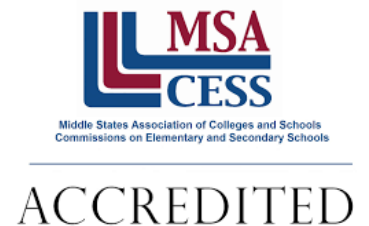




# AISL

**American International  
School of Lagos**

## PRIMARY PARENT - STUDENT HANDBOOK 2025-2026



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## An Understanding About Us

A message from the Primary Principal

Dear Students and Parents,

Welcome to a new academic year at AISL!

At AISL, we are dedicated to meeting the needs of our students by providing a joyful, inspiring, and safe learning environment. As reflected in our mission statement, we offer exceptional learning experiences within a global community where every voice is valued.

"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."

Our Eagle Expectations form the foundation of our school community. We encourage all students to embody respect, responsibility, empathy, integrity, and courage in their interactions with peers, teachers, and staff. These core values guide our actions and decisions, fostering a positive and inclusive learning environment where every individual is valued and supported. By embracing these expectations, students cultivate essential life skills that will benefit them well beyond their time at AISL.

As you explore our handbook, you'll find that it serves two important purposes:

1. It acts as a reference guide and provides annual updates on the school's policies and practices that shape our students' learning experiences.
2. It offers a comprehensive guide for new families to become acquainted with AISL policies and procedures.

Please be aware that AISL reserves the right to amend its policies and procedures at any time. Any such amendments, along with new policies deemed to be in the school's interest, will become effective immediately upon adoption by the Leadership Team or in the following contract year, as appropriate.

We look forward to welcoming you and your child to AISL and hope this year marks the beginning of a partnership that will continue throughout your child's school career.

Your partner in education,

Margit Heinrichs  
Primary 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.

### AISL Eagle Expectations

- **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.

### Approaches to Learning Skills

- Approaches to Learning Skills (ATLs) are a set of skills and strategies that aim to help students become self-regulated, lifelong learners. These skills are categorized into five skill groups: communication, social, self management, research and thinking. The ATLs are designed to be integrated into the curriculum and applied across all subject areas. Some examples of AtLs are listed below:

#### Communication Skills

- Participates actively in discussions.
- Listens and responds to others thoughtfully and appropriately.
- Explains and justifies thinking clearly to others.

#### Social Skills

- Collaborates respectfully with others.
- Resolves conflicts with peers.
- Manages actions and emotions.

#### Self Management Skills

- Exhibits motivation and resilience.
- Manages time and resources effectively.

- Self regulates their own learning and seeks assistance.

**Research Skills**

- Plans and investigates research effectively.
- Engages with research thoughtfully and critically
- Displays academic integrity.

**Thinking Skills**

- Thinks reflectively.
- Thinks creatively.
- Thinks critically.
- Transfers thinking to other contexts.

**AISL Eagle Expectations**

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

<b>RESPECT</b>	<ul style="list-style-type: none"> <li>• Use appropriate language; no profanity and insults.</li> <li>• Recognize and accept differences in others.</li> <li>• Seek permission before handling someone else's property.</li> </ul>
<ul style="list-style-type: none"> <li>• Be on time and give your best effort.</li> <li>• Follow the school rules, including uniform guidelines.</li> <li>• Clean up after yourself and others.</li> </ul>	<b>RESPONSIBILITY</b>
<b>EMPATHY</b>	<ul style="list-style-type: none"> <li>• Treat others the way that you would like to be treated.</li> <li>• Be kind to others; teasing, put downs, and bullying are not acceptable.</li> <li>• Listen to and consider the perspectives of others.</li> </ul>
<ul style="list-style-type: none"> <li>• Be honest; tell the truth.</li> <li>• Present your own work and cite sources.</li> <li>• Take ownership of your words, actions, and learning.</li> </ul>	<b>INTEGRITY</b>

# COURAGE

- 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.

Character is doing the right thing when no one is watching.  
- J.C. Watts

## 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 K 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](#)

## After School Activities Program

AISL’s After School Activities (ASA) program is a key highlight, offering a range of activities for students from Kindergarten through Grade 5. Designed to help students develop specific skills, knowledge, and positive attitudes for a healthy lifestyle, the program supports both physical and personal growth. We continuously expand our offerings to ensure a well-rounded, holistic experience. Our instructors are carefully selected for their expertise and extensive training in their respective fields.

## After School Activities Registration

ASA registration is completed through Veracross, and you will receive notifications with instructions on how to register your child.

Please note that students cannot switch activities after the first week.

## After School Activities Sessions

Most after School athletics/activities generally meet one time per week for one hour over the course of a 9 week trimester.

## After School Athletics/Activities Seasons

Trimester 1	August - November
Trimester 2	January - March
Trimester 3	April - June

## Grade Level Participation

Grades K - 2	May participate in 2 ASA’s per week (Students in Kindergarten start Trimester 2) (Saturday Sports don’t count towards the limit)
Grades 3-5	May participate in 3 ASA’s per week (Saturday Sports don’t count towards the limit)
Grades 6-12	May participate in 4 ASA’s per week (Saturday Sports don’t count towards the limit)

For any questions regarding ASAs, please contact the appropriate person—either your child’s ASA teacher or the school’s Athletics Director.

## Attendance (Absences and Tardies)

Students learn by attending classes daily and actively participating in tailored lessons aimed at fostering their progress towards specific learning objectives 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 at 7:30am in Veracross. As well as noting students who are present and absent, students are also marked "late" if they arrive after 7:30 am.

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.). 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

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. 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.

We do not offer online classes for our EC/ES students except in the case of whole school closure. Our primary mode of education is in-person, the physical presence in a classroom plays a crucial role in a child's overall development and learning. When students are ill they need to rest and recuperate. We recognize that family circumstances may require students to miss school for a prolonged duration. In such cases we recommend learning with an experienced tutor. We do provide online resources and support to help students catch up on missed lessons.

## AISL Behavior Management System Summary

### Introduction

AISL students are expected to uphold high standards of behavior, which includes striving to embody the AISL Core Values, the Eagle Expectations, and the attributes of the IB Learner Profile. Below are guidelines on inappropriate student behavior and the consequences that may result:

Behaviors	Consequences
<p>Level 1 (Teacher Level)</p> <p>Minor</p> <p>Low level, minor, infrequent behaviors that may disturb others or interrupt teaching and learning. Examples include but are not limited to: \</p> <ul style="list-style-type: none"> <li>● Unprepared for lesson</li> <li>● Unsuitable clothing</li> <li>● Not responding to teacher instructions</li> <li>● Not on task</li> </ul>	<p>Logical, planned consequences, which will include at least one of the following:</p> <ul style="list-style-type: none"> <li>● Warning</li> <li>● Apology letter</li> <li>● Loss of privileges</li> <li>● Logical consequences (e.g. attending homework assistance, changing clothes, cleaning up, etc.)</li> <li>● Lunchtime detention</li> <li>● Parent contact</li> <li>● Reflection exercise</li> </ul>
<p>Level 2 (Teacher, Counselor, Principal Level)</p> <p>Concerning</p> <p>Repeated Level 1 behaviors or behaviors that disrupt teaching and learning, disturb or offend others, or cause physical damage to property. Examples include but are not limited to:</p> <ul style="list-style-type: none"> <li>● Disrespect / defiance</li> <li>● Teasing</li> <li>● Offensive language</li> <li>● Cheating/plagiarism</li> <li>● Unsafe behavior/play</li> <li>● Property damage</li> </ul>	<p>Planned team support which may involve teachers, advisor, counselor, parents, and administrators along with consequences, which will include at least one of the following:</p> <ul style="list-style-type: none"> <li>● Apology letter/restitution</li> <li>● Loss of privileges</li> <li>● Lunchtime or after-school detention</li> <li>● Community service</li> <li>● Solution-focused brief counseling</li> <li>● Behavior plan</li> <li>● In-school suspension</li> <li>● Parent contact/conference</li> <li>● Conditional (re)enrolment contract</li> <li>● Expulsion (if terms and conditions are not met in conditional enrollment contract).</li> </ul>
<p>Level 3 (Principal, Superintendent Level)</p> <p>Serious</p> <p>Repeated Level 2 behaviors or violent, dangerous, or illegal behaviors. Examples include but not limited to:</p> <ul style="list-style-type: none"> <li>● Violent behavior (hitting, kicking, punching, place hand or feet on someone)</li> <li>● Bullying/harassment</li> <li>● Obscenity / sexual behavior</li> <li>● Accessing/possession of dangerous or pornographic materials (online or offline)</li> </ul>	<p>Planned team support which may include parents, teachers, advisor, counselor, administration, and other support agencies as appropriate along with consequences, which will include at least one of the following:</p> <ul style="list-style-type: none"> <li>● Apology letter/restitution</li> <li>● Loss of privileges</li> <li>● Community service</li> <li>● Parent conference</li> <li>● Solution-focused brief counseling</li> <li>● Behavior plan</li> <li>● Conditional enrolment contract</li> <li>● In-school suspension</li> <li>● Out-of-school suspension</li> <li>● Expulsion</li> </ul>

## **Behavior Support Plan**

Students may be placed on a Behavior Support Plan which is a structured approach designed to address challenging behaviors. The plan outlines strategies, interventions, and support mechanisms to help students develop appropriate behaviors. The plan is developed by Student Support Services team members, including the Director of Student Support Services, Principal, Counselor, teacher (s), and parents. This collaborative effort ensures the plan is comprehensive and tailored to the student's needs. The ultimate goal of a Behavior Support Plan is to promote positive behavior change and create a conducive learning environment for the student.

## **Conditional (Re)Enrollment Agreement**

While AISL strives to be an inclusive and supportive school, there are times that a student may require more behavioral and/or academic support than the school is able to provide. A conditional (re)enrollment agreement is an indicator that a student has not responded to interventions or consequences and continues not to meet behavioral/academic expectations and/or continues to disrupt the learning and well being of other students. In addition, a student may be placed on a (Re)enrollment Agreement if s/he engages in an egregious Level 3 behavior that causes significant physical and/or emotional harm to him/herself or to another person(s).

The Principal and the Superintendent will meet with the student and parent and present a conditional enrollment agreement. A conditional enrollment / re-enrollment agreement will have the following elements in place:

- Statement referring to the inappropriate behavior(s) and the impact
- Clear academic and/or behavioral targets to be achieved
- Strategies to achieve academic and/or behavioral targets and goals
- Time period (duration of the contract)
- Signatures- student, parent, principal, superintendent

If a student or parent/guardian does not meet the terms and conditions outlined in the conditional (re)enrollment agreement, then the Principal, in consultation with the Student Support Team, may recommend expulsion to the Superintendent.

## **Expulsion**

The Superintendent reserves the right to expel a student for repeated or egregious violation (Level 3) of any school policy, rule, or combination of policies and rules or if a student is not able to meet behavioral/academic expectations. Parents may appeal the Superintendent's decision to expel a student to the AISL Board of Directors if parents feel that a fair and just process has not been upheld.

## **Final Note**

In summary, many cultures and age-groups coexist at AISL; therefore, it is important that students demonstrate self-disciplined attitudes and behaviors regarding personal conduct that are acceptable to all members of the school community regardless of cultural and ethnic

backgrounds. All forms of violence, use of profanity and slurs, threats, and intimidation (physical, verbal or non-verbal) are not acceptable and will be considered Level 3 incidents.

## 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 Veracross. 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 is a multicultural community that acknowledges and celebrates holidays from around the world. AISL values diversity and provides opportunities to learn about other cultures, celebrate our host country, enrich the Eagle spirit, and have memorable experiences that are exciting and fun. Celebrations include: Christmas, Ramadan, Diwali, Lunar New Year, etc.

Should you and your child wish to celebrate their birthday at school, please contact your child’s homeroom teacher for arrangements. Only individual items should be provided (i.e. individual cupcakes, doughnuts, etc.) Please be mindful of food allergies and seek further information from the homeroom teacher. Kindly note that party packs and extra food will not be allowed.

## Communication Guidelines

AISL believes that communication is the key to a strong home-school connection. Communication is conducted through Toddle, weekly newsletters, conferences, and emails.

## Communication Between School and Home

- Each Friday, the Communication Department sends out a weekly email newsletter featuring updates from the Superintendent, divisional principals, the athletics director, and the PTO. It includes information on past and upcoming events. Teachers, students, and parents can contribute to articles and announcements.
- The Primary Principal may send additional communication to update or remind parents about upcoming events or provide important information.

- Teachers send weekly on-going information and correspondence regarding all class activities via email.

## 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.

## Contacting Teachers

- Throughout the school year, parents can contact teachers.
- Teachers cannot check emails during teaching time. For pick up changes parents are kindly asked to contact the office.
- Appointments are encouraged for discussing concerns during set school hours and with prior arrangement.
- Walk-in classroom visits during school hours are not permitted without prior arrangement.
- For contact information, please refer to Veracross on your child's class page or the Faculty/Staff Directory.
- Consult the AISL Contact & Communication Guide 24-25 for further details.

## 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?

## Assessment & Reporting

### External Assessment

#### MAP Assessments

AISL administers standardized reading, mathematics and language uses assessments to all students in grades 2 to 10 two times a year in the Fall and Spring. MAP Growth scores help teachers check student performance by measuring achievement and growth. Teachers use results to tailor classroom lessons and set goals for students.

MAP Growth tests adapt to your child's responses to measure your child's skill level. If your child answers a question correctly, the next question is more challenging. If they answer incorrectly, the next one is easier. These results will provide a more complete picture of what your child knows and is ready to learn—whether it is on, above, or below their grade level.

Since MAP Growth tests provide immediate and accurate information about your child's learning, it's easy for teachers to identify students with similar scores that are generally ready for instruction in similar skills and topics, and then plan instruction accordingly.

MAP Growth reports also provide typical growth data for students who are in the same grade, subject and have the same starting performance level. Each school year, students in grades 2 to 5 take the tests in September. Following each testing period, you will receive a Family Report showing a summary of how your child is performing academically.

There is nothing students need to do to prepare for the tests other than to have a good night's sleep and a nutritious breakfast on the day. Once the results are ready the school will post them on Veracross. Here is an [explanation](#) about how to find your child's MAP report on Veracross. Should a student not perform well on a MAP test there is no need to worry; MAP is just one of a basket of assessments teachers use to assess and to support students and future MAP testing occurs again in February and May.

For more information about MAP Growth, visit [NWEA.org/familytoolkit](https://www.nwea.org/familytoolkit).

If you are unable to access your child's MAP report on Veracross please email our Systems Administrator: [Chukwudi Asobo casobo@aislagos.org](mailto:Chukwudi.Asobo@aislagos.org)

### **EYE Assessments**

AISL Administers Early Years Evaluation (EYE) assessments to students in Early Childhood and Kindergarten. For more information about the nature and purpose of these assessments please [click here](#). Parents receive the assessment with their child's January and May report card.

### **ACADIENCE Assessments**

AISL administers Acadience Reading and Math Assessments three times a year as a screener for students in grades K-5. It is also used to monitoring student growth on a case by case basis. For more information about these assessments, please [click here](#).

### **AAPPL Assessments**

AISL Administers standardized computerized assessments to grade 5 students taking French and Spanish. These assessments are used internally, please speak to your child's Spanish or French teacher if you would like to discuss their test results. More information for parents about AAPPL is found [here](#).

### **Progress Reports**

Teachers communicate on-going student progress through our Learning Management System 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:

## **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. Students in EC to Grade Five receive customized lessons monthly. These lessons also include a series of 4-evidence based child protection lessons. In 2023 K-5 students started receiving a weekly evidence based social/ emotional curriculum delivered by teachers. The SEL curriculum consists of 20 lessons covered over four units. Unit 1: Growthmindsets and Goal Setting, Unit 2: Emotion Management, Unit 3: Empathy and Kindness; Unit 4: Problem solving. Parents are also provided with home links to reinforce both the SEL and Child Protection 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.

## **Early Childhood Philosophy**

The American International School of Lagos (AISL) Early Childhood (EC) 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 EC 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 EC 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 EC runs for the same length of time as the remainder of the Primary 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 days 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 (EC) students receive report cards at the end of each semester. EC students do not receive formal mid semester progress reports however receive the Early Years Evaluation (EYE) report. Regular communication about student progress is shared via Toddle and ongoing interactions with parents.

## **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

## **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:

- Kindergarten: 5-10 minutes daily literacy (phonics, reading)
- 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.

## 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 7:15am. – 3:45pm, Monday-Thursday. Parents of AISL primary 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 the library at [saislibrary@aislagos.org](mailto:saislibrary@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 (at the end of each semester) 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

### 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 the Veracross Parent Portal by clicking on the *Faculty Directory button*. 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 and smart watch 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.

## Recess

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

- Morning recess: 10:00 - 10:20 (Kinder - Grade 5)
- Lunch: 11:15 - 12:15 (Early Childhood) / 12:00 -12:50 (Kinder - Grade 5)

Please ensure that your child has a hat, sun cream applied, 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): 14:30 - 15:30

## 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. This list will be shared with you at the end of each school year. 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 primary 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 Primary School secretary, Kemi Adenusi, ([kadenusi@aislagos.org](mailto: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/or AISL social media. 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.

### **Snack and Lunch**

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. Primary 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

Primary Student Council consists of members that are elected in each class of Grades 3-5. Students wishing to become class ambassadors are required to complete an application. Applicants will then be asked to prepare and present a brief speech to their class. The members of each class vote for their ambassadors. Student Council Ambassadors meet each week with teacher advisors to discuss and plan various activities for elementary students as well as our school and extended community. The mission of the Elementary Student Council is “to make our AISL and Nigerian community a better place for everyone.” Elementary Student Council Ambassadors develop leadership skills in order to represent the voice of their peers in important decision making and student-led initiatives.

## 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

Multi-Tiered Systems of Support (MTSS) is a formalized effort to promote school-wide practices that work toward the highest possible success of all children. MTSS uses a layered approach to provide differing levels of support, enrichment and extension to meet individual student needs. The MTSS system identifies where students are currently performing and helps them to move forward. Tier 1 is high-quality, rigorous instruction for all students. Tier 2 is for small-group, targeted instruction at the classroom level. Tier 3 is for intensified support. Students receive intensified intervention that is designed to the individual needs of the student. This level of support is called Learning Support or English as an Additional Language, and is provided under the umbrella of Student Support Services.

Student Support Services also include school counseling services, occupational therapy, speech therapy, and individualized health services for students who need an individually created plan to address chronic health needs. These services are not a part of MTSS.

**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 proficiency level 5 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.

## 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 Supervision

After school supervision is offered from 14:30 to 16:30 for any primary students (K-5) who are either waiting for their secondary school siblings to get out of school 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.

	Day 1	Day 2	Day 3	Day 4	Day 5
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, primary 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 Primary 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 staff members below **at least 2 weeks** before the student's last day and follow the steps below:

**Step 1:** Please send an email to the following contacts if you are withdrawing your child at least 2-weeks before your departure:

- Primary Counselor:
- Primary Secretary: Ms. Kemi Adenusi (kadenusi@aislagos.org)
- Admission Office: Ms. Jessica Bitrus (jbitrus@aislagos.org)
- Registrar Office: Ms. Abby Ajetomobi (registrar@aislagos.org)

**Step 2:** The counselor and/ or teacher can assist you with completing confidential recommendation forms required by the transfer institution. Please make sure to allow 10 school business days for forms to be completed.

**Step 3:** Complete the AISL withdrawal form at least 1 week before your departure. This form can be obtained from [Ms. Abby Ajetomobi](#). Share the completed form with all respective teachers, counselor, librarian, business office manager, EC/ES secretary, IT office, and EC/ES Principal to ensure all outstanding debts, library books, band instruments, etc., have been settled. Once the form is complete, student official records can be released (Official Reports, etc.).

**Step 4:** Child protection/ Safeguarding forms required by the transfer school can be sent directly to [Ms. Angela Collins](#).

**Step 5:** For further information about transition please refer to the [School Counselor's Transition Guidebook for EC/ES Families](#)