

The American International School of Jeddah



**Elementary School
Student / Parent Handbook
2010-2011**

AISJ is an accredited college preparatory school that promotes academic excellence with an international experience based on American curriculum. We are a culturally diverse partnership of students, parents, staff and community that strives to inspire students to become lifelong learners and critical thinkers in an ever-changing society.

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Dear Students and Parents,

Welcome to another year of learning at the American International School of Jeddah Elementary School. A new year of opportunity awaits us as we journey and grow together. To students beginning their first year at AISJ, we welcome you with open arms to our school community. To our returning students, welcome back!

At AISJ, our students come first. Everything we do here focuses on providing our students with the best educational experience possible. Look around at all of the improvements that have taken place over the summer to make our facilities comfortable and to accommodate the variety of academic and extra-curricular programs we offer. New teachers and administrators bring a wealth of experience to AISJ as we maintain the delivery of high quality learning opportunities for every student. In addition, we will be continuing to work thoughtfully toward achieving the school-wide objectives set forth through the AFG process last year.

Educating the future leaders of our world requires team-work. Parents, students, and school must work together. We must communicate openly, trust that what we are doing is done with a positive intent, and share our talents and gifts. To facilitate this, I want to assure every member of the Elementary School community that my door is always open. I want to hear what you think and to hear your ideas. Please do not hesitate to contact me if I can be of any help.

Parents, please take time to go through this handbook with your student. The best way for us to all have a great year is for everyone to know what we expect. The information here is important and to insure that we all have common understandings about the expectations, be sure to read and discuss the contents with your student(s).

This is going to be a great year....we are glad you are sharing it with us here at AISJ.

Sincerely,
Debi Caskey
Elementary School Principal
dcaskey@aisj.edu.sa

**I am a child,
You hold in your hand my destiny.
You determine, largely,
Whether I shall succeed or fail.
Give me, I pray you,
Those things that make for happiness.
Train me, I beg you,
That I may be a blessing for the world
---Author unknown**

**American International School of Jeddah
Elementary School
PERSONNEL**

Board of Trustees

Mr. Mohannad Mohanna
Mr. Ben Frost
Eng. Sadiq Syed
Dr. Syed Naqvi
Mr . Mohammad Hussain

Superintendent

Dr. Mark English

School Administration

Elementary Principal	Mrs. Debi Caskey
Administrative Assistant	Mrs. Farida Jaber
School Counselor	Mrs. Rowan Atiya

AISJ Administration /Faculty/Staff

PK – 12 Registrar	Mrs. Rawan Jabai
PK – 12 Nurse	Mrs. Wendy Barsby
Reception	Mrs. Janet Edwards

ELEMENTARY SCHOOL HOMEROOM TEACHERS
--

Early Childhood Grades:

PK3

Mrs. Darine Joudi
Mrs. Yan Ma
Mrs. Rania Beaini

PK4

Mrs. Sue Mourad
Mrs. Mary Isshak
Mrs. Alison McRaith

KG

Mrs. Nicole Abuzarifah
Mrs. Mary Hayes
Ms. Tehmina Kidwai

Primary Grades:

Gr. 1

Mrs. Hala Bou Kamel
Ms. Adele Brus
Mr. John Bazazian

Gr. 2

Mrs. Nermeen Sakaal
Mrs. Michele Light
Mrs. Ghina Dabbous

Intermediate Grades:

Gr. 3

Ms. Donna McIntyre
Mrs. Rania Gedeon
Ms. Michelle O’Dea

Gr. 4

Mrs. Sheeba Askari
Ms. Terra Brown
Ms. Amira Al-Mutairi

Gr. 5

Mrs. Tyan Wyss-Lockner
Mrs. Amy Vanest
Mrs. Kristi Lonheim

Arabic Department

Mrs. Haifa Timini
Mrs. Laila Abudaya
Mrs. Salam Dakar
Mrs. Suzanne Naffah
Mrs. Hana Shaibi

Arabic as a Foreign Language (AFL)
Islamic Studies- Arabic Language
Islamic Studies- Arabic Language
Arabic as a Foreign Language (AFL)
Islamic Studies- Arabic Language

Specialists

Art - Mrs. Nathalie Bannout
Library - Mr. Michael Brantley
Music - Mrs. Isabelle Brantly
PE - Mrs. Christina Magturtur

Support

Counselor - Mrs. Rowan Atiya
ELL/LS - Mrs. Lubna Al-Sayed
- Ms. Elsa Westhuisen
- Mrs. Manju Jisto
- Mrs. Suzanna Oueis
Special Education- Mrs. Diana El Saghir, Mrs. Erika Meyer

Instructional Assistants:

PK3	Felma Gascon	Jane Caparanga	Joy Arquero
PK4	Fauzia Siddiqui	Joanna Dullivan	Diane Cuasay
KG	Tess Dineros	Lani Lamprea	Ma Christina Co
Gr.1	Baria Sardouk		
Gr.2	Haydee Bazazian		
Gr. 3 -4			
Art	Norisa Magno		
Library	Prescilla Deleon		
Computer	Imrana Shams		
PE			
Special Education	Lina Abbas	Mirna Chantzaras	

*** Accredited by the Middle States Association of Colleges and Schools, USA, AISJ is also licensed by the Saudi Arabian Ministry of Education to operate as a school for expatriate children.**

GENERAL INFORMATION

Admission Policy

Parents who wish to enroll their child in the American International School of Jeddah must complete the application forms that are available at reception or online at www.aisj.edu.sa. The child must also complete an academic assessment. It is administered according to the grade level that matches the placement of the child. This Admissions Test cannot be given until all necessary previous school records, and official documents are provided. The school's admission committee will evaluate the applicant's previous school records prior to the assessment test and review the results of the admission test to determine whether admission is in the best interest of both the school and the child.

The school's administration will determine the need for further information as may be necessary. It may be necessary for a parent interview in making a final determination of admission.

More details regarding the admissions process and criteria can be found in the admissions section of the AISJ website.

1. Age Requirements:

- A pupil must be 3 years of age by September 1, to be admitted to the Pre-kindergarten 3.
- A pupil must be 4 years of age by September 1, to be admitted to Pre-kindergarten 4.
- A pupil must be 5 years of age by September 1, to be admitted to Kindergarten.
- A pupil must be 6 years of age by September 1, to be admitted to Grade One.
- A pupil must have attended Kindergarten (minimum of one year) in order to be admitted into Grade One.

2. Birthdate:

Proof of a child's date of birth is required by providing a valid passport copy. This must be placed in the child's cumulative record folder at the time of admission in order for the administration to make a determination of placement. The birth date is used to determine student placement

3. Admission of Students to Grades 2 - 5:

Admission to other grades will be determined by the school administration. ALL PREVIOUS SCHOOL RECORDS, INCLUDING MEDICAL RECORDS, ARE TO BE SUBMITTED AT THE TIME OF ADMISSION. All new students will complete an academic assessment that includes a reading, language, writing, and mathematics component.

	Age 7	Grade 2
	Age 8	Grade 3
Age prior to Sept. 1	Age 9	Grade 4
	Age 10	Grade 5

4. English Language Proficiency:

English language proficiency in listening, speaking, reading, and writing is a consideration in determining admission to the American International School of Jeddah. The age and aptitude for second language acquisition are factors taken into consideration for admission of non-native English speakers. Placement of a student in an English Language Learner (ELL) program may be a condition upon which admission is granted. Students will be placed in the appropriate grade level with consideration given to their academic levels, language, readiness, maturity, social adjustment, and age.

5. Standardized Tests:

At the discretion of the school principal, standardized test results may be used in determining grade placement and admission to the school.

6. Notification of Admission:

When a child's file is complete, the child can then take the Admissions Test. Once the child passes the Admissions Test, the parent will be notified of such and the child may then be enrolled as an AISJ student or placed in the wait pool depending on class sizes and sections. When the new student is to be formally admitted, the school will notify the parents regarding the admission date. Parents must then make arrangements to pay all the necessary school fees.

8. Admissions Documents Required:

The following documents are necessary for each potential student's cumulative file: **(THE FILE MUST BE COMPLETED BEFORE THE POTENTIAL STUDENT IS ACCEPTED AT AISJ.)**

- The Registration Form
- The Educational Services History, Language Background and Personal History Forms
- Ten recent passport size photos

- Copies of 3 previous school records, including the most recent report card
- A clear copy of the passport information pages for each potential student and their father/guardian
- Copy of the Iqama (the potential student must be shown on parents' Iqama). Family ID (for Saudi students)
- Verification of Employment
- For students transferring to AISJ from another school in Saudi Arabia, a completed transfer certificate is necessary. This may be obtained from the student's previous school. Students transferring from schools abroad need to have their school reports attested by the official authorities (Ministry of Education - (Ministry of Foreign Affairs) from the countries they're coming from.
- Saudi Nationals must apply to the Ministry of Education for permission to attend AISJ. Students will not be permitted to attend classes until this approval has been granted.

9. Student Health Records:

- A student health file that is available at the Elementary Nurse's Office
- Copies of the student immunization record from birth until present

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.

Class Placement Policy

Building class lists is a very important process and 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 parents and 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, it is necessary to limit parent requests to situations where exceptional and significant circumstances exist. 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 counselor when the request for parent input is sent via email. An expressed preference for a given teacher will not be considered as a reason for a placement request.

Communication

Communication between home and school is critical. AISJ elementary classroom teachers maintain websites that are updated weekly (or more frequently) and should be your primary source of information regarding what is going on in your child's classroom. There is also a Parent Portal Page maintained by the school Principal that is used for updating families about important events and other information regarding the school. The classroom pages may be accessed through the Parent Portal Page (<https://sites.google.com/a/aisj.edu.sa/aisj-elementary-portal/home>).

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.

Evening Programs

Throughout the year, students are encouraged to participate in and attend various evening programs. Parents of participating students will be informed of performance times in advance. 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.

Lost And Found

Lost and found items will be placed on a bookshelf located near the PK3 wing 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 buying it 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.

- 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.

Purchasing ONLY French fries or desserts is not permitted. Duty teachers and cashiers will be working to monitor this, but it is important to discuss it with your students as well.

The cashier will ring up the food and KEEP the ID cards, which will be taken to reception, sorted, and returned to the teachers.

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, and be respectful:

- Stay in your seat until dismissed
- Eat your own food, do not share
- Walk in the cafeteria
- Use indoor voices
- When the teacher raises a hand that means to stop talking and listen
- Wait to be dismissed
- Clean up after yourself
- Push chairs in before you leave

Food sales will end 5 minutes before dismissal time. If students in grades 1-3 need to finish eating, they may stay while the 4th and 5th graders are in the cafeteria...they do not have to wait until the 4th and 5th graders are dismissed, but should raise their hand and ask a teacher to be dismissed. Fourth and fifth graders do not have the same luxury.

Because the ID cards will be collected, returning to purchase additional food / drinks will not be possible. There will be signs posted on the cashiers' tables reminding children to get a drink. On Wednesdays, students should get their ice-cream when they purchase their meals.

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 iPods (or other music storage devices)

Student mobile phones and iPods (and/or headphones) 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 or iPod 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, including SIM card, will be held by the office for a period of one week before being returned to the student's parents.

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 and After- School Activities

The School Principal requires that the teachers/sponsors obtain permission for all school-sponsored activities. Requests for any “ on-site” extra-curricular school functions attended by over 100 parents must be made by formal request to the Ministry of Education

Student Supplies

School supplies, such as: paper, pencils, and notebooks must be provided by individual students as needed and as requested by teachers. A list of student supplies will be sent home with the student at the beginning of the year and may be purchased as a “kit” from a designated merchant or the supplies may be purchased through whichever vender the family chooses.

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 have memorized their parent’s cell 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 afterschool activities are NOT allowed. In accordance with our desire to help students be responsible, there will be no exceptions made to this policy.

Textbooks

Textbooks are provided by the school to students on a loan basis. Students are responsible for returning all school books in reasonable condition at the end of each academic year or to pay damage or replacement fees. A second copy of a text will 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, workbooks etc.

Wheeled toys

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

Workbooks

All consumable work books are purchased by the students and their parents at the beginning of each academic year. A letter will go home stating the amount to be paid to the AISJ Cashier.

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 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.** (Pre-K3 – Kindergarten) and **3:00 p.m.** (Grade 1 – 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.

ACADEMICS

Grade Level Classrooms

Pre-Kindergarten 3 (PK 3)

At AISJ, Pre-Kindergarten 3 (PK 3) children are offered a supportive and child-centered school environment where carefully planned programs and theme-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 PK 3 program attend school from 8:00 a.m. to 2:00 p.m.

PK3 is a unique, exciting, and place where children can engage in active learning in different areas of classroom centers. One of our overall goals in PK 3 is the development of language skills in English. Our other goals also include socialization. The Teacher guides and facilitates the children's learning. The daily schedule accommodates indoor play, outdoor play, socialization, and special classes where children are encouraged to work in large and small groups, as well as independently.

Pre-Kindergarten 4 (PK 4)

The PK 4 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 PK 4 program:

- 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.
- Incorporates active learning through body movement activities, manipulation of learning materials, and interaction with others.
- 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.

Children learn, grow, and develop at different rates. Differences can be observed in children of the same age who may vary in their ability to perform certain physical, social, or intellectual tasks. All students will progress at their own rates of development. Each student is given the opportunity to experience success, and build a positive self-concept.

In the elementary years, a sound foundation in speaking, writing, reading, and mathematics prepares students for academic success in later years. Wherever possible, concrete objects and manipulative introduce concepts to students. Hands-on activities that include learning experiences help students to understand concepts and ideas prior to the introduction of abstract symbols.

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. Children explore concepts through a theme-based approach that integrates all core subject areas including language arts, math, science, and social studies.

Children are immersed in English language through oral language activities, poems and songs, children's literature and a print rich environment. Beginning reading and writing skills are developed through whole group, small group, and individual instruction.

Kindergarten learning centers provide a developmentally appropriate structure to enhance the learning of young children. Centers promote learning while the children play. The AISJ Kindergarten facilitates two types of centers: Literacy centers and Developmental centers. Literacy centers are structured literacy based centers related to the theme. Developmental centers provide children with the opportunity to develop needed social skills through a play environment. Developmental centers are self-selected and allow students to develop autonomy and confidence in their social relationships.

The hours for Kindergarten are 8:00 a.m. – 2:00 p.m. The average class size is 20 children with one teacher and one instructional assistant.

First Grade

The First Grade curriculum continues to develop fundamental reading, writing, and mathematical skills. An overall goal at this grade level is to have the student develop reading and comprehension skills as well as basic writing and math skills. Through exploration, cooperative learning, problem solving, critical thinking, and exploration 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 integrated and holistic as each process builds upon the other. Daily oral reading, shared language experiences, small group guided reading, word study, creative writing, responsive writing, thematic study, non-fiction writing, vocabulary development, and handwriting are all integral parts of daily language instruction.

The mathematics program focuses on the 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 world.

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

Second Grade

Second Grade is an important year academically, socially, and emotionally in the life of the young child. It is the bridge between early and intermediate primary education and 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, buddy reading, and literature circle reading. 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. 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.

Third Grade

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.

Language arts program revolves around themes and is based on fiction, non-fiction, and poetry. Writing is integrated throughout all the curriculum areas and the program focuses on the 6+1 writing traits. Spelling focuses on spelling well in writing, not just spelling well on a test. A Guided Reading program and Literature Circles further enrich the language arts curriculum with their individualized approach. The math curriculum includes place value through hundred thousands, advanced addition and subtraction, multiplication and division, basic fractions, computation, data analysis and statistics, probability, measurement, patterns, relations, functions, basic geometry and algebra concepts, with an emphasis on mathematical reasoning and mathematical communication. The social studies and science program is theme based, too. Social Studies themes reflect history, geography, culture and economics with special accent on Saudi Arabia. The science curriculum focuses on the human body, nutrition, plants and animals, space, natural resources of the Earth, matter, heat, and energy.

Fourth Grade

Students in fourth grade are placed in a self-contained classroom for their core curriculum: math, language arts, social studies, science and health. Specialists in library, music, art, computer, science and physical education support learning in the core areas. In math, various problem-solving strategies are taught, in addition to a review of advanced subtraction, addition, geometry, multiplication and division. Fractions and decimals are also introduced. Integrated Language Arts occurs across the curriculum and includes a variety of creative writing activities, story summaries, and story sequencing following the 6+1 Writing Traits. Students work in a reading program following Literature Circles, and use a wide variety of fiction and non-fiction literature. In Social studies, students study the five regions of the United States, with an in-depth look at the Native American tribes of the five regions. They also study map and globe-reading skills and an in-depth look at Saudi Arabia culture and traditions. Science units are based on the AERO standards, and include such units of study such as health and nutrition, geology, space, force and motion. 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. The scientific method is emphasized with each concept and technology integrated into the core curriculum.

Fifth Grade

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

- Social Studies: US history from the Native Americans to the development of the 13 colonies, the Revolutionary War, and finally the Civil War.
- English: Basic parts of speech, proper use of grammar, sentence structure, creative writing of various genres of both a fictional (e.g. mystery, fantasy, etc.) and non-fictional nature (e.g. letters, reports, etc.).
- Reading: Various novels units with genres of historical fiction, realistic fiction, fantasy and mystery. Guided reading, literature circle and whole class discussions will be used.
- Science: Units include the scientific method, “sun, moon, earth, and stars”, matter, cells and different human body systems. Hands-on activities and visits to the lab happen on a regular basis.
- Math: Place value; adding, subtracting, multiplying and dividing whole numbers, decimals, fractions; geometry; measurement; data and statistics.

Arabic Programs

Arabic Language (Native)

The main goal of the Arabic language program in PK 4 – 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.

Arabic as a Foreign Language (AFL)

The main goal of Arabic as a Foreign Language in PK 4 - 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.

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.

Islamic Studies

The main goal of Islamic Studies is to enable students in grades 1 - 5 to have a good knowledge of the Holy Qur'aan and holy sayings of Prophet Mohammed (P.B.U.H.). These programs encompass the study of the Holy Qu'aan, 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.

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.

Computer

All students from PK3 – Grade 5 have teacher supervised computer class twice in a seven-day rotation cycle. The curriculum aims on providing technology awareness in students; to teach the basic computer skills; and, to use skills to enhance their educational experience. Furthermore, the students will be introduced to the fundamental concepts of the computer. Integration between computer curriculum and core curriculum is a school goal.

PK 3 students learn the basics of computer such as the different parts of the computer and how each part is used. They will also learn to take care of their computer and use their computer to practice

their core curriculum skills.

PK 4 and Kindergarten students learn the basic computer skills and will also learn to take care of their computer. They will learn to use a mouse and will also learn to key their name using the keyboard.

Grades 1 and 2 will learn the different input, processing, output and storage devices and will also focus on using computers to write, draw, and to use internet websites for educational purposes and reinforce core curricular skills.

Grade 3 students are learning proper keyboarding skills and also the basic word processing skills at this grade level. The students will also learn to create an animated power point presentation.

Grade 4 and Grade 5 students will use the Internet to find information and use Microsoft Office Suite to organize this information and present reports in an appealing style using publishing and presentation software.

The elementary computer lab is divided into two labs. Lab 1 has 16 computers, which are used for PK 3 – Gr. 2; Lab 2 has 24 computers for Grades 3 – 5. Each student workstation includes a computer with CD, disk, USB drives, Microsoft office programs, and laser mouse, headphones, scanner, laser printer, and projector.

Library Media Center Program

The purpose and intent of a library media center is to allow students to feel comfortable in gaining access to information in many forms. Whether it is through the use of books, magazines, newspapers, or the Internet, students can use these tools to accomplish many tasks. It is the goal of the AISJ Library Media Center that all students are able to access, find, and utilize the information they need (both paper and electronic).

Students in grades PK3 – 5 visit the library regularly for book checkout, participation in library science and skill lessons, and in literature appreciation sessions. 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 use the library and its facilities flexibly so that they may utilize the resources when it is convenient for them. The library media specialist also works cooperatively with the teachers of all grade levels to team teach important research skills as well as help students develop into strong users of information.

Music

The music program in the elementary school for PK 3 – Gr. 4 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. Grade 5 will have General Music and will also be given the opportunity to join grade 5/6 band.

Physical Education

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.

Students are expected to dress out for every PE lesson; discuss any injury or illness with your PE teacher as well as with the school nurse at the beginning of the school year and / or class. If a class is missed, then a note from the parents is required. Any period of time over three (3) days, then a doctor's note is required and should be given to the PE teacher at the start of the class.

Support Programs (Student Support Team) (SST)

The Student Support Team consists of professionals in the areas of English as a Second Language, reading, learning, counseling, and administration.

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

English as a Second Language (ESL) / Learning support (LS)

The ESL/LS programs are learning resource programs that offer support to students who are having difficulty with language acquisition, academic learning, or both.

Guidance Counselor

Elementary school counselors are professional educators with a mental health perspective who understand and respond to the challenges presented by today's diverse student population. Elementary school counselors don't work in isolation; rather they are integral to the total educational program. They provide proactive leadership that engages all stakeholders in the delivery of programs and services to help students achieve school success. Counselors align with the school's mission to support the academic achievement of all students as they prepare for the ever-changing world of the 21st century. This mission is accomplished through the design, development, implementation and evaluation of a comprehensive, developmental and systematic school counseling program.

1. Elementary School Students' Developmental Needs:

The elementary years are a time when students begin to develop their academic self-concept and their feelings of competence and confidence as learners. They are beginning to develop decision-making, communication and life skills, as well as character values. It is also a time

when students develop and acquire attitudes toward school, self, peers, social groups and family. Comprehensive developmental school counseling programs provide education and prevention and intervention services, which are integrated into all aspects of children's lives. Early identification and intervention of children's academic and personal/social needs is essential in removing barriers to learning and in promoting academic achievement. The knowledge, attitudes and skills that students acquire in the areas of academic, career and personal/social development during these elementary years serve as the foundation for future success.

2. LEARNING FOR LIFE counseling program:

School Guidance Curriculum

- Education on understanding self and others
- Peer relationships, coping strategies and effective social skills
- Communication, problem-solving and conflict resolution
- Multicultural/diversity awareness
- Goal setting and decision-making
- Academic support, including organizational, study and test-taking skills

Responsive Services

- Individual and small-group counseling
- Individual/family/school crisis intervention
- Conflict resolution
- Consultation/collaboration
- Referrals

Individual Student Planning

- Individual and small-group counseling
- Goal setting/decision-making
- Education on understanding of self, including strengths and weaknesses
- Transition plans

3. Elementary School Counselors Collaborate with:

Parents

- Parent education
- Communication/networking
- Academic planning

- One-on-one parent conferencing
- Interpretation of assessment results

Teachers

- Classroom guidance activities
- Academic support, including learning style assessment and education to help students succeed academically
- At-risk student identification and implementation of interventions to enhance success

Administrators

- School climate
- Behavioral management plans
- School-wide needs assessments
- Student data and results
- Student assistance team building

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. Instructional assistants also provide students and teachers support in other areas of the school.

Support Staff

The support staff consists of the Elementary Administrative Assistant and the AISJ Registrar. When making appointments, you may contact the Elementary Administrative Assistant at 662 0051, ext. 250. The AISJ Registrar will be your contact person for all new registrations, and information on student files (ext. 224).

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. The elementary school report card, in addition to reporting on all subjects four times a year. In addition, Student Progress Reports are issued several times during the academic calendar. Assessment of student progress by teachers is a

continuous process. Teachers, in assessing the student's individual achievement consider homework assignments, classroom participation and effort, together with quizzes, tests, and outside projects.

Progress Reports To Parents

Student progress is reported to parents each nine week grading period. During the first mid-quarter reporting period (about 5 weeks from the start of school), all parents will receive a progress report. Progress reports for the 2, 3, and 4 Mid-Quarter reporting periods are sent home on an "as-needed" basis to the parents of those students whose performance is of concern. Special recognition reports may also be sent for some students.

Homework Policy

Speaking English for at least on one hour each day/night in your home will dramatically improve your child's ability in the area of second language acquisition (English).

Homework is a valuable and necessary component of the instructional program and is important for a child's academic growth and sense of responsibility. Homework may consist of daily assignments, long-term projects, preparation for a quiz or test, and 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. Homework provides enrichment, review, and reinforcement of the curriculum.

Time recommendations and suggestions for homework are as follows:

Regular Program

Arabic Department

PK-3	Read daily to your child in English	
PK-4	Read daily to your child in English	
KG	Read daily to your child in English	
Grade 1*	15 minutes per day	30-40 minutes per wk.
Grade 2*	30 minutes per day	30-40 minutes per wk.
Grade 3*	30 minutes per day	30-40 minutes per wk.
Grade 4*	45 minutes per day	40-50 minutes per wk.
Grade 5*	60 minutes per day	40-50 minutes per wk.

*-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 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.

Conferences

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

Additional Conferences

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. 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 Placements

1. 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.

2. Conditional Placement of Students:

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

3. 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 communication with the classroom teacher, parent, and advice offered by the Student Support Team. A student in grades KG through Grade 5 who has repeated a grade level will not be re-enrolled the following year if he/she does not successfully complete the repeated grade.

STUDENT ACTIVITIES

After-School Activities (starts at 3:00pm - ends at 4:00 pm)

After-school activities are offered during the school year to students in Grades 1 - 5. Activities vary from year to year based on the interests of students and the availability of activity sponsors. Parents will be advised in writing when it is time for students to enroll in these activities. Only one after-school activity will be allowed each term. At 4:00 PM, students must be picked up at the gate immediately following the after-school activity. If they are not picked up soon after the activity and the problem persists, the child may have to forfeit their participation in after-school activities.

AWARDS

Grade Five – USA Presidential Award (Gold and Silver)

The purpose of the USA Presidential Award is to recognize academic success in the classroom. To be eligible for the President's Award for Educational Excellence (GOLD), students in Grade 5 must meet specific criteria of report cards, classroom performance, student leadership, teacher recommendations and School Principal recommendations. The Presidential Educational Achievement Award (SILVER) recognizes students that have shown outstanding educational growth, academic improvement, ASIJ Community commitment, and intellectual development in their overall academic subjects.

SERVICES

AISJ Health Services

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.

1. Medications:

The school nurse **must** administer all medication that is 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 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.

2. 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 sick with fever, vomiting, nausea, etc., they should remain at home until they are fever free for at least 24 hours 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.

3. 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 health office 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.

Library Media Center

The Library Media Center is an inviting, spacious area on the main floor of the elementary school building. It houses some 20,000 books and 50 computers, and is a total multi-media facility. In addition to its well-rounded collection of books, the Library Media Center also has a growing collection dedicated to parenting, books on the Middle East, professional development, and 25 periodicals for children, faculty, and parents. The books and media collection are updated yearly.

The Library Media Center staff is available to assist faculty, students, and parents in the selection and checking out of materials. The Media Center is open Saturday–Wednesday 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 a location for staff meetings, art displays, and science fair projects.

Books can be checked out for one week in grades PK3 - 2 and for two weeks in grades 3 – 12. They may be renewed for another week if not requested by another student. Parents may also check out books with a two-week time limit and can borrow up to five (5) books per family. Encyclopedias, other reference books, and magazines may not be checked out.

1. 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.

2. 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.

Attendance

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

Absences / Tardies

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 will be notified of these absences according to the following policy:

- After 3 consecutive absences / tardies (without notification from home), the homeroom teacher will contact home to ascertain the reason for the absence / tardy and will also contact the School Counselor.
- After 7 cumulative absences / tardies, a letter will be sent from the homeroom Teacher indicating the number of absences, regardless of reason, accumulated by the student thus far. This information will be added to the student's file. The Teacher will also contact the School Counselor.
- After 14 cumulative absences / tardies, a letter will be sent from the Elementary Principal. A copy of this letter will be placed in the student's file. The School Counselor will also be notified.

Absences Procedures

- All school absences must be reported to the Elementary attendance office each day by the parent.
School Tel: 662 0051
Elementary Office: Ext: 250
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 – 8:00 AM

Students should not arrive on the school campus prior to 7:45 AM in the morning.

A student is considered late (tardy) if she/he arrives after the 8:00 AM bell. A student arriving after the 8:00 AM bell must:

- Report to the Elementary Administrative Assistant to receive a tardy slip with the time of arrival filled in. This tardy slip allows the student entrance to their class. Please note “tardies” are recorded.
- For students who are repeatedly tardy a parent conference will be arranged with the school counselor or principal.

Vacations

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. AISJ will prepare “vacation academic packets” for approved family vacations. Please complete the *AISJ Planned Absence Form* and to stay current with the class work while away.

Planned Absences

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 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 (for whatever reason) must be made up by the student. It is the responsibility of the student to make up any missed homework and class work accrued during planned absence. Individual teachers will work out a timeline for this work to be turned in.

Medical or Other Appointment

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.

Early Check-Out at the End of a Semester

Parents are asked to notify the school when a student leaves prior to the end of a semester.

Withdrawing a Child from Class

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.

STUDENT BEHAVIOR AND EXPECTATIONS

There are three basic behavioral expectations for the Elementary School: **Be Safe, Be Respectful, and Be Responsible**. Teachers and students have created a clear, descriptive document that helps students understand how these three guiding principles look around our school. It is important that rather than a list of “Don’t’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, 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 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 an **Incident Report** 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.

It is expected that in the elementary school:

1. Everyone will be **responsible**. Students will be **responsible** for their actions, behaviors, and for the choices they make.
2. Everyone will be **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. Everyone will be **safe**. Each student and staff member will have regard for their own safety as well as the safety of others.

In the Classroom

Teachers and teaching teams have discipline programs in place. If a student is having behavior problems, parents are informed. Teachers will make considerable effort to help students improve behavior before referring students to our Counseling Office or the School Principal.

In the Hallways or near Classrooms

Students are to walk quietly so as not to disturb other student learning opportunities when moving through the hallways or near any classrooms.

On the Playground

The Teachers or Assistants on duty deal with minor infractions of playground rules. The usual result is time-out from play.

Students need permission from the supervising adult to re-enter the building during the recess time. As soon as the bell rings or whistles blow, all students should stop their play and proceed to their class immediately. Students are not allowed to climb trees on the school campus. Any injury should be reported to the supervisor and the school nurse.

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.
- 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 PE Team Challenge Day. 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.

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 will lead to loss of Internet use at AISJ and disciplinary action by teachers and principal.

Playground Usage

Recess is supervised by the elementary staff.

- Students need permission from the supervising adult to re-enter the building during recess time.
- Any injuries should be reported to the supervisor and school nurse.
- No food (gum, candy, etc.) is allowed on the playground.
- As soon as the bell rings or whistles, all students should stop their play and proceed to their class line immediately.

Student Dress Code

At the Elementary School our students wear school uniforms. All elementary students, PK-3 through 5th grade, will be expected to wear the school uniform bought from school store.

Tops:

- AISJ Polo shirts short bought from the AISJ store. Students not wearing appropriate AISJ uniform shirts will be given one for their use and the parents billed for the cost.

Bottoms:

- PK3- 5 **black** shorts or slacks which may be purchased through any retail outlet. Shorts are to extend to the knee. Tight pants or leggings, jeans, or short shorts or skirts are not appropriate for school. Athletic pants and shorts or any other bottoms with writing, logos, or other symbols are not acceptable parts of the school uniform.
- Shoes are to have closed toes and encase the ankle. Athletic shoes are best for active children.

PE Dress Code

All elementary students, three year olds through 5th grade, will be expected to wear uniforms and proper athletic shoes.

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.

For safety reasons, **JEWELRY** should **NOT BE WORN** to PE classes. Small stud earrings are allowed but not encouraged. The school will not accept responsibility for missing items. Therefore, we suggest parents encourage their children not to wear jewelry or watches to school on PE days.

Compound Bus Safety Rules

- Follow the bus driver's and monitor's directions
- Fasten your seatbelt
- Remain seated while the bus is moving
- Respect your bus neighbor and adults on the bus including the bus driver and monitor
- Scuffling, fighting, and use of indecent language will not be tolerated.
- Students must not make any loud or unusual noise or attempt to distract the driver in any way.
- Students should not extend any part of their body or any other articles out of the bus window.

Most all of our students arrive to school via a private compound bus or private car. These Bus Safety Rules are guidelines for a safe arrival and departure to / from the AISJ campus.

DAILY SCHEDULE

Class Schedule

Pre-Kindergarten 3 (PK3) – Kindergarten (KG) Schedule:

PK3 - KG

8:00 AM - 2:00 PM

Students are instructed to arrive at school between 7:45 a.m. and 8:00 AM 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.

Grade 1 – Grade 5 Class Schedule:

Students are instructed to arrive at school between 7:45 a.m. and 8:00 AM 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.

8:00 a.m. Classes begin

3:00 p.m. Dismissal

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 or program. 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.

Mondays are early-release days for all students. PK-KG students are dismissed at 12:00 and all other students (Grade 1-12) are dismissed at 1:45.

Latchkey program

Students in **PK3 – KG** with siblings in Grades 1 – 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.

At the end of each school day, students will be led by their classroom teachers to the bus / car area (parking lot area). A designated Teacher (at each grade level) will remain with their students until they are picked up by a caregiver until 3:20 p.m. Students not picked up by this time must remain at Gate until picked up.

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 p.m.

All other students must make their way home.

Seven Day Rotation

The Elementary school rotating schedule is on a 7 day schedule.

The seven-day rotation allows for the continuance of balanced classes throughout the school year. For example, if it is DAY 7 on a Wednesday, but there is a holiday on Saturday, the elementary students would have a DAY 1 schedule on Sunday when classes resume. The rotating schedule is based on the planned holidays outlined on the official school calendar. Should a day of school be cancelled due to extenuating circumstances (e.g. inclement weather, government mandated closing) that day of the rotation will be skipped.