definitive “yes” as an answer to these questions, and have deeper conversations when the answer is anything else (maybe, sort-of, no, etc.). In this way, we can grow in our understanding and interaction with technology in ways that we determine, rather than letting the technology lead us. Our goal is to provide our community with the knowledge, skills, and attitudes they need to learn and live responsibly in an increasingly digital world.

To this end we ask that all parents review this [Acceptable Use Policy](#) and digitally sign it with their child.

Transportation

AISL does not provide transportation for students to and from school. However, some companies allocate bus services (Mobil, Chevron, Schlumberger, US Consulate) for their families. These students disembark and board the appropriate bus either in the school parking lot or near the AISL Sports Field. The buses leave at different times based on the end of the school day and the after school activity schedule. All details are coordinated with the company’s bus schedule.

Tutoring

We believe that the responsibility for the education of your children lies with the regular teaching faculty at AISL. Students should be capable of meeting academic expectations without additional assistance outside of school hours which the teacher regularly provides. We do, however, recognize that some students may need extra help on a short-term basis. We have a Student Support Services (SSS) program which is dedicated to supporting students with language and learning needs for this purpose.

Uniforms

Students should be in uniform each day. On Fridays, elementary students may wear their house t-shirts with either their school uniform bottoms (shorts, skirts, pants) or PE shorts (if they have PE on Fridays). Please note that the following colors are worn on ES Spirit Days, which are held at various times once a year:

Respect (Yellow)
Empathy (Blue)
Responsibility (Green)
Integrity (Red)
Courage (Orange)

Please find the detailed uniform guidelines and expectations for regular class days, physical education days, and House/Spirit Fridays [here](#).

Withdrawal from School

For a smooth transition process from AISL, please notify the office at least 2 weeks before the student's last day. Contact Ms Diana Abukazam, EC/ES Counselor dabukazam@aislagos.org, Ms Jessica Bitrus from the admission office, jbitrus@aislagos.org as well as the registrar; registrar@aislagos.org should you be withdrawing your child. For those students leaving AISL and transferring to other schools, a parent must pick up a withdrawal or checkout form from the Registrar a week before the last day of school. The form needs to be shared with the respective teachers, counselor, Library business office, principal, etc. for sign-off. The completed form should be submitted to the Registrar, who will authorize the release of records. Records (report card and transcript) will not be released if there are any outstanding debts, library books, band instruments etc. Letters of recommendation should be requested from the school counselor. Parents should provide the contact's name and email address if AISL is required to send school records to the prospective school. For further information about transition please refer to the [EC/ES Family Transition Guidebook](#).