



**AMERICAN  
INTERNATIONAL  
SCHOOL OF JEDDAH**

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*Excellence in the Pursuit of Dreams.*

# **Elementary School Student & Parent Handbook**

Last Updated: October 30, 2017

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# **AISJ Identity Statement, Mission, Vision & Core Values**

## **Identity Statement**

Established in 1952, the American International School of Jeddah is a U.S. accredited Pre-K-12 college preparatory institution. We offer a rigorous American-based curriculum serving a diverse student body through a holistic approach.

## **Core Values**

We believe that...

- Quality education has the power to make a positive impact on individuals and societies.
- Honesty and integrity build a culture of transparency and trust.
- Passion and commitment motivate, inspire, and empower life-long learners.
- A school community thrives when there is open communication and collaboration.
- Respect cultivates positive relationships.
- Helping others benefits communities and leads to personal growth.
- Embracing cultural diversity develops relationships and enriches life.

## **Mission Statement**

Our mission is to inspire and facilitate learners through an authentic American education in order to nurture their passion for knowledge, so they may pursue their dreams and become successful global citizens.

## **Vision Statement**

Our vision is to be a distinguished learning community committed to excellence, innovation, and collaboration.

# Elementary School (ES) Personnel

<b>Elementary School (ES) Administration</b>			
<b>Superintendent of Schools</b>	Monti Hallberg	<b>ES Counselor</b>	Mr. Jon Arnold
<b>ES Principal</b>	Michele Light	<b>ES Counselor Assistant</b>	Yara Helweh
<b>ES Assistant Principal</b>	Danielle Chamberlin	<b>School Registrar</b>	Mrs. Amar Sawan
<b>Administrative Assistant</b>	Mrs. Farida Jaber	<b>School Nurse</b>	Mrs. Gaynor Preston
<b>School Receptionist</b>	Mrs. Jessica Walgraffe		

<b>Elementary School Homeroom Teachers &amp; Support Teachers</b>			
<b>Early Childhood Grades</b>	<b>PK3 Teachers</b>	<b>PK4 Teachers</b>	<b>KG Teacher</b>
	Mrs. Bushra Mourad Mrs. Tania Mourad Mrs. Rania Beaini	Mrs. Brittany Mayo Mrs. Nahla Fayed Mrs. Chrysoula Stampouliadou Mrs. Rasha Al Tayara	Mrs. Robin Mahoney Ms. Courtney Gagnon Mrs. Irina Cobbs Mrs. Carolina Uceda
	<b>PK3 Teacher Assistants</b>	<b>PK4 Teacher Assistants</b>	<b>KG Teacher Assistants</b>
	Mrs. Felma Gascon Mrs. Tala Dabous Mrs. Nadine Osman	Mrs. Fatoumata Ba Mrs. Lani Lamprea Mrs. Tara Douglas Mrs. Afaf Lashuel	Mrs. Lama Khalaf Mrs. Tess Dineros Mrs. Christy Co Mrs. Vicky Karam
<b>Primary Grades / Lower Elementary</b>	<b>Grade 1 Teachers</b>	<b>Grade 2 Teachers</b>	
	Mrs. Zeina Baassiri Mrs. Melanie Dorning Ms. Lacey Fields Mrs. Tahera Ahmed	Mr. Ian Sackett Mr. Leon Lee Mrs. Nermeen Sakkal Mrs. Lori Drissel Mrs. Ghinwa El Masri	
	<b>Grade 1 Teacher Assistants</b>	<b>Grade 2 Teacher Assistants</b>	
	Ms. Kim Heuring Ms. Maya Chatilla	Mrs. Dina El Dali Mrs. Hanan Abdelrahman	
<b>Intermediate Grades / Upper Elementary</b>	<b>Grade 3 Teachers</b>	<b>Grade 4 Teachers</b>	<b>Grade 5 Teachers</b>
	Mrs. Rania Gedeon Ms. Alexandra Turner Mrs. Roa'a Taha Mrs. Melissa Serrano	Mrs. Michelle Doyle Mr. Aaron D'Albey Mrs. Samar Ezzeddine Mr. Riley Mahoney Mrs. Karen Sasse	Mrs. Jessica Sackett Mr. Donovan Dorning Mrs. Hala Boukamel Mrs. Katie Conrado
	<b>Grade 3 Teacher Assistants</b>	<b>Grade 4 Teacher Assistants</b>	<b>Grade 5 Teacher Assistants</b>
	Mrs. Shereen Abbas	Mrs. Malak Kameh Mrs. Nadine Sankari	Mrs. Fauzia Siddiqui
<b>Support Services</b>	<b>Learning Support Teachers</b>	<b>Learning Support Assistants</b>	<b>Other Support Services</b>
	Ms. Linda Voolma Mrs. Anam Lodhi Mrs. Rachel Speakman Mrs. Jessica Arnold Ms. Amy Meyer	Mrs. Fatma Hafez Mrs. Saima Abassi Ms. Farah Shabib Mrs. Zeina Farchoukh Ms. Dalia Anouz	

## Arabic Department Teachers

Arabic Language & Culture	Mrs. Maya Younes
Islamic Studies & Arabic as a Foreign Language (AFL)	Mrs. Noura Al Housseini
Islamic Studies & Arabic Language	Mrs. Salam Daker
Arabic as a Foreign Language (AFL)	Mrs. Suzanne Naffah
Islamic Studies & Arabic Language	Mrs. Alma Al Massarani

Specialists & Assistants			
<b>Art</b>	Mrs. Rana Abdelnabi Mrs. Raniah Samir	<b>Art Assistant</b>	Mrs. Clemencia Manio Mrs. Nori Magno
<b>Librarian</b>	Mrs. Wendy Jones McShane	<b>Library Assistant</b>	Mrs. Kate Fischer
<b>Music</b>	Mrs. Layla El Khadj Mrs. Sophia Peña		
<b>Physical Education (PE)</b>	Mrs. Julie Hallberg Mr. John Crate	<b>PE Assistant</b>	Mrs. Lilia Regil
<b>Computer</b>	Mrs. Lisa Bourji Mrs. Iman Diab		

## Daily Schedule

### Pre-Kindergarten 3 and Pre-Kindergarten 4 (PK3 and PK4) Schedule

#### 8:00 AM - 2:00 PM

Students are instructed to arrive at school between 7:45 a.m. and 8:00 a.m. and should proceed to the Early Childhood elementary playground. Staff are on duty to supervise the children until the teachers bring their classes into the building. The children remain on the school campus until the end of the day at 2:00 p.m.

On Tuesdays, PK3 and PK4 students are dismissed at 1:00 p.m. On half days, the PK students dismiss at 11:00 a.m.

### Kindergarten

#### 8:00 AM - 2:45 PM

Students are instructed to arrive at school between 7:45 a.m. and 8:00 a.m. and should proceed to the Early Childhood Playground. They must remain inside the school campus until the end of the school day at 2:45 p.m.

On Tuesdays, KG students are dismissed at 1:45 p.m.

### Grade 1 – Grade 5 Class Schedule

#### 8:00 AM - 3:00 PM

Students are instructed to arrive at school between 7:45 a.m. and 8:00 a.m. and should proceed to the elementary playground. They must remain inside the school campus until the end of the school day at 3:00 p.m.

Students may be permitted to remain at school after 3:00 p.m. only if they are participating in a school sanctioned, co-curricular activity. On occasions, it may be necessary for students to remain after school at the discretion of teachers and/or the administration. If this is required, parents will be notified.

Students in grades 1-5 are released at 2:00 PM on Tuesdays.

## Latchkey Program

Students in PK3 – PK4 with siblings in Kindergarten – Grade 12, and whose parents have difficulty collecting their children at two different times, can register for a supervised after school program. There is a monthly fee for this service. This program starts several weeks after the first day of school. Specific details regarding the program will be shared with parents of students who qualify for this program.

## Dismissal Procedures

At the end of each school day, students will be led by their classroom teachers to the bus / car area (parking lot area). Designated staff will remain with students until they are picked up by a caregiver or until 3:20 PM. Students not picked up by this time will be escorted to the front desk to call parents. Drivers and or parents will need to pick up these students at reception.

Please note that the gate will lock at 3:10 PM. and no one will be allowed to pass through at that time. It will reopen at 3:30 PM. **Families that park outside the school may use the pedestrian gate to exit the school.**

Students are not permitted to play on the playground or ball fields after school unless they are part of an after-school activity. Only students who are involved in after-school activities may remain on the school campus after 3:00 PM, 2:00 PM for PreK students. All other students must make their way home. Students who participate in activities that start after 3:00 PM or 2:00 PM for PreK students are to be picked up at dismissal time and return to campus when their activity starts. Students who are on campus, unsupervised after school may be subject to appropriate consequences that could include loss of the privilege of participating in after school activities.

## Eight-Day Rotation

The Elementary school is on a rotating, 8-day schedule. This schedule aligns with both the Middle and High School and ensures that students have access to multiple classes of Art, Music, PE, Computers, and Library in addition to the core classes they receive.

## Attendance

Research has conclusively shown that students who attend school regularly achieve more academically than students with high rates of absenteeism.

### Absences

It is the policy of AISJ to keep a record of the number of days a student has been absent from school in the course of the year. Parents can see their child's attendance record on RenWeb. If a child is absent for 5 days during a term, parents will be contacted. If absences continue beyond 5 days, parents will be asked to meet with the Assistant Principal to create a plan to increase attendance.

If a student is absent for more than 10 days in a term, the parents will be asked to meet with one of the school's principals.

Students who miss more than 30 consecutive days of school during the school year may be subject to retention and or disenrollment from AISJ unless arrangements have been made with the school's principal about the continuation of the student's education either at another school or via the classroom teacher.

### Absences Procedures

Parents should notify the teacher or the Administrative Assistant of their child's absence by email or phone.

School Telephone:	662 0051
Elementary Office:	Ext: 202
Nurse's Office:	Ext: 267

After 3 days of absence due to illness, the school must receive a note from a doctor stating the type of illness and when the student is fit to return to school.

### Late to Class / Tardy

AISJ students must arrive at school between 7:45 AM – 7:55 AM.

A student is considered late (tardy) if she/he arrives after the 8:00 AM bell and should collect a tardy slip from the front office. If a student is tardy more than 5 times in a term, the school office will contact parents. If a student is late more than 10 times a term, the parent will be asked to meet with one of the school's principals.

### Vacations and Planned Absences

The time a child spends in class is crucial to a well-developed education. It is strongly recommended that travel arrangements be made that do not cause children to be absent from school. AISJ educators want the best educational program for your child and a family trip adds to each child's education. Please complete the AISJ *Planned Absence Form* and use the class websites to stay current with the class work while away.

Planned absences are defined as anticipated absences for reasons other than medical or personal emergencies. Once the details are known, please let us know to provide us sufficient time to prepare quality material.



Prior to such an absence, the parent or student must obtain a *Planned Absence Form* from the Elementary Office. The form must be completed indicating stating dates, time, and reason for planned absence. The form must be signed by a parent.

### **Emergencies**

All emergency absences (e.g.; family death, illness, or medical emergency) will follow the policies for absences set out above.

### **Make-Up Work**

All work missed through absences must be made up by the student. It is the responsibility of the student to make up any missed homework and classwork accrued during an absence. Individual teachers will work out a timeline for this work to be turned in.

### **Withdrawing a Student during the School Day**

Parents are requested to schedule medical appointments outside of school hours. If it is absolutely unavoidable for an appointment to be scheduled during school hours, students are encouraged to attend school before, or after the appointment. Please advise the classroom teacher in advance of the time of such appointments.

If it becomes necessary to withdraw a child from class during the instructional day, please notify the office administrative assistant and classroom teacher in advance as far ahead of the pick- up time as possible. Arrangements will be made from within the school to have the student withdrawn from class at the desired time. The parents will meet the child at the elementary office and obtain an Exit pass, which will be required for leaving campus. Parents are not allowed to remove students from the classroom without an Exit Pass.

### **Early Check-Out at the End of the School Year**

Parents are asked to notify the school when a student will be leaving school prior to the end of the school year. Report Cards and other school documentation will not be released early unless a student is withdrawing from the school and the parent has completed the necessary documents with the Registrar's Office.

## Homeroom Academics

### Pre-Kindergarten 3 (PK3)

At AISJ, Pre-Kindergarten 3 (PK3) use the Creative Curriculum as their primary resource, aligned with the NYS: PreK Foundation for the Common Core. Students are offered a supportive and child-centered school environment, where carefully planned programs and unit-based learning centers lead the students toward exploration and interaction. Daily activities are planned in a safe, nurturing environment rich in language, constructive play, active exploration and social interaction. Three years-old students enrolled in the PK3 program attend school from 8:00 AM. to 2:00 PM.

PK3 is a unique and exciting place where children can engage in active learning in different areas of classroom centers. Our main goals in PK3 are the development of social emotional and linguistic skills. The Teacher guides and facilitates the 21st century skills through project and game based learning strategies. The 21st century skills include: communication, collaboration, creativity, critical thinking and problem solving skills. Our students attend the following special classes as part of our daily schedule: IT, P.E., Library, Music and Art.

All PK3 students should be fully toilet trained before the beginning of the school year. This includes being independent in their personal hygiene needs.

### Pre-Kindergarten 4 (PK4)

The PK4 students attend school from 8:00 AM to 2:00 PM with a program providing an education, which is adaptable to each child's needs, interests, and level of development. Children's social, emotional, physical, and intellectual growth are enhanced through a variety of activities that meet individual and group needs. The PK4 program follows the New York State Prekindergarten Foundation for the Common Core and is aligned with the Creative Curriculum for Preschool. In PK4 we help our students succeed and become creative and confident thinkers by offering them opportunities for hands-on exploration and discovery. Our program:

- Incorporates active learning through body movement activities, manipulation of learning materials, and interaction with others.
- Focuses on oral language development as the basis for thinking, pre-writing, and pre-reading.
- Builds on, improves, and increases the knowledge skills that children bring to school.
- Promotes an appreciation of the similarities and differences among people.
- Uses ongoing performance assessment to observe, document, and analyze children's learning behavior in the areas of language arts, social studies, math/science, and fine and gross motor skills.
- Encourages a love of learning.

All PK4 students attend the following special classes: PE, Music, Library, Art, and IT. All students should be fully toilet trained before the beginning of the school year. This includes being independent in their personal hygiene needs.

### Kindergarten (KG)

The AISJ Kindergarten facilitates developmentally appropriate practices to enable young children to develop skills and behaviors needed to grow socially, emotionally, and intellectually. Kindergarten concepts are taught

using meaningful hands-on activities and inquiry based learning. The kindergarten program integrates the teaching of literacy (reading, writing, word study), mathematics, science, and social studies through a language-rich curriculum. We follow the AERO/Common Core Standards for literacy, math and social studies, and the NGSS standards for science, with high academic expectations.

Children are immersed in English language through oral language activities, children’s literature and a print rich environment. Kindergarteners will be immersed in daily readers and writer’s workshops to build their literacy skills and help them grow into confident readers and writers. Through these models, students will be learning through whole group mini lessons, small group instruction, and independent work with one on one conferences. Each classroom has a leveled library that covers many genres and students are engaged with these books daily. Students will learn phonics and word knowledge through an inquiry based word study model.

Our mathematics program is focused on building a strong conceptual base for future learning. A lot of time is spent on developing number sense and the early stages of addition and subtraction. There is also a focus on special awareness and students learn about shapes, positions and measurement.

Kindergarten is a place where you and your child’s teacher form a partnership that is vital to your child’s future success. It is also a place where children are at different stages of development, and the instructional program matches their needs. It encourages your child’s curiosity and joy of discovery allowing their confidence and self-esteem to be strengthened.

Kindergarten is an exciting milestone in your child’s life.

The hours for Kindergarten are 8:00 AM – 2:45 PM.

## **Grade 1**

The First Grade curriculum focuses on fundamental reading, writing, and mathematical skills. An overall goal at this grade level is to have the student reach an independent level of fluency and comprehension in reading as well as basic writing and math skills.

Through exploration, cooperative learning, problem solving and critical thinking, students are guided to develop cognitive, social, and behavioral habits necessary for success in their school community and society. Parents are encouraged to be a part of their child’s learning by attending student-parent-teacher conferences that allow for goal setting. Students are taught to be cognizant of the learning process and are allowed time for self-reflection. Parents are always welcome to volunteer in the classrooms.

Grade 1 classrooms provide an environment rich in print and oral language. Reading and writing instruction are presented through separate workshop models; however, they are integrated and holistic as each process builds upon the other. Daily independent reading, shared language experiences, small-group guided reading, differentiated word study, read-alouds, personal narrative writing, thematic study, non-fiction writing, vocabulary development, and handwriting are all integral parts of daily language instruction.

The mathematics program focuses on developing a strong number sense, understanding of number properties, using strategies to solve addition and subtraction calculations, recognizing patterns in numbers, and creating and solving real-life story problems. Utilizing a wide variety of hands-on manipulatives enables students to move from concrete to symbolic operations. Students learn to relate mathematics to their everyday world.

All instruction is tailored to serve diverse learning styles, and differentiated to cater various learning readiness. First grade is an eventful year of self-discovery where tools are given to the students enabling them to become independent learners working in a collaborative environment.

## Grade 2

Second Grade is an important year academically, socially, and emotionally in the life of the young child. This is the year that they make the switch from 'learning to read' to 'reading to learn.' It is the bridge between early and intermediate primary education. It is a busy and exciting year for students as they are challenged at their individual levels.

The Language Arts program consists of the four elements of reading, writing, speaking and listening. Among the types of reading the students participate in on a daily basis are: shared reading, guided reading, independent reading, paired reading, and read aloud. A writing workshop format is used to guide the students towards becoming confident and willing young authors. Creativity and independence in writing is encouraged while conventional structure and spellings are simultaneously fostered through the three genres of writing: narrative, informational and opinion.

The Social Studies program introduces the students to a wide variety of important themes including: interaction within different environments, commonality and diversity, conflict and cooperation, and building citizenship. Second grade science explores many themes that establish foundations from all the branches of life, earth, and physical science. The Mathematics program furthers the students' exposure to the basics of computation, and provides an introduction to geometry and algebra.

## Grade 3

In teaching Third Grade concepts, teachers strive to develop the "whole-child" academically, interpersonally, physically, and emotionally. Students remain with the same teacher for language arts, math, social studies, and science. Specialists instruct students in computer science, music, Arabic, physical education, art, and library.

The language arts program is based on fiction, non-fiction, folk & fairy tales, fables, poetry, autobiography and biography. During our Reader's Workshop, our students are taught how to make good book choices using "Just Right" books, as well as reading for comprehension and fluency.

Writing is integrated throughout all the curriculum areas. Spelling encompasses words from every angle. In our Writer's Workshop our students will be taught strategies that will expose them to various genres of writing. This exposure will enable them to express themselves in various styles. Mechanically, they will not only spell words, but also learn about spelling patterns, word meaning, parts of speech, and using the word within writing.

The math curriculum includes: place value through hundred thousands, advanced addition and subtraction,, computation, patterns, basic geometry and algebra concepts, time and measurements, functions, probability, data analysis and statistics, multiplication, division, basic fractions, with an emphasis on mathematical reasoning and mathematical communication. These classroom exercises will be supported through IXL, other online resources and hands on classroom materials.

The social studies and science program is theme based, too. Social Studies themes reflect geography, culture and beliefs, communities, citizen and government. The science curriculum focuses on life science, physical science, and earth science. Our focus for science to help students think in a framework of claim, evidence, and reasoning. Our students will have access to resources such as, Stemsscopes, for different units of study.

## Grade 4

Students in fourth grade are with a homeroom teacher for their core subjects: language arts, science, social studies, and mathematics. However, students receive instruction from teachers specializing in the following fields: library, performing arts, art, and computers.

In language arts, we use the reading and writing workshops that focus on specific strategies that are taught and then practiced. Integrated literacy occurs across the curriculum incorporating fiction, nonfiction, biographies, poetry, and other book genres.

In math, various problem-solving strategies are taught, in addition to advanced subtraction, addition, data analysis, multiplication, fractions/decimals, and division. In social studies, students experience the culture, geography, and history of Saudia Arabia to strengthen their own cultural awareness through comparative studies. Science units are based on Stemsscopes, and include units of study such as Earth Materials, Ideas and Energy and Matter.

These units are explored using hands-on, inquiry-based activities that are designed to further the child's understanding of the content and foster natural curiosity. Students in grade 4 will also participate in a one-to-one BYOD iPad program. Students will need to provide their own iPad to use in class.

***Please review the section related to the BYOD iPad program.***

## Grade 5

Grade 5 is a transitional year for fifth graders. They are the oldest in elementary and will be moving to middle school. In addition, they are going through physical and emotional changes as they mature. Transition from elementary to middle school may be stressful for not only students, but parents as well. In fifth grade, we will work closely with our students (and parents) to help them with this transition. Many things will be different, but change is a time for new opportunities! The students will change classes on their own and there will be greater demands for independence in terms of work habits. The homework assignments will be more complex and involve more time to complete. There will also be new opportunities that were not available at the elementary school level from student activities to elective offerings.

Using hands on activities, small group and whole class discussions, as well as other methods of learning, fifth graders will explore the following:

***Math:*** The math course is aligned with the Aero Standards for 5th grade mathematics and focuses on three critical areas.

First, the students will become skilled at the addition and subtraction of fractions. They will continue to develop understanding of the multiplication of fractions and learn to do some simple division of fractions. The

students use the meaning of fractions, of multiplication and division to understand why the processes for multiplying and dividing fractions make sense.

Second, the students will expand their knowledge of division to include 2-digit divisors and decimal operations. The students will have mastered multi-digit addition, subtraction, multiplication, and division. The students will learn how to add and subtract numbers with decimals to the hundredths. They also develop and understanding of the relationship between fractions and decimals.

Third, the students will develop an understanding of volume as a property of three-dimensional space. They will learn how to approach and solve problems regarding the estimation and measurement of volume.

**Social Studies:** The social studies curriculum provides opportunities for students to explore multiple approaches that may be used to analyze and interpret their own world and the world of others. Social studies presents unique and particular ways for students to view the interrelationships among Earth, its people, and its systems. The knowledge, skills, and attitudes developed through the social studies curriculum empower students to be informed, responsible citizens of the world.

- 1<sup>st</sup> trimester- Human Movement and the other themes of geography
- 2<sup>nd</sup> trimester: The Age of Exploration - in search of the new world
- 3<sup>rd</sup> Trimester: Colonization and its effect on world ecosystems

**Writing Workshop:** What do great writers do? This will be the guiding question of our work in this course, students will discover that great writers...

- know and use all eight major parts of speech (nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions, and interjections)
- write complete, grammatically correct, and detailed sentences of various types
- write well-organized paragraphs full of appropriate, relevant, and specific details
- use the steps of the writing process to plan, draft, revise, edit, and publish pieces of writing
- respond in writing to what they read
- write using a variety of genres (narrative, informational, response to literature, open response, persuasive, poetry, drama, friendly letter, etc.)
- use all eight major parts of speech (nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions, and interjections)
- write complete, grammatically correct, and detailed sentences of various types
- write well-organized paragraphs full of appropriate, relevant, and specific details
- the steps of the writing process to plan, draft, revise, edit, and publish pieces of writing

The goal of the fifth grade writing curriculum is for students to master the structural building blocks of sentences and paragraphs and to begin to develop their own authorial voices in various forms of writing.

**Reading Workshop:** Fifth grade students draw on a repertoire of ways for reading closely, noticing how story elements interact, understanding how different authors develop the same theme, and comparing and contrasting texts that develop a similar theme. Students investigate ways nonfiction texts are becoming more complex, and they learn strategies to tackle these new challenges. Strong foundational skills, such as fluency, orienting to texts, and word solving, that are required to read complex nonfiction are addressed. Students read complex nonfiction texts to conduct research on a debatable topic, consider perspective and craft, evaluate arguments, and formulate their own evidence-based positions on issues.

Picking a “just-right” book. Understanding Genre and How to keep a Reading Log. Genre Studies. Using Post-its & tabs. Making Connections (Text to Self, Text to Text, Text to World, Text to Media). Understanding Theme, Point of View, Conflict, Mood & Tone, and Author’s Purpose.

**Science:** The students will receive a broad overview of many different types of science in order to better understand the world around them. They will begin by reviewing the scientific method and the steps to designing a good experiment. The students will learn about stars and constellations and will review information about the phases of the moon and the rotation of the Earth around its own axis and the sun. They will learn about the various states of matter. Students will engage in hands-on activities using Stemsopes.

Students in grade 5 will also participate in a one-to-one BYOD Ipad program. Students will need to provide their own Ipad to use in class. ***Please review the section related to the BYOD iPad program.***

## **Arabic Programs**

### **Arabic Language (Native)**

The main goal of the Arabic language program in KG – Gr. 5 is to provide Arabic speaking students with fundamental knowledge, and skills that can be used to provide a strong base with which students can communicate effectively in Arabic. The Arabic language program encompasses reading, handwriting, spelling, grammar, comprehension, dictation, conversation, listening, composition, and the study of literature. It is given 5 times in 8-day schedule.

### **Arabic as a Foreign Language (AFL)**

The main goal of Arabic as a Foreign Language in KG - Grade 5 is to introduce the non-speaking Arabic students to the Arabic language, its alphabet, reading, and sounds. Students will enrich their Arabic vocabulary, and their understanding of the language. They will also be able to use, read, write, spell, and speak many of the Arabic words and sentences. It is given 5 times in 8-day schedule.

### **Arabic Culture**

Non-Muslim students in grades 1 – 5 will engage in electives, which will reflect our multinational school environment. They will participate in activities that provide cultural awareness and understanding of their host country, the Kingdom of Saudi Arabia. It is given once in 8-day schedule.

### **Islamic Culture**

The main goal of Islamic Culture is to enable students in grades 1 - 5 to have a good knowledge of the Holy Quran and holy sayings of Prophet Mohammed (P.B.U.H.). These programs encompass the study of the Holy Quran, Hadeeth (teaching and instructions), worshipping, Prophet Mohammed's life, and religious stories. During these studies, the concept of morality and values of Islam will be stressed. It is given once in 8-day schedule.



## Specialist Programs

### Art

Students create original artwork in a variety of media utilizing the elements of art and the principles of design. Art Classes and projects provide knowledge and skills that can strengthen the presentation of ideas, allow all students to identify and appreciate the similarities and the differences of diverse cultures as expressed through their art, understanding the variety of the functions and purposes for creating art, and recognizing art as integral to daily life. Children learn to express themselves through color, line, shape, form, texture and space. Integration with grade level topics and local culture enhances their artistic experience.

### IT

During an academic year, PK3 to Grade 1 students will learn how to perform basic computer operations.

In Pre-Kindergaren, the students will learn basic parts of the computers and their functions, including controlling and using a mouse, minimizing and maximizing pages, going back to a previous page, and navigating the computer with ease. Students use a variety of educational games that integrate what they are learning in their core subjects into computer skills.

KG and Grade 1 students will learn to differentiate between software and hardware, and will learn to manage two of the most basic programs (Word processing & Paint). Students will create and paint drawings using Paint and will type up and edit short paragraphs in Word. Students will learn how to change font size/color, add borders to a document, insert shapes and save to the network.

Basic coding is also taught to students, which will ground students in computational thinking. Students will have an open mind using computational thinking (coding) skills to understand the computer's language. They will have different problem solving activities that will help in enhancing their critical thinking skills, and hence they will be able to develop and understand computer science.

Students in 2<sup>nd</sup>-5<sup>th</sup> grade are scheduled to attend IT class in the computer lab twice in an 8-day cycle where they will learn about and use technology to analyze, learn and explore. The students will acquire everything from the basic technology concepts, such as identifying the parts and functions of a computer as well as navigating it with ease, to various advanced topics, such as touch-typing and using a search engine to conduct research and find information on the internet. The students will utilize the Microsoft Office Suite to generate and manipulate creative documents, produce and deliver beautiful presentations, and organize information into spreadsheets. Based on their gravel level, students will use E-mail, Google Drive, and Schoology to communicate and collaborate with their teachers and peers and learn about digital citizenship and online safety. Furthermore, students will become computational thinkers by learning the basics of coding using critical thinking, logic and problem solving techniques. Integration between IT curriculum and core curriculum is a school goal, as well as providing students with the skills and knowledge they need to learn and live productively in an increasingly global and digital world.

## **Library Media Center Program**

The purpose and intent of the AISJ libraries is to allow students to feel comfortable in gaining access to information in many forms and to develop a genuine interest in reading, literature and investigation and inquiry. It is the goal of the AISJ Libraries that all students are able to access, find, and utilize the information they need and to critically analyze said information to find the relevant parts and bias. The overall theme of Libraries at AISJ is to facilitate the creation of knowledge, in whatever form that may take.

Students in grades PK3 – 5 visit the library regularly for book checkout, participation in an information literacy curriculum based in applicable and relevant standards, and for research on nonfiction topics. Skills are built in the younger grades so that independence can occur when they are in middle and high school. Students in grades 6 – 12 do not have mandated library classes but still utilize the libraries as part of their classes via their teacher and librarian collaboration as well as independently during the day.

## **Music**

Music for PK students focuses on singing and moving. In singing, students learn to use the singing voice and basic posture for singing. In moving, students learn to use the body to express what can be heard in the music and to express the steady beat. We also learn to connect sounds with symbols. PK3 also focuses on hearing, labeling and performing contrast in music. In PK4, students learn to play a variety of classroom percussion instruments with a focus on treating the instruments gently and with respect.

Music for KG and First grade students focuses on singing, moving, playing instruments, and music literacy. In singing, students learn more complex musical styles and continue to develop their singing voices. In moving, students begin to create movement that express and reflects the music. In playing instruments students begin to play pitched percussion in classroom ensemble playing. KG students begin to read basic rhythms while first grade students add basic melodic notation.

The music program in the elementary school for PK3 – Grade 5 focuses on the development of appreciation, understandings, and attitudes essential to music literacy. The student experiences music through a variety of related activities, which include listening, singing, moving, and playing melodic and choral instruments. Emphasis is placed on exploration, appreciation, creativity, expression, and enjoyment.

## **Physical Education (PE)**

The elementary physical education program is to provide a safe, sequential, and developmentally appropriate program of fitness and motor skills addressing students' needs and potential. Physical education is an essential part of each student's overall education with movement as its foundation. The program offers meaningful and individualized practices for students.

Physical education is not unstructured for free play. The physical education curriculum serves as the foundation for continued physical and social development. Students are to explore various sports and health—enhancing activities in middle school and to eventually develop a degree of expertise in an area of their choice in high school.

# AISJ One-to-One iPad Program

## Why iPads?

The use of iPads in the classroom is designed to complement and enhance the current teaching and learning programs. The curriculum will be enhanced by access to information and the creative potential of the iPads. The use of iPads complements traditional learning areas as well as provides exposure to new and diverse skills and learning opportunities. In addition to the learning benefits, students also benefit from the associated responsibility of having their own iPad.

American International School of Jeddah supports the belief that through information and communication technologies, we equip children to participate in a rapidly changing world. We enable students to find, explore, analyze, exchange and present information. We also focus on developing the skills necessary for children to be able to create and use information in an effective and creative manner. Students will use these devices to organize and complete classroom assignments, publish essays, educational websites, and conduct research.

## Grade 3

American International School of Jeddah runs an iPad cart program where teachers and students of Grade 3 have access to school owned iPads in the classroom.

## Grade 4 & 5

American International School of Jeddah requires students of Grade 4 and 5 to bring an iPad to school. The BYOD (Bring Your Own Device) iPad program refers only to an iPad as a device. Devices such as Android/Windows based tablets and laptops are not included in our BYOD policy 2017-18.

### Required iPad specifications are:

- iPad (4<sup>th</sup> Generation) or newer
  - Suggested Model: **iPad Mini 4** – iPad Pro is not required.
- 32 GB or 64 GB iPad (Gen4, Air or Pro).
- iPads do not need to have 3G/4G capacity. Students can make use of the school's Wi-Fi and internet while on premises (for Wi-Fi only enabled devices).

### Required iPad Accessories:

- A tablet Stylus :
  - Suggested Model: Belkin Universal Tablet Stylus (Jarir Store) – Apple Pencil is not required
- A robust iPad cover with a built-in stand
- A good quality earphones
- Required Apps

Students agree to ensure their iPad has the latest approved iOS operating system for the device and that their core learning apps are installed and always updated. A list of the core learning apps required to be installed on BYOD iPads will be made available by the class teacher.

Students who participate in the BYOD program agree to bring their iPad from home every school day the iPad is to be used, fully charged.

Students who bring their own iPads to school or are using school iPads will be held personally responsible for the correct / appropriate use of their iPad and apps. Students will not be able to use iPads during the school breaks unless there is explicit approval from the class teacher – e.g. to finish a certain assignment.

All students and parents will be required to sign an Internet and Ipad Use Agreement at the start of every school year.

## Support Programs (Student Support Team) (SST)

The Student Support Team consists of professionals in the areas of English as a Second Language, Literacy, Learning Support, Speech and Language, Counseling, and Administration.

This team meets regularly to review, analyze, problem solve, and assess student referral cases with the homeroom teachers in determining the specific learning needs of students.

### Guidance Counselor

The Elementary School Counselor performs the following roles in order to promote positive development in academic, career, and personal/social domains:

- Individual counseling
- Small group counseling
- Classroom guidance (i.e. Large group counseling)
- Attend and participate in academic intervention meetings
- Observe students in various school environments
- Consult and collaborate with parents, teachers, administrators, and students
- Respond to school crises or emergency situations
- Provide information and resources to parents on a variety of issues

### ***Falcon Way!***

At AISJ we use a positive framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. We are collectively committed to ensuring that every child is welcomed and safe while at AISJ.

### **At AISJ, we follow the 5 B's:**

1. Be Safe.
2. Be Caring.
3. Be Respectful.
4. Be Responsible.
5. Be Persistent

### ***Second Step***

The research-based social emotional learning program called Committee for Children, *Second Step* which is supported by music & videos, take-home activities, and stories students can relate to is used by the classroom teacher in the classrooms. *Second Step* is a classroom-based social-skills program that teaches socio-emotional skills aimed at reducing impulsive and aggressive behavior while increasing social competence. The program builds on cognitive behavioral intervention models integrated with social learning theory, empathy research, and social information-processing theories. The program consists of in-school curricula, parent training, and skill development. *Second Step* teaches children to identify and understand their own and others' emotions, reduce impulsiveness and choose positive goals, and manage their emotional reactions and decision-making process when emotionally aroused. Each curriculum contains five teaching kits that build sequentially and cover empathy, impulse control, and anger management in developmentally and age-appropriate ways. Group decision-making, modeling, coaching, and practice are demonstrated in the *Second Step* lessons using interpersonal situations presented in photos or video format.

## **Second Step Bullying Prevention**

The Bullying Prevention Unit lessons encourage specific helpful bystander behaviors and positive student norms by teaching students to recognize, report and refuse bullying. In learning to recognize bullying, students increase their awareness of the problem, learn to identify when they or others are being bullied, and increase their empathy for bullied students. Giving students a clear message to report bullying sets a positive norm, lets student who might bully know there will be consequences, and supports adults in their efforts to reduce bullying. Lesson content on refusing bullying behavior reinforces the message that bullying does not have to be tolerated and encourages students to both report and use assertiveness skills to stand up to bullying.

The counselor teaches these lessons in the classroom once a month and also teaches explicit skills for including others and inviting others to join in activities, which can reduce the social isolation that contributes to bullying.

## **Instructional Assistants (IA)**

Instructional assistants support our students and the academic programs across all grade levels in the elementary school. Our PK3 - KG classes each have a full-time instructional assistant to assist the teacher in working with your children. Grades 1 through 3 have two instructional assistants who works with all sections of each grade level, grades 4 and 5 each have one instructional assistant. Additional instructional assistants also support students and teachers in other areas of the school.

# Reporting Process

## Grading Structure / Report Cards

The elementary school uses a grading structure that reflects where your child is with regards to his/ her grade level academic expectations and requirements based on the school standards. Assessment of student progress by teachers is a continuous process. Teachers, in assessing the student's individual achievement, consider classroom participation and effort, together with quizzes, tests, assignments and outside projects.

Because we want parents to have a very clear picture of their child as a learner and community member, we use a standards-based report card. These skill descriptors are aligned with the school standards. To allow teachers time to assess the skills, the reporting periods are longer. **The elementary has three reporting periods (trimesters) and two conferences.** In addition, regular communication between teachers and parents keeps everyone informed regarding student progress and growth.

Report cards are emailed to parents at the end of each trimester. The link is active for only two weeks after it is sent--parents are encouraged to download the document right away and save them electronically. Hard copies of reports will be provided only upon parent request and on the last day of school.

## Homework Policy

Homework is assigned to provide enrichment, review, and/or reinforcement of the curriculum. It may consist of daily assignments, long-term projects, preparation for a quiz or test, and/or review of concepts learned in the classroom. Extended projects are expected to be completed in daily increments. The purpose of homework is to reinforce the ongoing learning in the classroom and promote the involvement of you as parents in your child's education.

There will be no major projects assigned during school breaks / holidays. However, children should read daily and other practice work (math review, etc.) to keep skills sharp and habits in place is encouraged.

Time recommendations and suggestions for homework are as follows:

Grade Level	Regular Program (minutes per day)	Arabic Department (minutes per week)
PK3-PK4	Read daily to your child in English	-
KG	15 minutes of daily reading	
Grade 1	20	30-40
Grade 2	30	30-40
Grade 3	30	30-40
Grade 4	45	40-50
Grade 5	60	40-50

In addition to parents assisting their child with homework, a daily opportunity to read with your child is expected.

## Absences & Homework

This is the procedure for collecting your child's missed work in the event of their absence:

- Call or email the school's administrative assistant at 662 0051 ext. 250 before **11:00 a.m.**
- This allows the classroom teacher sufficient time to prepare and collect the necessary materials for your child. Therefore, we cannot guarantee missed work requests will be completed after 11:00 a.m. that day.
- Collect your child's missed work from the office by 3:00 p.m.
- Check the class Schoology page for homework.

## Conferences

There are two scheduled opportunities to meet with your child's teacher(s) during parent-teacher conferences. These conference dates are published on the school calendar.

Parents or teachers may request additional conferences throughout the school year to discuss a child's academic or social progress. It is very important to pre-arrange a time to meet with your child's teacher. A request can be made by scheduling an appointment with the elementary school's administrative assistant or directly with the teacher. We encourage you to discuss any concerns you have with your child's teacher. The faculty at AISJ is dedicated to your child's success and want to be aware of any concerns you may have.

## Classroom Placement

### ***Promotion of Students***

Students who successfully complete all academic requirements at their current grade level and who appear to be physically, emotionally, and socially ready for studies in the next grade, will be promoted at the end of the school year.

### ***Conditional Enrollment of Students***

Students who are struggling to meet grade level expectations, but are not a retention candidate may be "conditionally enrolled" in the next grade. Their academic growth will be closely monitored by the Student Support Team. If, after that school year, insufficient academic progress has been made to successfully meet the current grade level's expectations, placement for the following year will be determined by the ES principal.

### ***Retention of Students:***

Students may be retained at the same grade level if they require more time to reach the level of achievement necessary for promotion. Retention decisions are made by the principal in close collaboration with the classroom teacher, parent, and the Student Support Team. A student in grades KG through Grade 5 who has repeated a grade level may not be re-enrolled the following year if he/she does not make adequate progress.



## Student Behavior Guidelines

There are five basic behavioral expectations for the Elementary School: **Be Safe, Be Respectful, Be Caring, Be Persistent, and Be Responsible**. Teachers and students have created a clear, descriptive document that helps students understand how these guiding principles look around our school. It is important that rather than a list of “Do not’s”, students have a clear picture of what to “Do”.

Our very best chance for success with this, or any other school effort, is your support. Please talk to your child about the expectations for being Safe, Responsible, Caring, Persistent, and Respectful at school. Reinforce and praise those times that you see him or her being responsible and respectful at home. These expectations are not unique to school, but reflect the character traits that are critical for all students to develop as they grow up to become valuable members of a global society.

When students are meeting our expectations, they will be praised and encouraged. When students are not meeting the behavioral expectations, they will be given appropriate opportunities to practice or change their behavior. A question that often comes up is: What are the consequences for “breaking the rules?” These are not rules, but expectations. We are relying on the professionalism of our staff to deal with students who are not meeting the expectations. For example, a student may require only a verbal reminder to walk through the halls without talking, while another child may need to spend time during recess outlining a plan for respecting the workers in the cafeteria. Our goal is to reinforce students who are meeting the expectations and teach and/or re-teach others how to do so.

It is important that students are in a safe, non-threatening school environment that is conducive to successful learning. The American International School of Jeddah seeks to maintain and foster high standards of acceptable behavior. The intent of our behavior expectation is to ensure common decency and courtesy in order to protect the rights of all students to pursue an education free from disruption and interference.

Emphasis is placed on the student’s individual responsibility for their own actions, and students are encouraged to make good choices based on self-respect and respect for others. The primary responsibility for student’s behavior rests with the individual student and their parents.

When a student has made a poor choice, our goal is to ensure that the student takes responsibility for changing his/her appropriate behavior. If the incident is of a serious nature, the classroom teacher will fill out a **Behavior Referral Form** and submit it to the School Principal. Involvement of the administration will usually mean contact with the student’s parents and will often result in a conference involving the student, his/her parents, teachers, and the administration. Parents may also view behavior reports on Renweb.

It is expected that in the elementary school, everyone will be:

1. **Responsible.** Students will be **responsible** for their actions, behaviors, and for the choices they make.
2. **Respectful.** We hold others in high regard and try not to offend anyone physically or emotionally. AISJ belongs to all of us. We want everyone to be proud of themselves and their school.
3. **Safe.** Each student and staff member will have regard for their own emotional and physical safety as well as the emotional and physical safety of others.
4. **Caring.** Being caring is essential to building and maintaining relationships and for building respect for the environment. At AISJ, staff and students are caring to one another to help sustain relationships and resolve conflicts in a positive manner.
5. **Persistent.** Learners with a growth mindset believe that that they can learn anything if they are persistent.

## General Principles (AISJ Code of Conduct)

Any indecent or discourteous act is considered inappropriate and unacceptable behavior. Any action inside or outside the classroom which constitutes an infringement on another student's right to learn in a safe environment, interferes with another student's education, anyone's well-being will be considered a violation of school expectations and rules. The following list of unacceptable actions is provided as a guideline, but is not intended to be a complete list. It is the responsibility of each student to evaluate the appropriateness of, and to be accountable for, all of his / her actions. The list below outlines some of the severe infractions that could result in extreme disciplinary actions being taken.

- Possession or use of alcohol, tobacco or other illegal substances on or near the school or when being transported to or from the school.
- Bringing firearms, (including toys) onto campus.
- Destruction of, or defacing of, school property or the personal property of another student.
- Disruptive behavior in classrooms, hallways, buses, the courtyard, playing fields, during co-curricular activities, etc.
- Dishonesty with regards to tests examinations, reports, or projects.
- Theft of school property or other students' belongings.
- Fighting or bullying on or near the school grounds or while being transported to and from school.
- Failure to follow directions of Teachers, Principals or other members of the school.

### Suspension from School

When severe disciplinary action is necessary, a student may be suspended from all classes and school activities for a specified number of school days. Parents and or guardians will be informed by letter and a phone call explaining the reason for the suspension. Reasons for immediate suspension include but are not limited to: (See General Principles) profane or obscene language, physical violence, teasing other students, bullying or harassment, showing disrespect towards school faculty/staff, and any act which may harm or place other students in an unsafe and dangerous situation.

A student who continually violates school rules will be withheld from school-sponsored activities such as field trips, after-school activities, and other school events. The School Principal reserves the right to make the final decision on these matters. While a student attends an in-school suspension or is suspended from school, he/she will not be allowed to take part in any "during or after-school" activities.

### Using the Internet

Students using the Internet must not access material that violates commonly accepted standards of decency in Saudi Arabia. No improper language or images may be displayed or printed. Being involved in a situation in which these requirements are not followed may lead to loss of Internet use at AISJ and disciplinary action by teachers and principal.

There is a registered nurse available at all times during school hours. If a student feels ill, he/she should ask the teacher for a permission slip to visit the nurse. If the nurse feels that the student should go home or seek further medical attention, parents will be contacted.

### ***Medications***

Only the school nurse shall administer medication to be taken during school hours. Medicines are administered to the student only with written permission from the doctor or the parents. Any prescription drugs required by a student during school hours must be given to the nurse complete with the doctor's prescription, student's name, class, time, and dose to be given. The student is responsible for arriving to the nurse's office on time for their medicine. Please inform the teacher if your child is in need of medicine during school hours. All medicines must be left at the school clinic unless special arrangements have been made with the nurse.

### ***Illness at School***

If a child becomes ill, the teacher will send the child directly to the nurse's clinic and the nurse will determine the nature and degree of illness and course of action to be followed. When the nurse determines that a student is to be sent home due to illness, parents will be asked by telephone to make arrangements to collect their child as soon as possible. The student will be kept at the nurse's office until someone arrives to take the child home. If a child is not feeling well, school is not the place for them, please keep sick children at home.

If a child is sick with fever, vomiting, nausea, etc., they should remain at home until they are fever free for at least 24 hours (without medication) before returning to school. Children are NOT to be sent back to school earlier than 24 hours after a fever has cleared. If the school nurse recommends a child be kept home due to a contagious illness that could cause concern for safety and welfare of others, then that child will only be allowed to return to school upon receipt of a valid doctor's note.

### ***Accidents and Injuries***

Injuries that occur at school will be reported to the nurse immediately. **STUDENTS MUST NOT ATTEMPT TO MOVE ANYONE WHO IS INJURED.** The nurse will assist the student and provide first aid as required. Parents will be contacted in the event of a serious injury or accident. **It is important we have up-to-date listings of contact numbers where parents can be reached.**

The nurse's clinic is open daily during school hours and remains open until 3:00 PM. Any medical information concerning your child must be given to the school nurse. If your child develops any new health issues during the school year that you have not indicated on the Health Form, please keep the school nurse informed. The school nurse can be reached in the health office at 662-0051, ext. #267 or through e-mail at [nurse@aisj.edu.sa](mailto:nurse@aisj.edu.sa).

## Library Media Center

The Library Media Center is an inviting, spacious area on the main floor of the elementary school building. It houses some 23,000 volumes, a dedicated computer lab, 15 additional computers for use of the online catalog and student work, 2 seating areas for instruction, 2 projector and screen areas, a textbook depository and houses all of the library needs for grades PreK-3 through Grade 12. In addition to the collection of classical literature, new fiction, nonfiction, biography, reference, graphic novels, fairy tales and other genres, the Library Media Center also has a growing collection dedicated to parenting, an impressive reference collection books on the Middle East/Islam/Ancient Arab history and professional developments. The books and media collection (which includes subscription-based databases, e-books and other digital resources) are reviewed and updated annually.

The Library Media Center staff is available to assist faculty, students, and parents in the selection and checking out of materials as well as assistance with projects, spaces to work, technology assistance and co-teaching/collaboration. The Library Media Center is open Sunday–Thursday from 7:30 a.m. until 4:00 p.m. and often, by arrangement, at other times. In addition to its primary use as a reading and research room, it also serves as an essential location for multiple curricular and co-curricular events.

Books can be checked out for two weeks at a time for parents and students and renewed after that for the same period of time. Parents can borrow up to five (5) books per family. Faculty and staff may have resources for 3 weeks..

Certain digital resources may require a password to be accessed. Email the school librarian or visit the AISJ Library Resources page at [www.aisj.edu.sa/resources](http://www.aisj.edu.sa/resources).

### ***Overdue Books:***

It is the responsibility of the students to return books on the appropriate due date. Students and parents with outstanding overdue books are not permitted to check out additional books until their account is clear.

### ***Loss of Books and Other Materials***

If a book or other library material is lost, it must be paid for by the person who checked it out. The price charged is the current replacement cost. Report cards will be withheld from a student who has overdue books or unpaid fines.

## Dress Code

Uniforms may be purchased on orientation day and during the first two weeks from the uniform shop behind Illy Cafe. After the first two weeks, they may be purchased from 8:30 - 9:30 AM or 2:30 - 3:30 PM from the ES Administrative Assistant in the ES Office. Uniform exchanges can be made within two days of purchase.

Any student arriving at school with non-uniform shirt, bottoms, or sweatshirts will be provided with the appropriate ones from the school store and the cost billed to the family on the next invoice cycle.

### Shirts

Students must wear the AISJ uniform shirt purchased from the school. This polo has the school logo on it and is required for all students. Elementary students will have a red polo, middle school students will wear blue, and high school students will be in white school shirts.

### Bottoms

Black, navy blue, or khaki dress slacks or shorts are required for both boys and girls.

The style of slacks for AISJ students should be similar to those worn by business professionals, in solid black, navy blue, or khaki without cargo pockets, stripes, or logos. Pants that are form fitting or “skinny” styles are not appropriate for school. Students will be considered out of uniform if they are wearing jeans or leggings (leggings are the stretchy, form-fitting “pants” that cling to the child's leg, they look like tights and are most appropriate for wearing under a dress or very long top or for dance classes). A good test for whether or not pants meet the criteria for uniform trousers is that the leg of the pants should come away from all parts of the child's leg by several centimeters without stretching.

**Elementary students** only will be permitted to wear athletic style shorts (with the school logo) purchased from the AISJ uniform shop as part of their regular school uniform. These same shorts are part of the MS and HS physical education uniform, but are not part of the regular uniform for Middle and High school students.

### Sweaters & Sweatshirts

Even though we live in a very warm climate, many students require sweaters or sweatshirts to stay comfortable in the air conditioning. The school will be selling AISJ uniform hoodies with the AISJ logo. This will be the required outer garment for students. Only these sweatshirts will be permitted during the school day and will be available at the school uniform store. Students are required to have their uniform polo under the school sweatshirt.

### Shoes

Students are to wear shoes that enclose the toes and surround the heel. ES students are active and like to run; athletic shoes are the best for them, especially on those days when they have PE class.

## **Hats**

Hats are recommended to be worn during outdoor PE classes and during any other outdoor activities. Hats are not allowed to be worn inside the school.

## **School ID & Lanyards**

School IDs are distributed to all ES, MS and HS students during the first few weeks of school. Elementary students do not wear their School ID's but use them in the cafeteria to purchase items during lunch.

## General Information

### Communication

Communication between home and school is critical. AISJ elementary classroom teachers maintain Schoology pages that are updated frequently and should be your primary source of information regarding what is going on in your child's classroom. Information regarding how to access your child's Schoology page will be shared by your child's classroom teacher at the beginning of the school year. It is essential that you logon to Schoology as it will be the primary means of communication. Renweb ([www.renweb.com](http://www.renweb.com)) is another way that parents can keep informed about what is going on with their child. Student account balances, report cards and attendance are found on Renweb.

### Birthday Party Invitations

Party invitations may be distributed at school only if all children in the class are invited. Otherwise, please make arrangements to hand out invitations outside of the school hours.

### Birthday Celebrations

Parents should arrange with the classroom teacher if they would like to have a birthday celebration at school. Snacks should include healthy options and be easy to serve quickly in the classroom. Time should be limited to 30 minutes and activities appropriate for the school setting. All plans must be discussed with and approved by the classroom teacher. No large candles or trick candles may be used--they set off the fire alarms and are dangerous. Goody bags, piñatas, and candy are not allowed.

### Class Placement Policy

Building class lists is a very important process. The procedures that the AISJ administration and grade level teams follow have been developed to create the most balanced, comprehensive classes possible. Many factors are considered and input is solicited from other teachers working with the students to assist grade level teams in determining class placement. This is a lengthy, complicated, and thoughtful process. With this in mind, parents may not request class changes. All parents feeling that there are extenuating circumstances that need to be considered in the placement of their child must provide that information to the elementary principal or counselor. An expressed preference for a given teacher will not be considered as a reason for a placement request.

### Drills and Safety Procedures

For the safety of the students, the school has Fire and Emergency Procedures in place. There are scheduled practice drills of these procedures throughout the year. Parents who are visiting the campus during these times are asked to follow the same procedures as the students. They will be guided to a safe place by a staff member.

### Special Performances and Programs

Throughout the year, students are encouraged to participate in and attend various special programs. Parents of participating students will be informed of performance times in advance and doors will open half an hour before the performance time. There will be no reserved seating. Non-performing students are to sit with parents during the program and punctual attendance is expected. Students are not permitted to use the playground area or any other school facilities during the performance. Students must remain on grounds once they have entered out of courtesy to the performers unless they are with parents. All mobile phones and pagers need to be switched off upon entering the auditorium or the room where the performance is being held out of courtesy to the performers. The students practice the Falcon Way Performance Etiquette: Be Caring: Clap for applause (no booing or clapping during a performance); Be Responsible: Hands to self; Be Respectful: Voice level 0; Be Safe: Walking feet.

## Lost and Found

Lost and found items will be placed on a bookshelf located near the office for a period of 1 month, if not claimed, will be given to charity. Small or more valuable items such as jewelry are left with the elementary administrative assistant. Clearly label all students' personal items including uniforms and lunchboxes.

## Lunch / Snack

All students need to bring a healthy snack each day, which is eaten in the homeroom class. The students in PK3 & PK4 & KG need to bring a healthy packed lunch each day from home. The students in Grades 1 – 5 have the option of bringing a healthy packed lunch or purchasing a meal from the cafeteria. Each student is responsible for the cleaning-up of his/her area. We suggest a packed lunch including fruit, a sandwich, raw vegetables, milk, yogurt, juice, or water. When temperatures rise, please ensure your child has an adequate amount of water to drink during the day and an ice pack in the lunch bag.

- For all AISJ Elementary students, candy and soda are not allowed as part of a student's lunch or snack.
- Milk or juices are preferred lunch beverages.
- Please put your child's name inside the lunch box, or mark the paper bag so a lost lunch or lunch box can be returned to the owner.

There will be NO lunch on half-days (dismissal at 12 or earlier).

## Cafeteria Procedures

AISJ cafeteria staff are working with the school to provide nutritious meals for our students. It is important that families also discuss and promote healthy choices and balanced eating habits.

Cafeteria cards are the child's way of paying for items in the lunchroom. Please help your child by ensuring that they have credit on their account (check Renweb). Students may add money to their accounts at the cafeteria or business office. Classroom teachers will have a procedure in place to facilitate this process.

Students who reach a maximum negative balance may not be able to purchase food; therefore, it is important that you check your child's balance often on Renweb and recharge it when it gets low.

Because the ID cards will be collected, returning to purchase additional food/drinks will not be possible.



To maintain a pleasant, safe environment for eating, the following rules for the cafeteria align with the school behavioral expectations to be safe, be responsible, be kind, and be respectful:

- Walk
- Keep hands, feet and objects to self
- Stay seated
- Say 'please' and 'thank you'
- Help others
- Eat your own food
- Wait your turn
- Use inside voices
- Pick up your trash
- Take turns in line
- Keep your area clean
- Keep track of your things

To avoid longer delays and congestion, once children have been sent outside, they are not to return to the cafeteria to purchase drinks, etc. They need to get water from the water fountains on the playground. It is also a good idea to encourage children to bring refillable water bottles and fill them at the fountains throughout the day.

### **Mobile Phones and iPads (or other music storage devices)**

Student mobile phones may not be used, seen or heard on campus or at school related off-campus events at any time between 7:55 AM and 3:00 PM. If a mobile phone is observed or heard by a faculty member, the following consequences will apply:

- On the first offense, the phone will be confiscated and held in the office. The student can pick the phone up from the office at the end of the day.
- On the second offense, the phone will be held for parent pick up.
- A third offense will result in further consequences as determined by the school administration.

### **Money and Valuables**

Students are advised not to bring money or valuables to school unless requested. The school will not assume responsibility for money or possessions lost or stolen at school.

### **School Field Trips**

Field trips are an important part of our school community and curriculum. Teachers arrange different trips to outside venues in support of subjects being studied. Students will require a signed permission slip for each trip, details will be shared with parents regarding costs, times, and transportation arrangements.

### **Student Supplies**

All standard student supplies will be included in the school fees and provided for students by AISJ. Some outside supplies may be required for different classes, projects, and activities. Parents will be asked to provide some of these special materials.

## Telephone Calls

School telephones are for school business. In cases of emergency, a student may obtain the permission from the principal or the administrative secretary to use the telephone in the school office only. **The student needs to memorize their parent's mobile phone numbers.** Students who need to call home must obtain permission of the classroom teacher in writing. In case of illness, the school nurse will make a professional decision as to whether or not a student needs to go home, and will contact the parents of the student who is ill. Phone calls for forgotten homework or to arrange after school activities are NOT allowed. In accordance with our desire to help students be responsible, there will be no exceptions made to this policy.

## Classroom Resources

The use of “traditional” textbooks in elementary classrooms is very limited. Teachers use electronic and other print resources to support the learning objectives. When books are used in the class, they are provided by the school to students on a loan basis. Students are responsible to return all school materials in good condition or pay damage or replacement fees. A second copy of a text may be issued only when a replacement fee has been paid for the lost copy. Damage fees may be charged for torn pages, writing in books, torn bindings, liquid spills on books, etc.

## Wheeled Toys

Skateboards, Rip Sticks, hoverboards, or other wheeled toys are not permitted on campus.

## End of School Day / Transportation

Transportation of students to and from school is the responsibility of parents. Bus services may be available with a private bus compound company. Students are expected to follow all school rules while on their compound bus. Students should not arrive to school prior to 7:45 a.m. and should be picked up at the dismissal time of **2:00 p.m.** (PK3 – PK4) and **3:00 p.m.** (Kindergarten – Grade 12). Grade 1 – Grade 5 students staying for after-school activities must be picked up at the end of the scheduled activity, promptly at 4:00 pm. Every Tuesday is an early dismissal day; students are dismissed at 1:00 (PK3-PK4) and 1:45 (KG) and 2:00 (grades 1 -5).

**AISJ Community Guide**

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