Anglican International School Jerusalem

Founded in 1962, and based on Christian values, the school fosters understanding and reconciliation, welcoming students of all faiths and none.



Where the world goes to school

Early Years Handbook 2026-2027

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o Children are not permitted to bring personal toys to school. Teachers cannot be responsible for toys brought from home, and sharing is not an easy task for young children. Additionally, toys can become mixed up with the school's toys, taken home by other students or even be damaged. The only exception to this is when children are invited to bring an item related to the class learning, when the EY2 teacher schedules "Show and Tell," or when Nursery/EY1 children bring a special stuffed animal or toy for their nap time. In such cases, the toy will remain in the student's backpack until "Show and Tell' or nap time and then returned. 20
4.11 Transitioning of New Students 20
o We want to have children new to AISJ ease into the room and routine. We recommend a few short visits, gradually lengthening the visitation time, prior to full-day enrolment. This helps develop familiarity with the environment and relationships with key members of staff. 20
o Each child is unique in his or her pattern and ease of adjustment to new situations. Be sure to talk with the class teacher daily during the transition phase to help ease the transition. A consistent daily schedule, including set arrival and departure routines, will also help children adjust to a new routine and environment. Parents or carers are welcome to stay in the room with their child during visits, keeping in mind that separation will eventually need to be made (see Settling in). 20
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1 Overview

1.1 AISJ Mission Statement

The Anglican International School, Jerusalem is an internationally accredited, Nursery to Grade 12 school for students aged 2 – 19. It is dedicated to preparing students to succeed throughout the world in schools and universities; at future responsibilities and careers; and is founded upon Christian beliefs and values.

The Anglican International School, Jerusalem's mission is to create a student-focused academic and educational environment, which aspires to achieve excellence. It promotes Christian beliefs and values whilst respecting the rich and diverse communities within the school and its unique location. Its goal is to empower all students to become responsible world citizens.

Within the Anglican International School, Jerusalem we believe that:

- Each member of the community should be valued as a uniquely created individual.
- Students should be encouraged and enabled to realise their own full potential.
- Our school environment must enable the whole being – spiritual, moral, emotional, intellectual, social and physical – to be nurtured and developed.
- Mutual respect and appreciation flow from a fostering of attitudes of honesty, integrity, care and social responsibility.
- The international nature of our community enhances the learning experiences and social interactions of our students, staff and families.
- Parental support and involvement are vital to the realisation of a shared community vision.
- Effective learning is achieved through stimulating students' curiosity, creativity and enthusiasm.
- The Judaeo-Christian scriptures are the source for the school's framework of Christian beliefs and values.

1.2 School Governance

The Anglican International School, Jerusalem (AISJ) is an educational service provided by the Israel Trust of the Anglican Church (ITAC) for the diverse communities of the city. ITAC offers other services in Israel and is accountable to the Council of CMJ, as detailed on the website:

http://www.cmj-israel.org/.

The AISJ Board has delegated powers from ITAC. The School is governed by a Board of 7 members, which includes the Director of CMJ-Israel, the Director of AISJ, at least one staff member and at least one parent member. The names and contact details of the board members are available on request.

The Board meets approximately every 6 weeks. Issues can be raised by parents through the parent representative on the board, and by staff through the staff representative on the board. The representatives will in turn bring the issues before the Board.

Representatives from the Board aim to attend Parent-Staff functions in school such as Cheese and Wine Evenings, International Dinners and Graduations. In addition, the Board holds an Annual General Meeting to which all parents are invited.

The School Director has powers delegated from the School Board for the day to day management of the School and is accountable to the Board. The Director is responsible for the employment, training, supervision, management and evaluation of all staff.

Within AISJ, both the Head of Secondary & Head of Elementary report directly to the Director. Together they form the Senior Management Team (SMT) and, beyond the SMT, there is the Extended Management Team.

The AISJ Early Years department of Elementary consists of three classes:
Nursery: for children aged two and three years
Early Years One (EY1): for children aged three and four years
Early Years Two (EY2): for children aged four and five years



1.3 The Early Years Foundation Stage (EYFS)

Nursery, Early Years One (EY1) and Early Years Two (EY2) follow the Early Years Foundation Stage programme from England, which sets standards for the learning, development and care of children from birth to 5 years to ensure all progress well and are kept healthy and safe. The EYFS provides the strong foundation necessary to prepare students for continued excellence as they progress through their school years, careers, and lives. Assessment identifies current stages of development and the next steps to extend learning. Learning is recorded within an online data management programme and key activities documented in individual online Learning Journey. Group work or individual support may take place where support is identified as needed.

The EYFS is implemented through a play-based approach that develops all areas of learning through exploration and discovery. Play opportunities are carefully planned based on observations and assessment of the children. We call these play activities ‘Learning Areas’, during which adults extend learning through the provision of resources and sensitive interaction. Children engage in whole class, small group and individual activities. We believe school should be fun and want to develop a love of learning in all the children!

The EYFS curriculum enables the implementation of a child-lead approach that develops all areas of development through exploration and discovery. We recognise all children as individuals and seek to provide quality education in a nurturing environment.

There are four themes which underpin the curriculum:

A Unique Child – valuing and respecting all children & encouraging them to reach their full potential through the identification of 'next steps' which inform planning and provision.

Positive Relationships – fostering a sense of belonging and positively responding to feelings whilst promoting healthy independence.

Enabling Environments - providing resources, relevant to all children's cultures and communities & rich learning opportunities of play, exploration and teaching.

Learning and Development – supporting and challenging all children through the curriculum areas.

The EYFS includes the following curriculum areas of learning and assessment:

<u>Prime Areas:</u>

- **Personal, Social and Emotional Development:**
  - Self-confidence and self-awareness
  - Managing feelings and behaviour
  - Making relationship
- **Communication and Language:**
  - Listening and attention
  - Understanding; Speaking
- **Physical development:**
  - Moving and handling
  - Health and self-care

<u>Specific Areas:</u>

- **Literacy:**
  - Reading
  - Writing
- **Mathematics:**
  - Numbers
  - Shape, Space and Measure
- **Understanding the World:**
  - People and communities
  - The world
  - Technology
- **Expressive Arts and Design:**
  - Exploring and using media and materials
  - Being imaginative













1.4 EYFS Prime Areas

The prime areas, as listed above, lay the foundations for learning in all other areas of the curriculum and are important in building life skills. They are the main focus and therefore embedded in all areas of the Early Years provision.

1.4.1 Personal, Social and Emotional Development (PSE)

Personal, Social and Emotional Development, one of the building blocks of success in life, supports children's development by helping them to interact effectively and develop positive relationships with those around them.

The PSE areas within the EYFS are:

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

1.4.2 Communication and Language (CL)

Another Prime Area within the curriculum is Communication and Language.

The CL areas within the EYFS are:

- Listening and attention
- Understanding
- Speaking

1.4.3 Physical Education (P.E.)



At AISJ, we value physical development throughout all areas of the school. Physical Development is a Prime Area of the EYFS curriculum within Early Years, and therefore embedded in all areas of learning, promoting both fine and gross motor skills.

Pupils build on their natural enthusiasm for movement, using it to explore and learn about the world. They develop a range of physical skills and have opportunities to explore movement and equipment individually, in pairs, small groups and as a class.

Additionally, each class has dedicated sessions to develop physical skills within the weekly timetable. Within Early Years, a qualified teacher oversees the Physical Education sessions, implementing games and activities for each class. These sessions offer a wide range of activities such as gymnastics, movement to music, dance, team games and the exploration of equipment.

AISJ clothing can be purchased from the Resource Room. EY2 children are encouraged to wear an AISJ school t-shirt for their scheduled P.E sessions and children may be requested to wear one for offsite trips, however they are not compulsory for Early Years. The annual Early Years Sports Day celebrates many of the skills the children have developed throughout the year.

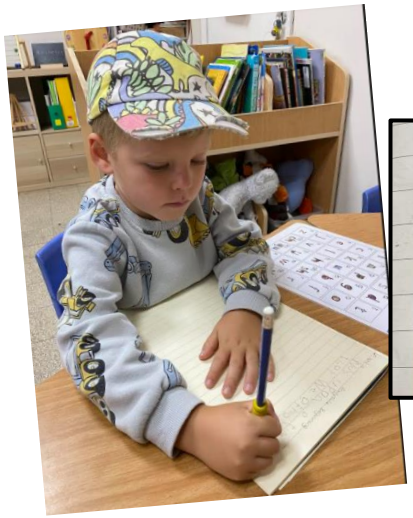
1.5 Literacy

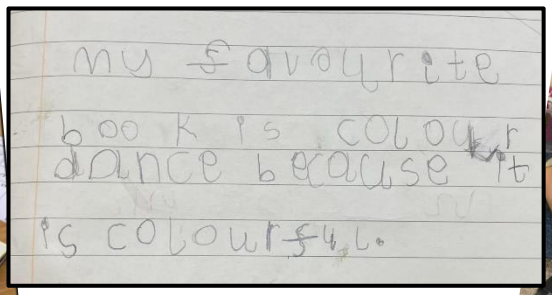
Literacy lessons begin in EY2, during which a range of texts are explored and Literacy skills developed in line with the EYFS curriculum objectives, based on the 'Read to Write' Scheme. This scheme of work is also used throughout all Elementary classes, providing continuity and progression throughout the levels.

Phonics: Children learn synthetic phonics through engaging games and activities. AISJ implements Monster Phonics, which follows the UK recommended order of introducing letters and sounds, implementing and practising skills throughout. Phonics activities are differentiated accordingly to ensure children work at their own pace and current stage. Generally, EY1 complete focus on the EYFS speaking and listening objectives, as well as widening vocabulary, developing language comprehension and acquiring oral blending and segmenting skills in preparation for blending sounds in words. In EY2, children learn letters and the corresponding sounds, they begin to blend and segment words and learn more complex sounds. Sight words and sentence structure are explored to support the end of EY2 expectation to read and write a simple sentence.

Reading: Children learn to read by being exposed to books, having their teachers read to them and by recognising familiar sight words. Children begin to use the phonics they have learnt and the skill of blending sounds to decode words, which further enhances their reading ability. During the later stages of EY2 school year, children will bring home some reading material to practise their reading skills. These contain the sounds and sight words according to their current phonic level.

Writing: Emergent 'writing' begins in Nursery where children have access to a range of mark-marking tools and are encouraged to actively explore. This exploration is encouraged throughout Early Years as larger movements form an excellent foundation for the later development of fine motor and writing skills. Children in EY1 will start to write their name and ascribe meaning to their marks. Handwriting and letter formation are taught from EY2. Creative and independent writing is encouraged as children become more independent.







1.6 Mathematics

Pupils in Early Years develop their knowledge and understanding of mathematics through practical activities, exploration and discussion. They learn about numbers, colours, shapes and measures through practical activities that build on their understanding of the immediate environment.

EY2 follow the Maths No Problem scheme, exploring number, shape and space. As with Literacy, the scheme covers the EYFS objectives and is continued across the Elementary school.

1.7 Expressive Art and Design

At AISJ, we love to encourage children to create and learn through messy play and the exploration of the visual, tactile and sensory qualities of materials and processes. This is an important part of development as it helps the children gain the skills needed for all aspects of life.





1.8 Understanding the World

Children are often naturally curious about the world and this awareness is promoted within the Understanding the World section of the EYFS. Part of this curriculum area is to learn about different cultures, which we believe is so important in early learning. At AISJ, *where the world goes to school*, children love to learn about each other, showing respect and empathy as well as asking questions to deepen their understanding. The children are also encouraged to discover and explore the natural world. Early Years staff have worked with Jerusalem Botanical Garden volunteers to create and develop a garden within the school grounds. The children learn about caring for plants and develop skills in harvesting and cooking their own fruit and vegetables.

1.9 Music

Music is another important area of the AISJ curriculum. We have a specialist music teacher who coordinates music across the entire school, organises all of the extra-curricular music activities, and produces school productions and events such as the Nativity performance. At AISJ, we recognise the many areas of learning that are enriched by music, especially within the early years. Therefore, we integrate music within the curriculum, as well as having a dedicated music session once a week within class, created in partnership with the music specialist. Children listen carefully and respond physically to a wide range of music. They explore and enjoy how sounds and silence create different moods and effects. In addition, the children play musical instruments and sing a variety of songs learned by memory, while adding accompaniments.



1.10 Technology

We aim to integrate ICT across the Early Years curriculum. This is through technological equipment such as programmable Beebots, timers, calculators, listening stations and torches at different times in the school year.

The EY1 and EY2 classrooms are equipped with a computer linked to an Interactive Whiteboard, so that educational activities or materials can be shared with the whole class. This provides a visual learning tool for students. Similarly, in the Nursery, there is a screen linked to the computer to be used as a supplementary resource.

Additionally, in EY2, children have regular access to ipads, where they can explore a range of educational apps which support the curriculum.

1.11 Topic and theme work

At AISJ Early Years department, learning through the EYFS is supported by the International Early Years Curriculum (IEYC) topics or themes which are mainly chosen by the students. Teachers form strong bonds with the children and grow to understand their specific interests and

In Early Years, these topics focus on the children gaining knowledge and skills that bring about understanding. Examples of themes we have explored previously include: All about me, Family and Friends, Clothes, Animals, Up and Away, Patterns, Food, Changes, Let's Pretend, Treasure, Bears, Houses and Homes, Sand and Water.

Through the topics, we cover all areas of the EYFS curriculum, as well as enabling the children to experience:



- Enquiry
- Communication
- Cooperation
- Resilience
- Morality
- Adaptability
- Thoughtfulness
- Respect

Each topic begins with an Entry Point to introduce the topic and discover the current knowledge of children in the topic area. This introduction aims to capture the children's curiosity and encourage a deep engagement with the topic. Exit Points mark the end of the topic and complete the learning that has taken place. These may be within the class or as a whole of Early Years, whilst we also share two of these with parents and carers. Inviting families forms links to home, as well as connections within the school community, as we come together to see learning presented and celebrated in creative ways!





1.12 Inclusion Needs (IN) department

At AISJ, we value each individual and aim to encourage every child to reach their full potential. Learning objectives are presented using a range of teaching methods and activities, to support and enhance the development of all learners. By differentiating activities to support varying abilities, all children can better access the curriculum and be challenged accordingly to further their progress.

Where support is required beyond the professional approaches of the Early Years team for the student to fully access the curriculum, the class teacher will inform the parents of concerns and bring them to the attention of the Inclusion Needs Coordinator. A plan for assessments or observations will be carried out and findings shared with parents, along with any recommendations.

Where a new student has existing, specific learning needs that have already been identified, the IN Coordinator will contact the parents and endeavour to develop a programme that meets their child's needs. The support programme may include targeted activities with the Learning Support Team or extra support within the learning environment. The support programme may also include an outside speech-language pathologist, occupational therapist, or educational psychologist. Please note: There may be an additional fee when learning support beyond what the Class teacher and learning assistants are able to provide is required. In such cases, the parents will be consulted in advance of developing the specialised programme for their child. **If you have any concerns regarding your child's learning or ability to access the classroom curriculum, please be in touch with your class teacher.**

2 School Structure

2.1 Structure of Early Years 2026-2027

Class	Teacher	Learning Assistant
Nursery Age 2 – 3 years	Ms. Tsivia Turtletaub	Mrs Irene Ginnosar
EY1 (Early Years One) Age 3 – 4 years (UK Nursery)		
EY2 (Early Years Two) Age 4 – 5 years (UK Reception)	Mrs. Hannah Lavi	Ms Tali Baruch
Early Years Staff Working across all classes	Mrs Ilana Elimelech	

Specialist Teachers:

Head of Elementary: Mrs. Michelle Loubser
Early Years Coordinator: Mrs. Hannah Lavi
IN Coordinator: Mrs. Fay Blau

2.2 The School Day – Timetable

2.2.1 The Early Years School Day

The day starts officially at **7.45 and ends at 14.20 Monday to Thursday** and **7.45 to 12.40 on Friday**. However, children can begin their school day from 7.30, with children entering their outdoor area. Children are collected by 14.30 from either the carline of the gate to the Key Stage One playground (adjacent to the Early Years playground).







3 Practical information:

3.2 Assemblies

We believe in the value of coming together daily as a community to learn about the beliefs and values of the Christian nature of our school. Assemblies may be devotional or instructional and are based on Christian principles. Celebrating the diversity of cultures and personalities within the group and learning to respect our differences are aspects taught through Bible stories or teachings of key influential Christian characters. Early Years children may attend occasionally.

All students are required to attend assemblies. These assemblies may be based in the Cadbury Hall, Class or Chorlton Hall. The Director, Head of Elementary, Class Teachers or guest speakers generally lead these.

Additionally, weekly Bible stories are explored within each class through creative storytelling, songs and crafts.

3.3 Attendance and Lateness Policy



At AISJ, we encourage students to build up the good habits of regular and punctual attendance at school. We feel that poor attendance has a detrimental effect on the standard of achievement reached by our students and is potentially damaging to continuity of routine. Coming into the classroom late often makes a child feel uncomfortable and also means a child misses out on some of the instruction for the day's learning. Since absences are disruptive to children and late arrivals are detrimental to the student's day, from their very first days at school, all students, however young, should attend school regularly and promptly. For these reasons, we expect students to be in class at 7:45 am.

Similarly, at the end of the day, **prompt pick up** from school is requested. Again, being picked up late is often upsetting to a child and disruptive to teachers who have planned meetings, work to complete and duties to perform. Please ensure that your child is picked up promptly at the end of the day, which for Early Years is 14.30 Monday to Thursday and 12.40 pm on Friday.

3.4 Birthdays

Throughout the year, the children will be celebrating birthdays. Birthdays can only be celebrated when parents make prior arrangement with the class teacher at an appropriate time within the school day.



3.5 Break Times

There are always members of staff on duty at playtimes and at lunch time. Outside duties are taken seriously by staff members as there is a clear policy on expectations of staff on duty and students' behaviour.

3.6 Dress Code

School policy regarding clothing discourages the use of logos and clothing which aims to make a religious or political statement. Students need to be dressed in a practical way to ensure comfort in the classroom and safety while running around and playing at break times. Shoes which have backs and are without heels are requested to reduce the risk of injury and enjoy safety for all. Throughout the school year, shoes should enable children to climb and run due to our active curriculum. Therefore, shoes with little support, such as Crocs, are strongly discouraged.

3.6.1 Toileting

Nursery
A change of clothing is required to remain in school to ensure a child can be quickly changed when needed, for example following messy play activities or due to a toileting accident. We realise that all of the Nursery children will not be toilet trained and some are in the process of being toilet trained. Therefore, we have made provision for this by providing a diaper changing area for children.

If your child is wearing diapers, we ask that you please provide the following:

- Diapers
- Wet wipes
- Cream if needed *(Please communicate in the Nursery Daily Communication Book as to when and how long this is to be used).

Toilet Training: General
Nursery: We are aware that this is the time when many children are learning to use the toilet, which is included in the developmental objectives within our curriculum. Early Years staff are more than happy to support your child and work with you as your child strives to develop independence in this area.

During toilet training, clothing that promotes independence when using the bathrooms is requested. The best items are shorts and trousers with elastic waistbands or dresses and skirts, as opposed to tight clothing and clothing with belts, zips or fasteners.

EY1 and EY2: Most children are expected to be toilet trained before being admitted to EY1 and EY2. However, we realise that toilet accidents may happen, especially at the beginning of the school year when children are settling into their new routine. The staff will support the children as needed. Please check your child's bag every day in case of such an event and make sure replacement clothes are placed in your child's backpack.

Clothes for Hot and Cold Weather
Please ensure your child is appropriately dressed for the weather.



Cold and wet weather:

- Boots
- Gloves/mittens
- A hat
- Additional layers of clothes
- A warm jacket/coat

Hot weather:

- A sun hat is essential for outdoor play and PE lessons.
- Clothing which is light but protective from sunburn
- Sun cream applied before school (you can send in if it needs to be reapplied and inform the Class staff)

In hot weather, **hats** are essential and a **bottle of water** is required for your child's participation in PE lessons. **Please label these water bottles with your child's name.**

3.7 Communication Between the School and Parents

There are several ways of communication between the school and the parents of AISJ.

● Communication books	Daily	Nursery
● Brief conversations	Before /after school	Nursery – PY6
● Appointments	Before / after school	Nursery – PY6
● Email with Class teacher	Daily	Nursery – PY6
● Elementary Email Updates	Usually weekly	Early Years
● Parent-Teacher Conferences	2x a year	Nursery – PY6
● Written Report	2x a year	Nursery – PY6
● IEYC Exit Point	+/- 2x a year	Nursery-EY2
● Learning journey		Early Years
● School events	See events calendar	Nursery - PY6
● Head of Elementary emails	Weekly or as needed	Nursery - PY6
● Curriculum Information meetings		Nursery - PY6

Please not that teachers are not able to answer emails whilst they are teaching. For anything urgent, please contact the school office.

3.8 Emergency Procedures

AISJ staff makes the safety and security of students their first priority in all situations. Our next priority is to keep parents informed of any emergency situation affecting an individual student, a group or the school as a whole.

We ask for parents' help in enabling this by ensuring that the Class teacher and school office has an up to date home / work phone or mobile number as well as email contacts. This ensures that an SMS or email can be sent out to all parents should any emergency situation arise.

The school has an **internal policy** for responding to other emergencies including natural and security threats for our safety. We benefit from UN and consulate security services which provide advice and guidance.

AISJ has five emergency procedures. In brief they are as follows:

3.8.1 Fire

In the event of a fire, an alarm is sounded and each class moves in a controlled manner to the grass circle at the front of the building, lining up in class order from Nursery to PY6 for registration.

3.8.2 Earthquake

Staff will lead the class outside to the closest open area. Children will be lined up and registered. When whistles are blown (by the Director, Head of Early Years, Head of Elementary and Head of Secondary), students will then gather in the garden as safely as possible and line up in Classs, as in the case of a Fire Drill.

3.8.3 National Security Threat

In the event of a national security threat, the municipality of Jerusalem will sound a city-wide alarm. Staff will take students to designated bunkers where registration is taken, and students and staff remain until the all-clear is sounded.

3.8.4 Code Red

In the case of an intruder or a threat considered to have entered school property, a 'code red' is issued through the school loudspeaker system. Staff ensure students 'hide' in pre-designated areas within the classrooms (out of view from external windows), window blinds are rolled down and classrooms secured. Students and staff remain in these positions until the all-clear is sounded.

Senior members of staff have specific roles in these four safety drills, all of which are outlined in more detail in the school's internal emergency policy. Parents are contacted as soon as possible after any emergency incident. Practice drills are conducted during the school year.

3.8.5 Bad Weather / Snow

If there is a heavy snowfall overnight, it is our policy not to open school the following day if the Israeli schools in the city are also closed. Parents who are unable to check through local news broadcast should check email or SMS for any message from the school about whether or not to bring / send students to school.

Due to the danger of students travelling home from school in hazardous conditions after a snowfall, it is our policy to close school early if there is a serious snow warning during the school day and the municipality send advice about road closures. Parents will be contacted by SMS and asked to collect students as soon as possible if this occurs. The school will ensure that all students are properly supervised until they leave.



4 Communication and Learning at Home

In Nursery, there will be a special daily communication book. The teacher will record the basic details your child's day at Nursery. This information will include your child's eating, sleeping, toileting patterns and needs.

In EY1 & EY2, communication will primarily occur through email. Brief transfer of information may also occur at the time the child is dropped off and picked up.

Any information that is more serious or if you have any additional questions, please feel free to email the class teacher and/or the Head of Elementary. We are available and want to make this year a happy and exciting time for both you and your child.

To promote learning at home for all of our Early Years students, we encourage parents to read stories to their child in any language. This fosters the love of books, shows how books should be handled, and develops an interest in stories. In EY2, flashcards and early reading books will be sent home when the student is ready.

4.2 Library



The Library is also open during non-school hours**.** Please check with the library staff or school office for specific opening times. All classes visit the library once a week and enjoy a story, as well as time to explore books independently. Additionally, EY2 students are able to borrow books on a weekly basis during the class library lessons. As we encourage children to love and care for books, we ask EY2 students purchase a library bag (30 NIS – available from the Resource Room) or provide a cloth bag for the protection of their chosen library books.

More frequent visits to the library are possible if parents would like to accompany their children to select books before or after school. You are welcome to set up a family account with the librarian and check out books for your family during library opening hours.

4.3 Lost Property

Please ensure that all equipment and personal belongings are clearly labelled with a name and class level, so that it is possible to return a lost article to its owner. Lost property that is not labelled is handed in to the Resource Room, where it can be claimed.

4.4 Lunch and Snacks

You will need to provide a snack for your child every day. We provide a 'rolling snack', providing time during the morning where children are supported to choose when they have their snack. We promote healthy eating and would encourage you to send food such as:

- Yogurt
- Cut up raw vegetables
- Crackers, bread sticks
- Fruit
- Sandwiches

Absolutely no chocolate, nuts or candy please.

A water bottle must be brought to school every day and can be filled up at the water fountains in the playgrounds. **Please label this water bottle with your child's name.**

Lunches are included in the Early Years fees. They are provided for all the children and are brought from the Canteen to the classroom where the children sit and eat together.



4.5 Student Illness or Absence

If your child is ill at home, please phone the school number: **972 (0)2 567 7200** or email your child's class teacher.

If your child exhibits any of the symptoms listed below while at home, keep your child home until free of symptoms and the spreading of illness to others is no longer a concern. Please notify the school of an absence and the identified symptoms, so we will not expect your child that day and staff can be alert to possible contagions.

Please keep your child at home if he/she has:

- Severe cold and fever, sneezing, green or yellow nose drainage, and coughing.
- Temperature of over 38 degrees Celsius (without the use of fever-reducing medications) in the morning. **It is important that the child is fever free for at least 24 hours without the use of fever-reducing medication before he/she returns to school.**
- Conjunctivitis: An eye infection commonly referred to as "pink-eye." The eye is generally red with some burning and yellowish discharge.
- Bronchitis: Can begin with hoarseness, cough, and a slight elevation in temperature. The cough may be dry and painful.
- Rashes that you cannot identify or that have not been diagnosed by a physician.
- Impetigo: Begins as red pimples on the skin, which eventually become small vesicle surrounded by a reddened area. When the blister breaks, the surface is raw and weeping. The lesions occur in moist areas of the body, such as: creases of the neck, groin, and under the arm.
- Diarrhea: Loose bowel movements that look different and are much more frequent than normal. **It is important that your child is diarrhoea free for at least 24 hours without the use of anti-diarrheal medication before he/she returns to school.**
- Vomiting: **It is important that your child has not vomited for at least 24 hours without the use of medication before he/she returns to school.**
- Sickness without obvious symptoms. (In this case, the child may look or act different. There may be an unusual paleness, tiredness, irritability, lack of interest, listless, or unable to participate in normal daily activities.)

- With a contagious disease, a child must be kept home and the Early Years notified. All parents will be notified once a contagious disease is reported. The child may return to school with a note from his/her physician. Illnesses included: Measles, mumps, roseola, chicken pox.
- If a doctor diagnoses a throat infection, as an example, and the child is prescribed an antibiotic, the child may not be brought to the Early Years until he/she has been on the medication for at least 24 hours.
- **Returning to school after an Illness:** If your child has been sent home or an onset of symptoms occurred at home, it is important that your child does not return to school until the child has **been symptom free for at least 24 hours or has a doctor's note indicating the child's wellness and not in danger of contaminating others.**

If a child becomes ill or is injured at school, the matron will be called to determine if any medical attention is required. An accident book is kept by the matron to record any injuries or illnesses sustained during the school day. If the accident is more serious, the matron will call the parents and inform them of the situation.

The school matron is available every day for overseeing issues regarding health and well-being of the students. The matron carries out first aid or emergency care for unwell or injured students; administers medication when needed; keeps incident reports and maintains the medical records, including conducting health screening programmes. The matron also has an input in school health education, including healthy eating, hygiene and social/behavioural issues, and contributes to the learning support team where necessary. In addition, the school also has several staff members who are qualified in first aid and are able to assist, particularly if the matron is absent.

Students requiring emergency medical aid will be taken to the nearest medical practitioner or emergency department. Parents will be contacted and informed of the situation as soon as possible. Parents, who for medical or other reasons, do not want students to receive any medications, should inform the school in writing at the start of the year.

4.6 Parent Teacher Association (PTA)

Communication between parents and staff is really important in ensuring that each child has a positive experience at AISJ. All parents are encouraged to get involved in the PTA.

Each class has a PTA Class Representative who provides a key link between the teacher and parents to communicate what parents can do to support various school events and to enable open lines of communication between parents and teachers. At the start of the year, PTA class representatives play a key role in helping new parents to settle into a new school and location.

The PTA meets once a month in the Heritage Centre. All parents are welcome.

4.7 Settling In

Children sometimes have difficulty letting go of their parents upon their arrival at school. This is typical behaviour, which over time, should decrease as they become more secure in their new environment. Here are a few suggestions to help ease separation:

- When dropping children off at the Pedestrian gate, a member of staff will be available to take your child into class. For the first few days, you may bring them to the classroom so that they develop familiarity. For some children, this might take slightly longer, but we do ask that you then say goodbye on arrival at the classroom.

- Once you have said your goodbyes, you have signalled to your child that you are leaving. It is best at that point for your child to see you leave. This will help him or her to better understand that your “goodbye” means it is time for you to leave.

- If dropping children off in the car line, allow for adequate time for the child to adjust to his or her surroundings before class begins. It can be overwhelming for a child to walk into a class that has already started.
- While traveling, speak with your child about the drop off (who will be there, getting out of the car, etc.)
- Give hugs and kisses and reassure your child that you will be back this afternoon (e.g., after their nap).

If there is still protest and difficulty, the staff are close by to help your child when you leave. Usually, children calm down and begin to play soon after saying goodbye. All parents should follow a consistent separation routine and staff are happy to advise and assist if needed. By being clear and consistent, the children soon adjust and come in happily.

4.8 School Trips

For a broader educational experience, trips may be organised to support EY1 and EY2 student learning.

These trips will consider the learning experience of the student alongside the security and safety of the students. In Early Years, we aim to have at least one school trip a year, usually at the end of the school year. (In recent times and during the Covid pandemic, we have had special days in school in lieu of outings).

There is a clear school policy on trips, requiring a risk assessment to be carried out before the trip, ensuring safe requirements for ratios of adults to children are met and that the location and travel are safe and secure.







4.9 Stationery and Equipment for School

Tuition fees cover stationery, exercise books, work sheets, art and craft materials and other compulsory educational expenses. Students are asked to take good care of any books which they take

home. Money or valuables are not to be brought into school by children. In exceptional circumstances in which this is necessary, items or money should be placed in a clearly named container or envelope and given to the class teacher.

Every student will need a school bag that is large enough to carry snacks and/or lunch, a water bottle, the student's book bag, and for EY2 student's, the library bag on library days.

4.10 Toys from Home

- **Children are not permitted to bring personal toys to school.** Teachers cannot be responsible for toys brought from home, and sharing is not an easy task for young children. Additionally, toys can become mixed up with the school's toys, taken home by other students or even be damaged. The only exception to this is when children are invited to bring an item related to the class learning, when the EY2 teacher schedules "Show and Tell," or when Nursery/EY1 children bring a special stuffed animal or toy for their nap time. In such cases, the toy will remain in the student's backpack until "Show and Tell' or nap time and then returned.

4.11 Transitioning of New Students

- We want to have children new to AISJ ease into the room and routine. We recommend a few short visits, gradually lengthening the visitation time, prior to full-day enrolment. This helps develop familiarity with the environment and relationships with key members of staff.
- Each child is unique in his or her pattern and ease of adjustment to new situations. Be sure to talk with the class teacher daily during the transition phase to help ease the transition. A consistent daily schedule, including set arrival and departure routines, will also help children adjust to a new routine and environment. Parents or carers are welcome to stay in the room with their child during visits, keeping in mind that separation will eventually need to be made (see Settling in).

Please note: If your child is not officially enrolled and is not included in the child: teacher ratio, you must stay with your child or observe from a distance. For liability purposes, parents may not leave children who are not yet officially enrolled unsupervised during visits.

4.12 Yearly Events List

There is a calendar on the website publishing the Event dates. These events, as well as others, including additional school closures and early dismissals are also found on the AISJ website. (From the AISJ homepage go to "School Life." Then access "Events.")

AISJ yearly events with parents are:

• Cheese and Wine evening	Evening	Parents evening to meet each other
• Christmas Fair	Day	Activities around the campus
• Christmas Productions	Day	Elementary/Early Years Christmas plays
• Christmas Carol Service	Evening	Singing Christmas Carols
• Book Week	Day	Book week activities
• Sports Day	Day	Sporting events
• International School Dinner	Evening	Sharing dishes from our home country
• Elementary 'Moving On" Celebration	Day	Celebration of the year and EY2 'graduation'

- Selected Exit Points Day Celebrating IEYC learning
- Parents Teacher Conference Day /Afternoon Conference to discuss progress 2Xs a year
- Annual General Meeting Day Report of the AISJ Board

There is no parking onsite for parents during any event in the year.

4.13 Transport (including drop off and pick up procedures)

Please ensure that the class teacher knows your child's travel arrangements. **There is no parking on the school premises until students are dismissed at 14.30.**

4.13.1 Morning drop off

School gates open at 7.30am. Children may be brought to their classroom at 7:30, where staff will be on duty to receive them.

If your Early Years child is arriving by car, you must have an AISJ Vehicle Registration Sticker. This sticker is obtained at the front desk in the Administration Building. You will be asked to complete a form that requires your name, phone number, license plate number, make/model and colour of your car as well as the names and grades of your children. In addition, to enter the circle to drop off your children, your car must display the **current** Car Line Pass. Families new to AISJ will receive the Car Line Pass at Orientation. Returning students may use their pass from the prior year for the first day of school. However, it must be replaced by the current pass once received.

Early Years staff will be waiting (at the circle in front of the KS1 playground for EY1 and EY2 and by the steps by the Pedestrian gate for Nursery,) to receive your children and walk them to their classrooms. Please have your child's backpack near your child, so we do not hold up the line to retrieve it. Additionally, before you arrive, please tell your children that a school staff member will help them out of the car and take them to their teacher. This will help your child(ren) better understand the transition. Once your child has been dropped off, please continue around the circle and leave at the green middle exit gate.

4.13.2 Afternoon pick up

Parents are asked to make sure that their children are collected punctually at 14.20 (Monday to Thursday) and 12.50 (Friday).

Children must be collected from their designated pick-up area. Students who take a school bus home will be accompanied until collected by the bus staff or taken to their transport.

Students who are being picked up by a parent or carer will remain at the picnic benches on the KS1 playground until collected. Please note that children will only be released to parents, carers, responsible sibling in Secondary and other *adults authorised by the parent.* Any other arrangements must be made with the class teacher. **Under no circumstances should children be walking between moving vehicles**.

All vehicles are required to drive with care on school premises. Buses will aim to park to the side of the car line to enable the flow of traffic. For those in the car line, **car engines need to be switched off whilst waiting for pick up and never left running without a driver in the car**. **Please be sensitive to other parents and carers by not leaving your car unattended in the car line.**

5 Additional Information or Concerns

This handbook is meant as a guide, but you may still have questions. Likewise, during the year you may have other concerns or questions. Since contact and communication are appreciated and beneficial for staff, students and parents, if you have any concerns please do not hesitate to contact your child's class teacher by:

a. Email: Teachers endeavour to check their emails daily for a non-urgent, but important issue (e.g. *Academic concerns or social/emotional issues, an upcoming absence*). Additionally, your child's teachers will give you their email addresses at the start of the year.
b. Face to face contact – Teachers are in school from 7.30 am and are outside for pick up at the end of the day at 2.20 pm. This can be a good time for a brief chat, and also enables parents to make an appointment for longer or more private conversation.
c. Phone – for urgent matters call the **school office number: 972 (0)2 567 7200.** Please leave a message with the school office. Phone numbers of teachers are not given out as the phone is personal rather than school owned.

For issues unresolved with a class teacher or concerning a wider aspect of school policy or management, contact the Head of Elementary Mrs. Michelle Loubser on **Michelle.l@aisj.co.il.**

For questions about school opening times, holidays, closures or events, contact the school office by email bethanyc@aisj.co.il or phone 972 (0)2 567 7200.

For questions about payment of school fees and financial issues, contact the Business Office by email: deenab@aisj.co.il

6 Contact Details

Phone

Office Phone: Reception: 972(0)2-567-720

Fax

Fax: 972 (O)2 538 4974

Email

School: **contact@aisj.co.il**
Admin Office: **bethanyc@aisj.co.il**
Business Office: **deenab@aisj.co.il**
Head of Elementary and Early Years: Michelle.l@aisj.co.il
Primcipal: **mitchelld@aisj.co.il**

Address

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Israel

Website

www.aisj.co.il

AISJ is a fully accredited school by the Middle State Association and the International BaccalaureateProgramme.