

# Early Childhood Center

Student-Family Handbook  
2019-2020





## PRINCIPAL'S WELCOME

A big welcome from all of our teachers and Early Childhood staff (not to mention the entire school). This is the beginning of your child's journey into a life-long learning experience and understanding of how it will take place.

The beginning of the school year is an exciting time for students, parents, and teachers. This time marks the hopes and dreams we all have for the students for a prosperous and fun year. It will be marked with many activities and hands-on learning full of fun and excitement. The educators, all of the people involved in your child's learning, discover and verify the most effective way to foster the learning process in children of all ages, intellect, and abilities. We consider children's personal, emotional and social growth in all subject domains.

In our ever changing world we adapt to the new concepts and teaching strategies that make learning experiences that are up to date and cater to the individualized needs of the children.

As your child begins this wonderful journey of learning, we want to establish a home school connection that offers a way of continuing the process of learning at home. We will provide activities and resources that will help you accomplish these goals. I encourage you to become involved in your child's education. Together we can help your child to reach their full potential.

We have worked hard to develop a strong program that provides the building blocks for your child with a foundation for future learning.

We are of the belief that each and every child is a work in progress and will direct his or her learning process with the guidance of the administration, teachers, TAs, support staff who will be able to assist you. I hope you stop by my office when you have a chance, so we can meet personally. I look forward to meeting each of you.

Educationally Yours,

Dr. Sara Lekas  
ECC Principal

"Coming together is a beginning.  
Keeping together is a process.  
Working together is a success"

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# AISE Mission

The American International School in Egypt (AISE) provides a comprehensive and challenging American and international education and fosters informed and engaged local, regional, and global citizenship. We inspire students to be lifelong learners who contribute positively within a diverse and changing world.

## **AISE PHILOSOPHY**

AISE provides a co-educational, English language, college preparatory program of studies as well as The International Baccalaureate Diploma Program that culminates in awarding eligible students an American High School Diploma or International Baccalaureate Diploma. A holistic education is provided that encourages high standards of academic achievement, meaningful collaboration, and personal development, while supporting the unique needs of each learner. We encourage the expression of multiple perspectives in a safe and nurturing learning environment, such that the cultural identity of each student is valued. We prepare students to contribute to and thrive in a multicultural society. We support students in the development of skills and learning strategies. Students are encouraged to take responsibility for their own learning and well-being. Learning explicitly addresses guided and independent inquiry and investigations, skill development, and thinking strategies for finding solutions to the complex problems inherent in the challenges posed in developing a sustainable and peaceful world.

## **AISE BELIEF STATEMENTS**

At AISE, we believe that each member of the learning community has a commitment to:

- Participate actively and responsibly in his or her own learning;
- Support parent-teacher-student relationships that enable success in learning;
- Understand and appreciate each other as individuals with special interests, aptitudes, and the ability to learn and experience success;
- Support the role of extracurricular activities in enabling students to explore interests and to cultivate unique skills;
- Communicate proficiently using the English language and ensure all students' first languages are supported to the extent possible;
- Experience and value education as a lifelong process;
- Develop the skills to utilize contemporary technology to enhance further learning;
- Establish and maintain respectful and effective communication and collegiality;
- Develop in all students a sense of personal and social responsibility through demonstrated service to others;
- Respect local, regional, and international perspectives;
- Shape the future of our school through strategic vision, continuous planning, and agreed upon action plans linked to continuous evaluation.

## AISE PORTRAIT of a GRADUATE

Our world is changing every day, and each day the pace of that change increases. Self-driving cars are taking over the streets of cities around the world, houses are being built using 3D printers, and many of the top professions our children will work in as adults don't even exist today. Schools need to prepare students for this changing world. To this end, our passion is to nurture students at AISE to grow into young adults who are **inquirers, open-minded, collaborators, caring, reflective, principled, balanced, excellent communicators, responsible risk-takers, critical thinkers, and knowledgeable individuals who practice citizenship**. These traits from the AISE portrait of a graduate, the outcomes we aspire to for each of our students from KG through graduation and beyond. It is through the development of these skills that our students at AISE will gain the tools to create a better world and shape the future.

To accomplish this, teaching and learning at AISE is grounded in six Learning Principles:

- Relevance
- Timely Feedback
- Engagement
- Belonging
- Reflection
- Collaboration

These research-based principles form the foundation of the AISE experience. Our professional faculty and school leadership commit to an educational experience for your child steeped in these principles.

## WHAT IS AN AIS PANTHER?

### PANTHERS ROCK

At AISE, our goal is to graduate students with the 12 primary characteristics. In elementary school, these are referred to by the acronym "PANTHERS ROCK":

<b>P</b> ricipled	<b>R</b> isk-Takers
<b>A</b> ctive Citizenship	<b>O</b> pen-Minded
<b>I</b> nquirers	<b>C</b> aring
<b>T</b> hinkers	<b>K</b> nowledgeable
<b>H</b> elpful Collaborators	
<b>E</b> venly Balanced	
<b>R</b> eflective	
<b>S</b> trong Communicators	

# Student Learning

## **CURRICULUM & ASSESSMENT**

### **Curriculum**

The purpose of the Early Childhood curriculum is to promote each child's intellectual, emotional, and social development in a stimulating and nurturing environment. Students are provided with challenging activities and hands-on learning experiences that foster motivation and a positive attitude toward learning. Students will learn in the areas of Language Arts, Mathematics, Science, Social Studies, Physical Education, Visual Arts, and Performing Arts. Students will also attend Arabic classes beginning in KG1 and have weekly Library visits beginning in KG2.

The KG1 curriculum is based on a combination of the American Common Core standards for Language Arts and Mathematics and the AERO Common Core extension for Science and Social Studies. Since the standards in these curricula are to be met by the end of Kindergarten, the KG1 curriculum is supplemented using Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Old's to ensure developmentally appropriate practices for our youngest students. The developed curriculum also recognizes that our student body is predominantly students where English is not their first language. Additionally, The Virginia Standards of Learning are also used as a framework for Personal and Social development, Health and Physical Education, Visual Arts, and Music.

The main focus in KG2 curriculum is language development whether for Language Arts, Mathematics, Science, Social Studies, Arts, and other curriculum areas. Teachers focus on Listening and Speaking, Reading and Viewing, and Writing and Representing as the three major areas of Language Arts. Jolly Phonics is a program used to help students with the sounds in the alphabet which provides a strong foundation for phonetic understanding. Reader's Workshop and Writer's Workshop are used alongside each other to move from reading and writing names and individual letters to reading and writing full sentences. Popcorn Words are sight words that allow students to have immediate success in these areas. Different tools such as games, workbooks, and manipulatives, are used to develop a deep understanding of Math processes. Other curriculum areas, including Social Studies and Science follow the AERO standards. Collaboration between teachers is key to providing students with activities, field trips, experiments, special days and events to bring these curriculum areas to life. Overall, teachers rely on Positive Discipline strategies for developing the social and emotional well-being of the students in the class in order to have the above academic success.

## *Overview*

*Language Arts:* Students will engage in activities in order to develop oral language, reading and writing skills. Classes include a balance of letter and phonemic knowledge, reading aloud, vocabulary, and handwriting. Additionally, KG2 students will engage in Reader's and Writer's Workshops.

*Mathematics:* Concrete materials and manipulatives are used to teach mathematical concepts. Students will work on developing their understanding of number and number sense, computation, measurement, geometry, data collection and statistics, and patterns and relationships.

*Science:* Young children are natural scientists. Students will explore physical, life, and earth sciences using the scientific method and active investigation.

*Social Studies:* Students will develop critical-thinking and problem-solving skills while inquiring about history, geography, economics, culture, and citizenship.

*Physical Education:* The PE program promotes a physically active and healthy lifestyle in combination with learning responsible behaviors and community health and safety.

*Visual Arts:* Art classes help students develop self-expression and creative skills. Students will learn that art takes many forms and they will explore a variety of materials, textures, and tools for producing their own works of art throughout the year.

*Performing Arts:* Music classes will develop students' self-expression and performance skills through singing, moving, listening, creating, and performing. Students will participate in two stage performances each year.

*Arabic:* Students will attend Arabic classes to develop and maintain their understanding of the language. Classes include a balance of letter and phonemic knowledge, reading aloud, vocabulary, and handwriting.

*Library:* Beginning in KG2, students visit the library for weekly mini-lessons which introduce the many different kinds of resources found in the library. These visits also help them learn how to locate resources in the library independently, and most importantly, to foster a love for reading.

## **Assessment**

AISE follows a four term academic year. During this time, regular student assessments will occur. Early Childhood teachers will give narrative accounts of student strengths, areas of challenge, and overall progress at the end of the first and third quarters. At the end of the second and fourth quarters, teachers will give an additional summative assessment according to a learning-goals, standards-based report card. Results of these assessments may be used for curriculum planning, instructional improvement, and reporting to parents.

Twice a year, reports of student progress are completed for all students. Open and frequent communication between parents and teachers about student performance is highly encouraged.

## REPORTING PROGRESS

The school year is divided into four terms, each consisting of approximately 9 instructional weeks. At the close of each term, students' families will receive a formal update on student learning.

Term 1 (November)	Report of Student Progress
Term 2 (February)	Report Card
Term 3 (April)	Report of Student Progress
Term 4 (June)	Report Card

### *Report of Student Progress*

The report of student progress consists of teacher feedback on student learning in each individual subject. All students will receive a Report of Student Progress at the end of terms 1 and 3.

### *Report Card*

The report card will report the student's current achievement on grade level standards using the following categories:

<b>N</b>	No understanding	Student does not yet demonstrate any understanding of the concepts, skills, and processes within the grade level standards.
<b>B</b>	Beginning Standard	Student demonstrates a beginning understanding of the concepts, skills, and processes within the grade level standards.
<b>A</b>	Approaching Standard	Student demonstrates a developing understanding of the concepts, skills, and processes within the grade level standards.
<b>M</b>	Meeting Standard	Student demonstrates a thorough understanding of the concepts, skills, and processes within the grade level standards.
<b>E</b>	Extending Standard	Student demonstrates extended learning of concepts, skills, and processes beyond the current grade level standards.

Beginning in KG2, students will engage in MAP (Measure of Academic Progress) testing in the areas of Mathematics, Reading and Language Usage. These tests are taken three times per year. Teachers use results to analyze individual strengths and areas of challenge.

## **LIBRARY**

The AISE Library is the hub of learning in our school. It is a large classroom to be shared by all of our students, teachers, staff, and parents. It serves as both a reading and information center that supports the various curricula taught in all divisions of our school, as well as a variety of personal interests that fall outside the school curricula. In addition to books, the library subscribes to many magazines, newspapers, and electronic resources in both English and Arabic. The library catalog can be accessed online: <https://follett.aisegypt.com/>

The school librarian and library staff serve our students and teachers in many ways. Beginning in KG2, students visit the library for weekly mini-lessons which introduce the many different kinds of resources found in the library. These visits also help them learn how to locate resources in the library independently, and most importantly, to foster a love for reading.

### *Library Hours*

The library is open for students, faculty, staff, and parents from Sunday-Thursday from 8:00am-3:30pm. The library is closed during all school holidays according to the calendar available on the AIS Main Campus web page.

### *Library Supervision & Rules*

We highly encourage parents of our youngest students to visit together after school. Please note that students in KG1 & KG2 must be supervised by a parent while in the library after school.

In order for everyone to enjoy and make good use of the library, all library users must:

- Be respectful and share the library space and materials
- Remain quiet while inside the library
- Be mindful of others who may be working in the library
- Place items back where they belong
- Keep all materials in good condition
- Return items on time for others to borrow

### *Borrowing*

All students, teachers, and parents are encouraged to check out library materials on a regular basis. Books and other circulating materials may be checked out for two weeks at a time. Students are responsible for all items checked out under their name, and they are expected to keep materials in good condition and return them on time. If a student wishes to keep a book checked out for longer than two weeks, they must bring it to the library in order to renew it. Parents of KG1 students will need to create an account on behalf of their child in order to check out books. Parents of all students are allowed to check out a maximum of 10 books for a two-week period.

### *Overdue Materials*

A book that is not returned within its two-week checkout period, without being renewed, is considered overdue. Overdue notices are sent to students & parents via classroom teachers.

### *Damaged & Lost Materials*

Students/Parents will be charged for lost or damaged library materials. Fees for lost books will start at 300LE and reflect the cost of the book in question (according to the current USD-EGP exchange rate). Any lost books or fees due to the library must be settled prior to the end of the year or report cards will be withheld.

## **STUDENT SUPPORT SERVICES**

AISE strives to provide each student with the support needed to be successful. Student Support Services work in partnership with classroom teachers, students, and parents to offer interventions that go beyond the typical strategies used in the classroom. The extent to which support is offered is dependent upon the individual needs of the student and the ability of the school to meet those needs.

### *Early Childhood SST*

AISE Early Childhood School employs a Student Support Teacher (SST) who helps meet the needs of our students. Specifically, SSTs work with students who 1) need additional support and strategies to access grade-level content with independence, 2) need additional English language and vocabulary support, and 3) are ready to engage in self-directed inquiry-based learning that extends beyond grade-level expectations. This support largely comes in the form of individualized and small-group pull-out instruction that focuses on each student's needs, and is provided based on classroom observations and teacher referrals.

### *Early Childhood Counselor*

The Early Childhood counselor addresses the academic, social, and psychological needs of the Early Childhood School students. The counselor's work is differentiated by attention to developmental stages of student growth and works with all students and parents on a confidential basis, or within a team approach. The counselor assists students through three primary interventions: counseling (individual and group), large group guidance through whole class instruction, and consultation. The counselors provide students with services to enhance personal and academic achievement and development.

# Student Wellness

## LEARNING COMMUNITY COMMITMENTS

At AISE, we believe that students are most successful when there is consistent and shared effort, support, and communication among the students, their parents, and their teachers. Therefore, at AISE:

### Students promise to:

- Get 8-10 hours of sleep each night
- Make healthy eating and lifestyle choices
- Arrive to school on time and ready to learn each morning
- Challenge themselves to give their best effort in all their classes
- Demonstrate respect to all others, including all adults and peers
- Follow and support all teachers' instructions and classroom expectations
- Devote the necessary time after school each day for completing nightly reading
- Communicate regularly with their teachers about their progress
- Get involved in the greater school community by attending scheduled school events and promoting positive school spirit

### Parents promise to:

- Make sure your child gets 8-10 hours of sleep each night
- Model and help your child make healthy eating and lifestyle choices
- Make sure your child arrives to school on time each morning
- Offer encouragement to your child regarding his/her learning
- Support your child's learning goals and aspirations
- Promote regular reading, writing, and speaking in your home, in both English and your native language
- Monitor and limit your child's online usage, television viewing, and use of electronic devices (including social media)
- Communicate regularly with your child, his/her teachers, and school staff
- Communicate with teachers and staff in a professional, respectful manner
- Be supportive of the teachers' classroom expectations
- Keep up to date with your child's learning and progress
- Get involved in the greater school community by participating in parent conferences, attending scheduled school events, and promoting positive school spirit

### Teachers promise to:

- Assist their students in making healthy choices

- Provide a safe and caring classroom environment
- Challenge students to achieve to the best of their ability
- Create meaningful learning opportunities and assessments that align with our school mission, philosophy, and values
- Offer encouragement to their students regarding their learning
- Support their students' learning goals and aspirations
- Communicate regularly with students' families
- Communicate with students and their families in a professional, respectful manner
- Implement transparent, consistent classroom expectations
- Keep students and parents up to date about student progress
- Get involved in the greater school community by participating in after-school activities, attending scheduled school events, and promoting positive school spirit

#### **Administrators promise to:**

- Encourage all students to make healthy choices
- Provide a safe and caring school environment
- Challenge students and teachers to achieve to the best of their ability
- Offer praise and encouragement to their students and teachers regarding their learning
- Support students, teachers, and parents in achieving their goals and aspirations
- Communicate regularly with students, their families, and their teachers in a professional, respectful manner
- Craft transparent, consistent school-wide expectations and policies that promote best learning practices
- Get involved in the greater school community by promoting and participating in after-school activities, attending scheduled school events, and promoting positive school spirit

## **HEALTH SERVICES**

We love seeing your children each day, but please make sure you are sending them to us in good health. If your child is ill, it is in their best interest – as well as the best interest of the other students in class – for them to stay home from school.

The Clinic at AISE is staffed by two physicians who are trained and experienced in handling student health issues. Students may visit the Clinic between 8:30am-3:00pm if they are injured or feel ill. Our physicians also help manage ongoing health issues for individual students and administer first aid in case of an emergency.

### *Illness*

If a student needs to leave school because of an illness, a parent will be notified and requested to take the student home. The student must be signed out in the Early Childhood Office before leaving. Parents are responsible for making sure all emergency contact numbers are up to date.

### *Medication*

If a student must take medication during school hours, a parent must contact the school clinic and make arrangements in advance. At school, Early Childhood students may only take medications administered through the Clinic. Students should never have any medications in their possession.

### *Accidents, Injuries, and First Aid*

In the case of an accident or emergency involving a student on the AISE campus during the school day, the school must first attempt to contact the parents. If deemed necessary, the school will arrange or give emergency treatment.

## **CLASS PLACEMENT**

AISE recognizes the importance of thoughtful placement of students when joining or progressing from one grade level to another. We recognize and value diversity of style and personalities of the teaching staff, as well as the multi-faceted diversity of our students. Placement decisions are made that will maximize the learning opportunities for all students and create a balanced class, based on the criteria below.

The following criteria are taken into consideration when establishing classes for the coming academic year:

- Gender
- Date of birth
- Academic strengths
- Learning/teaching styles
- Social balance
- Students requiring special considerations (e.g., twins, learning support needs)

Classroom teachers draw upon detailed information about each student to guide this process, including observations from throughout the year regarding social, emotional, and academic growth. We do not take individual parent requests for class placement. Single-subject teachers and representatives from the Student Support Team may also be consulted. Class lists are published the day before the new school year starts and are final.

## **ACADEMIC EXPECTATIONS & POSITIVE DISCIPLINE**

At AISE, we are committed to upholding our school mission statement by providing a comprehensive and challenging American and international education that fosters informed and engaged local, regional, and global citizenship. Therefore, we ask our students to share with us in upholding the highest standards of academic integrity and school citizenship, so that they are fully prepared to one day contribute positively to their community, country, and the world.

### **Expectations**

In Early Childhood, students are guided by teachers in learning and embodying essential life skills and principles. We believe that we have the leaders of tomorrow in our school. In order to maximize future learning opportunities, we encourage students to always try their best in challenging situations and to always do the right thing, even when it is difficult. These, we believe, are the core principles in developing academic honesty as students progress to Elementary school. Teachers and families are encouraged to model and promote these principles both in school and at home.

As Early Childhood educators, we understand how malleable young students are and how these formative years are essential in building a strong foundation for the future. We know how important it is for students to feel safe and happy in their learning environment before any meaningful learning experiences can happen. In order to develop an environment that allows your child to feel safe and happy, students, teachers, parents, and administrators must all collaborate to model and demonstrate expectations.

As a school, we strive to consistently recognize students who demonstrate the behaviors outlined above. Students exhibiting positive behaviors will receive positive feedback and encouragement. However, we also understand that students are not perfect all the time.

### **Positive Discipline**

When a student makes a poor choice or uses poor judgment, instead of implementing a punitive consequence, we see this instead as a learning opportunity. Our goal in such situations is to help the students recognize the choice that was made and to realize alternative, better choices that could be made in the future.

Above all, we understand that in order for students to authentically learn from their mistakes and make lasting improvements for the future, they must be treated in a fair and respectful manner.

### *Discipline Communication*

It is important to us that we keep the communication between school and home open and honest. When your child makes good behavior choices, we want to share that with you. When your child makes poor behavior choices, we want to share that with you too. This may be done through Class Dojo, an email, or in a meeting. The purpose of this is to keep families involved and the lines of communication open so that we can work together to discuss concerns, address specific needs, and help create solutions for our students and their families.

### *Classroom Level of Discipline*

In order to consistently and quickly address student behaviors, most student behaviors – both positive and negative – can be addressed at the classroom level by the teacher. At the beginning of the year, teachers collaborate with and guide students in establishing fair classroom rules and expectations. Together as a class, students will practice and guide each other in recognizing and following their set rules and expectations. Your child's teacher will have more specific details available during Parent Orientation.

### *Office Level of Discipline*

Although rare in Early Childhood, if a student is not responding to the classroom expectations and discipline consequences, they may be sent to the office to speak with the Principal. Should this happen, an appropriate consequence will be determined by the Principal and the family will be notified via email or a phone call.

# Home & School Partnership

## COMMUNICATION

Maintaining open lines of communication between AISE and parents is vital to student success. Teachers are happy to speak with parents and are the first point of contact should you have any questions or concerns regarding your child. If you would like to discuss a matter in detail, please arrange an appointment with your child's teacher. If the matter remains unsolved, please contact the Early Childhood Principal.

The following communication tools are used regularly to keep parents informed throughout the year:

- Daily planners and folders to carry home notes, work, and other information
- Class Dojo site
- Teachers' email address
- Weekly Class Newsletters (sent home/posted Thursdays)
- Monthly Principal's Newsletters

We also host the following:

- **Open House/Meet the Teacher:**  
Scheduled for the week before school begins, this is an opportunity for parents to briefly meet their child's classroom teacher/s and locate their classroom/s
- **Parent Orientation:**  
Also scheduled for the week before school begins, this is an opportunity for parents to learn more about the curriculum, programs, and activities planned for the year.
- **Parent Workshops:**  
Usually on the 2<sup>nd</sup> Tuesday of each month, these workshops vary in topic and are designed as an open forum discussion to facilitate dialogue and learning opportunities. All Early Childhood parents are welcome to attend. Announcements regarding these workshops are sent home at the beginning of each month.
- **Parent-Teacher Conferences:**

Conferences are held twice a year, in November and February, and are an important opportunity to sit with your child's teacher/s to address any questions or concerns regarding your child's progress and overall well-being at school.

## CONTACT DETAILS

It is critical that the Early Childhood Office and the Clinic have accurate contact information for all of our students' families. We must be able to contact you, or a designated emergency contact, in case of an emergency. If during the school year, you or your emergency contact's information changes, please remember to inform both the Early Childhood Office and the Clinic.

### Administration Staff

Superintendent	Mr. Walid Abushakra	
Advisory Assistant to the Superintendent	Mr. Tammam Abushakra	
Deputy Superintendent	Mr. Wahib Girgis	
Assistant Chief Operating Officer	Mr. Hazem Girgis	
AISE Director	Dr. Kapono Ciotti	kciotti@aisegypt.com
Early Childhood Principal	Dr. Sara Lekas	slekas@aisegypt.com
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Transportation Director	Mr. Talaat El Mantawi	tmantawi@aisegypt.com

### Early Childhood Faculty

<b>Specialists:</b>		
Arabic	Ms. Kholoud Ali - KG 1 Ms. Ola Ezzat - KG 2	kali@aisegypt.com oezzat@aisegypt.com
Art	Ms. Sarah Halim Ms. Soha Selim	shalim@aisegypt.com sselim@aisegypt.com
Library ( <i>KG2 only</i> )	Ms. Veslava Suskevic	vsuskevic@aisegypt.com
Music	Ms. Rachel Rastin	rrastin@aisegypt.com
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<b>A</b> Ms. Rania El Behiri	rbehiri@aisegypt.com	Ms. Maro Fahim

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<b>A</b> Ms. Chelsey Pottinger	cpottinger@aisegypt.com	Ms. Soha Mahmoud
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<b>D</b> Ms. Victoria Ward	vward@aisegypt.com	Ms. Aya El Banna
<b>E</b> Ms. Abigail Khouzam	akhouzam@aisegypt.com	Ms. Fatema Ali
<b>F</b> Ms. Nadia Al Abdin	nalabdin@aisegypt.com	Ms. Sally Fouad

## CELEBRATIONS & EVENTS

### Birthdays

We love recognizing and helping your child celebrate their birthday with the class. In order to maximize learning time, we have consolidated birthday celebrations to twice a month. Students who have birthdays in the first half of the month (1<sup>st</sup> – 15<sup>th</sup>) will be invited to celebrate as close to the 15<sup>th</sup> as possible. Students who have birthdays in the second half of the month (16<sup>th</sup> – 31<sup>st</sup>) will be invited to celebrate as close to the 31<sup>st</sup> as possible.

Teachers will make special arrangements to celebrate those birthdays that fall during the Summer or holiday periods. Please bear in mind, that celebrations may be shared with other classmates should more than one student have a birthday within the same half of the month. All celebrations will take place in your child's classroom. Teachers will communicate to confirm specific dates and times ahead of the celebration.

We highly recommend individual cupcakes/donuts (instead of a cake) and juice boxes for each student.

\*Please **note** the following:

Older siblings from other AISE classes are not allowed to attend Early Childhood celebrations.

The following items are NOT allowed:

Balloons - decorations - gift-bags/giveaways - birthday hats or masks - noise makers - toys.

Any private party invitations should include all members of the class. If *NOT* all class members will be invited, we kindly ask that you use other means to communicate with selected families.

### Celebrations

Throughout the year, Early Childhood integrates many internationally recognized holidays and events into classroom learning. Some of these are for students only and others, parents are invited to attend. Certain celebrations may require refreshments and/or decorations to

be sent in. Please take the time to carefully read all communications sent home with your child.

Some of our annual events include:

Fall/Autumn	Winter	Spring
Halloween Harvest Festival Food Drive	Winter Concert Christmas Valentine’s Day Read-a-Thon class competition	AISE Walk-a-Thon Mother’s & Father’s Days Spring Concert Egypt Day Sports Day

## **VISITORS & GUESTS**

Visitors of AISE (including parents) are welcome to visit campus anytime. When requesting to visit a classroom, prior arrangements must first be made with the teacher and approved by the Principal. Visiting friends or relatives of students should not plan to visit during instructional hours, but are welcome for selected special events and after school. All visitors must register with the Early Childhood Office upon arrival.

## **WITHDRAWING FROM AISE**

Any student wishing to withdrawal from school during the academic year must complete a student withdraw form available in the Admissions Office, prior to records being released. The form will be signed once all fees have been paid, all books returned, and all school obligations settled.

# School Preparedness

## ARRIVAL & DISMISSAL

### Arrival

Students are expected to arrive to school on time. For Early Childhood, students arriving by car need to arrive at school between 7:50-8:00am. Supervision is not available before this time. If an Early Childhood student is on campus before 7:45am, they must be accompanied by a parent.

Upon arrival, KG1 students need to be escorted by parents into the Main Building in front of the Early Childhood Office. Once there, parents will then hand-off to our team of TA's who will ensure students get to their classroom safely. KG2 students meet their classes on the Early Childhood playground areas next to the main building. Parents from either grade level are not permitted to escort their child to classrooms themselves. We are working together to develop responsible, independent learners. Please say goodbye to your child at their designated drop-off location. With our encouragement, they will be ready from an early age to walk to class and to prepare themselves for the day.

### Dismissal

Classroom Teachers and TA's accompany students to their buses or to Gate 5 for car pick-up. Parents need to wait at the designated pick-up area just inside Gate 5 beginning from 2:45pm for KG1 and from 2:50pm for KG2. It is the parent's responsibility to ensure that students are off campus or being directly supervised after dismissal. Students who have not been picked up by 3:15pm will go to the After-School Room **134** to wait for parents. After 3:45pm, students will wait in the Elementary Office with **Security**.

### *Changes in Dismissal*

We recognize that sometimes a change in your child's regular dismissal routine will happen. In order to ensure clear communication of any dismissal change to classroom teachers, please contact the Dismissal Officer *before 1:00pm* on the day of change. Requests made after this time are not guaranteed to be granted unless deemed an emergency.

### *Early Dismissal*

We understand that sometimes there are circumstances that make it necessary for your child to leave school before 2:45pm. However, students are expected to be engaged in meaningful learning activities through to the end of their school day. Therefore, we encourage you to schedule appointments and extracurricular activities for after regular school hours. Leaving early on a regular basis interrupts your child's routine and denies them valuable learning time. If you are going to pick your child up early, kindly send an email to the Dismissal Officer early in the morning on the day of pick-up, with the reason for early dismissal. It is courteous to also communicate this change with your child's teacher, and it is often helpful to communicate this change with your child too.

Dismissal Officer: [dismissal@aisegypt.com](mailto:dismissal@aisegypt.com)

## **AISE TRANSPORTATION**

### **Bus Transportation**

AISE offers bus transportation for students whose families contract for these services. Within certain restrictions, busing is provided door to door for our families' convenience. This service is available only to those who provide payment for busing for the school year. Students who are not registered bus riders may not ride the buses for any reason. If your child needs to switch buses due to a change in home address, permission must be granted by contacting the Transportation Office.

All buses have a bus monitor. The bus monitor is there to ensure safety and enforce school bus rules for all riders. It is expected that bus monitors and drivers are respected in the same manner as all other AISE staff members. Inappropriate behavior will not be tolerated and will be reported to the Transportation Office and the Early Childhood Principal.

Riding the bus is a privilege provided to students and families for their convenience. During transport, students are required to abide by the following School Bus Rules:

- Students will arrive at least 5 minutes prior to their designated pick-up time
- Students will use their established pick-up point only
- Students will follow any directions given by the bus monitor and bus driver
- Students will stay in their seats and must wear their seatbelts for the entire trip
- Students will remain seated until the bus comes to a complete stop
- Students will speak in a quiet voice
- Students will keep their head, hands, arms, legs, and all other objects to themselves and inside the bus at all times
- Students will clean up and are responsible for any trash, food, or personal belongings
- Students will use caution when leaving the bus, and look both ways before crossing the street

Students who choose to break any of the above stated School Bus Rules will accept the following consequences\*\*:

<b>1<sup>st</sup> Offense</b>	<ul style="list-style-type: none"><li>● Verbal Warning</li><li>● Family is notified</li></ul>
<b>2<sup>nd</sup> Offense</b>	<ul style="list-style-type: none"><li>● Written Warning</li><li>● Form will be sent home for parent signature</li></ul>
<b>3<sup>rd</sup> Offense</b>	<ul style="list-style-type: none"><li>● Student cannot ride the bus for 1-3 days</li><li>● A meeting with the student's family is required</li></ul>
<b>4<sup>th</sup> Offense</b>	<ul style="list-style-type: none"><li>● Student is given a one-week suspension from riding the bus</li><li>● A meeting with the student's family will be required</li></ul>
<b>5<sup>th</sup> Offense</b>	<ul style="list-style-type: none"><li>● Student is removed from riding the bus for the remainder of the quarter</li><li>● A meeting with the student's family will be required</li></ul>
<b>6<sup>th</sup> Offense</b>	<ul style="list-style-type: none"><li>● Student loses bus privileges for the remainder of the school year</li><li>● A meeting with the student's family will be required</li></ul>

\*\*Depending on the severity of the behavior, the consequences listed above may be accelerated

Additionally, family members are responsible for abiding by the following School Bus Rules:

- Parents will have their child at their designated pick-up point at least 5 minutes prior to the assigned time. If a student misses the bus because they are late, parents are responsible for providing alternative transportation to school.
- Parents will model respectful behavior for students by treating the bus monitor and bus driver with respect. Any intimidation or bullying of school transportation personnel – physical or verbal – may result in loss of bus privileges for their child.

## **ATTENDANCE**

Success in the Early Childhood curriculum assumes that students will attend school regularly. One of the most important components of success in school is consistent, punctual attendance. Time lost from class is irretrievable, and reduces the amount of time available for active involvement, opportunities for social interactions, and the exchange of ideas among students and teachers.

School begins promptly at 8:00am, all Early Childhood students are expected to be in class, ready to learn at this time.

The academic calendar is available on the AISE School Website. Parents are asked to schedule family travel during school holidays only to minimize any disruption to student learning during the academic year.

## **HEALTHY FOOD POLICY**

Early Childhood students are not permitted to utilize cafeteria services for snack or lunch and must bring their own healthy foods and drinks from home.

To promote healthy lifestyle choices and successful learning in the classroom, snacks and lunches should be well-balanced and filled with wholesome choices. During Snack and Lunch, students will be eating in a large group, family style. This is an excellent opportunity for students to practice social skills, build relationships and have conversations with their peers.

Classrooms do not have access to microwaves for heating/reheating foods and time is limited, therefore we recommend packing easy-to-eat finger foods such as sandwiches, sliced fruits and vegetables, crackers, cheese, etc.

Items such as Chipsy, Nutella, chocolates/sweets, and sugary snacks go against our Healthy Food Policy and therefore are not allowed.

### *Water*

Drinks, especially water, are equally important throughout the day. All students should bring a reusable water bottle, with their name clearly labeled on it, on a daily basis. We have

sanitary water fountains in our hallways where students will be able to refill their water bottles as needed.

## **DRESS CODE & UNIFORM POLICY**

### *Dress Code*

All AISE students are expected to be properly groomed for school and wear the official AISE uniform unless otherwise announced. The official school uniform consists of plain NAVY BLUE bottoms and the official AISE polo shirt.

### *PE Uniform*

On days where students have PE classes, students are expected to wear the PE kit: AISE t-shirt, NAVY BLUE sport bottoms, socks, and sneakers.

### *Shoes*

While there is no code policy for shoes, for safety reasons, we highly recommend sneakers that have a VELCRO STRAP. Shoe laces can become loose and tangled thus posing a safety hazard to the student wearing them and to others. Furthermore, having shoe laces for young students who cannot yet tie them, creates a dependency on adults to tie laces for them.

Parents of students who are not dressed according to the Dress Code will be contacted and given the opportunity to bring the correct uniform to school or purchase one from the school store to be reimbursed upon pick-up.

## **SCHOOL STORE**

The AISE school store is located in the basement, along the back wall of the cafeteria. All uniform items are available for purchase there.

## **PERSONAL & SCHOOL BELONGINGS**

Students are discouraged from bringing valuable items, expensive items, jewelry, or money to school. If a student chooses to bring such items, they remain responsible for these items.

**All personal items** such as reusable water bottles, lunch boxes and containers, and especially winter outerwear, **need to be clearly labeled** with the student's name, grade, and teacher/class to ease and facilitate returning lost or misplaced items.

## **LOST & FOUND**

Any student property found on buses or at school will be taken to the Lost & Found inside the security office at Gate 1. To minimize loss, **all personal items need to be clearly labeled** with the student's name, grade, and teacher/class. \*Please note: it is not the teacher's responsibility to label student's personal items or clothing.

During Parent-Teacher Conferences, all Lost & Found items will be displayed on tables in the main hallway entrance. Any unclaimed items after this date will be donated.

Part of educating our students is encouraging independence and responsibility. When an item is lost, we encourage students to:

- Look everywhere
- Ask others
- Ask parents/teachers to help
- Check the Lost & Found

## SCHOOL SUPPLIES

<b>KG 1 Supply List</b>	
Please <b>LABEL</b> the following items:	Please <b>DO NOT</b> label the following items:
<ul style="list-style-type: none"> <li>● x1 foldable mat</li> <li>● x1 small pillow (airplane size)</li> <li>● x1 small, lightweight blanket</li> <li>● x1 complete change of clothes:               <ul style="list-style-type: none"> <li>▪ x1 AIS PE t-shirt</li> <li>▪ x1 PE shorts</li> <li>▪ x1 undershirt</li> <li>▪ x1 pair underwear</li> <li>▪ x1 pair of socks</li> </ul> </li> <li>● x1 <u>reusable</u> water bottle</li> <li>● x1 lunch <u>bag</u></li> <li>● x1 backpack (<b>must have shoulder straps</b>)</li> </ul>	<ul style="list-style-type: none"> <li>● x4 packs wet wipes (<b>Johnson's/ Pampers</b>)</li> <li>● x4 <i>large</i> packs <b>Dettol</b> wipes</li> <li>● x4 packs of <b>white, unscented</b> tissues</li> <li>● x2 200 mL bottles of <b>clear</b> hand sanitizer</li> <li>● x1 box large Ziploc bags</li> <li>● x1 box small Ziploc bags</li> <li>● Stationary Supplies - <b>Faber Castell</b> or <b>Staedtler</b> preferred:               <ul style="list-style-type: none"> <li>▪ x1 box 12 colored pencils</li> <li>▪ x1 box 24 wax crayons</li> </ul> </li> </ul>

<b>KG 2 Supply List</b>	
Please <b>LABEL</b> the following items:	Please <b>DO NOT</b> label the following items:
<ul style="list-style-type: none"> <li>● x1 complete change of clothes:               <ul style="list-style-type: none"> <li>▪ x1 AIS PE t-shirt</li> <li>▪ x1 PE shorts</li> <li>▪ x1 undershirt</li> <li>▪ x1 pair underwear</li> <li>▪ x1 pair of socks</li> </ul> </li> <li>● x1 <u>reusable</u> water bottle</li> <li>● x1 lunch <u>bag</u></li> <li>● x1 backpack (<b>must have shoulder straps</b>)</li> </ul>	<ul style="list-style-type: none"> <li>● x4 packs wet wipes (<b>Johnson's/ Pampers</b>)</li> <li>● x4 <i>large</i> packs <b>Dettol</b> wipes</li> <li>● x4 packs of <b>white, unscented</b> tissues</li> <li>● x2 200 mL bottles of <b>clear</b> hand sanitizer</li> <li>● x2 boxes small Ziploc bags</li> <li>● x1 box large Ziploc bags</li> </ul>

# Campus Access & Safety

## **EMERGENCY PROCEDURES**

AISE has a full set of emergency procedures that it practices and is ready to follow. Members of The Safety Committee meet regularly throughout the year to update and improve existing procedures. Emergency procedures include drills for:

- Evacuation
- Shelter
- Lockout
- Lockdown

Emergency procedures also contain detailed plans on how to handle medical emergencies, campus security, and various types of school closures.

## **SECURITY**

To help maintain a safe learning environment at AISE, we have a 24/7 security team who man all gates and are visible throughout campus in hallways and common areas. These guards are in place to make sure AISE remains secure for all members of the AISE community.