



المدرسة الأمريكية الدولية
American International School

Elementary School
Parent - Student Handbook
2025-2026

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Table of Contents

1. AIS MISSION, BELIEFS, AND CODE OF ETHICS	3
2. IB PROGRAMS & LEARNER PROFILE	6
3. STUDENTS' RIGHTS AND RESPONSIBILITIES	9
4. SCHOOL SCHEDULE & ATTENDANCE	10
4.1. The School Day	10
4.2. Gate Timings.....	11
4.3. Student Arrival.....	11
4.4. Leaving School Early	12
4.5. Student Dismissal	12
4.6. Early Dismissal Schedule.....	12
4.7. Student IDs	13
4.8. Student Absences	13
4.9. Breaks/Recess.....	13
5. REPORTING & ASSESSMENT	14
5.1. Login Instructions	14
5.2. Viewing Report Cards	14
6. STUDENT CONDUCT	15
6.1. AIS Uniform Procedures	15
6.2. Essential Agreements	16
6.3. Rules of Conduct for Bus Riders	16
7. ATHLETICS AND ACTIVITIES	17
7.1. ES Recess Clubs, SLC and Honor Choir	17
7.2. ES After-School Activities.....	17
8. HEALTH AND SAFETY	18
8.1. Medical Concerns – Reasons to Miss Specific Activities	18
8.2. Medical Concerns – General.....	18
8.3. Dusty/Inclement Weather	18
8.4. Healthy Food Policy	20
8.5. Food Allergies	20
9. COMMUNICATION PROTOCOLS.....	21
9.1. Student Learning	21
9.2. Parent – School Communication	21
9.3. Interruption of Class.....	21
9.4. AIS Calendar	21
9.5. Formal Reporting Systems at the Elementary School.....	21
9.6. The AIS Website.....	21
10. COUNSELING SERVICES	22
10.1. Guidance	22
11. HOMEWORK GUIDELINES	22
11.1. The Underlying Principles.....	22
11.2. Homework Guidelines for Each Grade Level	22
12. TECH AND DEVICE USE	23
12.1. Computer/Tablet/Internet Usage.....	23
12.2. Phone Use	23
13. LIBRARY.....	24
13.1. ES Library.....	24
13.2. Leveled Reader Collection	24
14. MISCELLANEOUS INFORMATION	24
14.1. Field Trips	24
14.2. Showcases	24
14.3. Birthdays and Other Celebrations	25
14.4. Lost and Found	25
14.5. Bringing Toys to School	25

1. AIS MISSION, BELIEFS, AND CODE OF ETHICS

AIS MISSION STATEMENT

AIS Kuwait inspires students to be responsible and adaptable world citizens who retain their cultural values while persevering in the face of new challenges.

تلهم المدرسة الأمريكية الدولية في الكويت طلابها ليكونوا مواطنين عالميين مسؤولين ومبدعين، ومحافظين على قيمهم الحضارية، ومثابرين في مواجهة التحديات الجديدة.

BELIEFS

Holistic Development

We believe in students' intellectual, emotional, and social well-being. Therefore, we

- **educate** the mind, the body, and the core through curricular and extracurricular experiences.
- **support** students' learning needs for growth.
- **grow** in our understanding of education as a journey.

Collaboration and Growth

We believe in collaboration with parents, students, and the community as key to our students' growth and success. Therefore, we

- **contribute** to the students' growth and beliefs.
- **invite** parental engagement in curricular and extracurricular decision-making.
- **develop** students' identity of the self in relation to others.

Adaptability

We believe in our role to guide students into the uncertain future. Therefore, we

- **prepare** our students to develop as thinkers and inquirers.
- **engage** students in diverse learning experiences to develop problem-solving skills.
- **foster** our students' understanding of excellence and success.

CODE OF ETHICS

The purpose of the code of ethics:

- To inspire stakeholders to reflect and uphold the honor and dignity at AIS.
- To identify the ethical responsibilities and commitments at AIS.
- To guide ethical decisions and actions at AIS.
- To promote trust and confidence at AIS.

The term stakeholders include parents, students, owners, admin, leadership, AIS staff, nannies and workers.

Stakeholders to Stakeholders

All stakeholders shall respect the dignity and equality of all individuals, groups and cultures.

All stakeholders will promote an inclusive, safe and caring learning and working environment at all times.

All stakeholders shall respect the professional and personal time of all employees.

All stakeholders shall not harass or threaten others personally or professionally.

All stakeholders in an evaluative position should refrain from bias and maintain confidentiality.

All stakeholders should excuse themselves in situations where there is conflict of interest or a perceived conflict of interest.

All stakeholders may request the presence of other stakeholder support in meetings.

All stakeholders will maintain professionalism and confidentiality.

All stakeholders shall promote global citizenship.

All stakeholders will model digital citizenship by demonstrating responsible, respectful, and safe use of technology when participating in a digital environment.

All stakeholders shall adhere to policies and procedures in their guiding statements, handbooks, contracts and promotional material.

Administration

1. The administration will provide assistance to staff in implementing the classroom management and schoolwide management procedures. In this capacity, the administration will provide training and continued support to teachers as they strive to teach students to follow the guidelines for success.
2. The administration will work with the School Leadership Teams to examine records of office referrals, suggestions from staff, and any other relevant information to continually evaluate the efficacy of current procedures.
3. The Assistant Principal will work with others to examine student concerns, homework, project and test dates, field trips and any other relevant information to effectively monitor their respective grade levels.
4. The administration will assist staff with severe misbehaviors which are outlined in the "grave misconduct" section of the student planner. As indicated on a case-by-case basis, the administration will initiate parental conferences, in and out-of-school suspension, or other severe consequences.

Students

Students will take pride in their efforts to follow the AIS school mission statement and the Charter of Students' Rights and Responsibilities.

Parents

Parents are expected to participate in the educational process. We need the support and cooperation of parents to effectively help each student reach his/her fullest potential. See the Parent-School Protocol for further guidance.

Parent School Protocol

Guiding Principles

- AIS is committed to creating an educational culture that is based on mutual respect and understanding.
- Parents are the child's first teacher, therefore AIS considers parents to be integral in their child's social, emotional and academic development.
- Parents need regular, specific and encouraging information about their child's academic progress.
- Parental involvement in whole school and divisional improvement plans and accreditation protocols is encouraged.
- The language of communication with parents about their children will be English with verbal translation services provided upon request.

Parent Responsibilities

- Parents will be expected to show an active interest in their child's education and to support school policies, procedures and programs.
- Parents will understand appropriate contact protocols with the school or division.
- Appointments to meet with any staff member during school hours are expected and will be set by appropriate secretarial staff at each division.
- Parents will act and speak respectfully and in a manner that seeks resolution for issues or disputes.
- Parents will first seek resolution by first communicating with the teacher, then the assistant principal and/or principal (who will determine middle level leadership involvement), then the superintendent or director, in this order.
- Parents will try to limit their meeting time to less than thirty minutes to allow for engagement with other students and families.
- Parents will inform the School Office promptly of any changes in personal contact information.

School Responsibilities

- The AIS website will provide school information including calendars and important notices/events/news for parents and the community and a portal for sending comments to school administration.
- Teachers will provide frequent and regular feedback regarding each child's progress in school. This communication will include: Parent-Teacher conferences, progress reports, telephone, email and online communication.
- Teachers and staff will be provided an atmosphere that is respectful, welcoming and encouraging of parental involvement.
- Principals will seek effective ways to develop strong parental involvement in their divisions and to contribute to the school's continuous improvement plans.
- Annual surveys of parents regarding educational programs and school policies will provide administrators with information to guide subsequent decisions and implementation.
- Staff will be provided training in cultural sensitivity and given effective strategies in dealing with multi-ethnic and multi-national parent populations.
- The school will provide parents with various opportunities to learn about programs, initiatives, and strategies to support student learning.
- Divisional administrators will publish annually a document for parents and students outlining academic expectations, behavior objectives and all other school policies and procedures that guide the day-to-day operation of each division.

2. IB PROGRAMS & LEARNER PROFILE

IB MISSION STATEMENT

The International Baccalaureate Primary Years Programme (PYP) is designed for students aged 3 to 12. It focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development.

Primary Years Programme Curriculum Framework

At the heart of the programme's philosophy is a commitment to structured, purposeful inquiry as the leading vehicle for learning. Six transdisciplinary themes of global significance provide the framework for exploration and study:

- Who We Are
- Where We Are In Place and Time
- How We Express Ourselves
- How the World Works
- How We Organize Ourselves
- Sharing the Planet

Teachers are guided by these six transdisciplinary themes as they design units of inquiry that both transcend and articulate conventional subject boundaries.

The programme can be illustrated with the six transdisciplinary themes embracing the six subject areas:

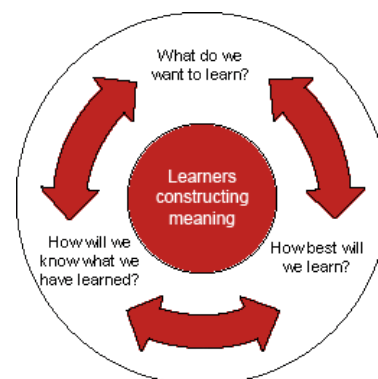
- Language
- Social Studies
- Mathematics
- Arts
- Science and Technology
- Personal, Social and Physical Education

The themes and subject areas outlined above form the knowledge element of the programme and are celebrated through Action and the PYP Exhibition. The Essential elements of the PYP—concepts, knowledge and skills surround the Learners that are always at the center.

Five Essential Elements

The five essential elements listed above are incorporated into this framework, so that students are given the opportunity to:

- gain knowledge that is relevant and of global significance
- develop an understanding of concepts, which allows them to make connections throughout their learning
- acquire transdisciplinary and disciplinary skills
- develop attitudes that will lead to international-mindedness
- take action as a consequence of their learning



Curriculum Model

The curriculum is expressed in three interrelated ways:

- Written Curriculum—What do we want to learn?
- Taught Curriculum—How best will we learn?
- Learned Curriculum—How will we know what we have learned?

For further information on the Primary Years Programme or other curriculum issues visit the IB web site, <http://www.ibo.org> or contact the ES PYP Coordinator es.pypcoordinator@ais.edu.kw.

Grade 4 PYP Exhibition

In the final year of the PYP, students, carry out an extended, in-depth, project known as the PYP Exhibition. Important information is shared throughout the process to ensure students, parents and teachers understand the requirements. This involves students working collaboratively to conduct an inquiry into real life issues or problems. Teacher mentorship is an integral part of the PYP Exhibition process, and it is *an expectation that all PYP teachers from PreK to Grade 4 mentor a student group*. This involves working with a group of students for 2 blocks a week for approximately six weeks, usually beginning in March.

Programme of Inquiry and Theory of Action Statements

Our Programme of Inquiry, along with guidelines for the implementation (known as Theory of Action Statements) for supporting programs and platforms such as Writers' Workshop, Seesaw, Guided Reading and many more are used by teachers throughout the school year.

IB LEARNER PROFILE OF THE GRADUATES

The aim of the IB programme is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning, and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas, and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

3. STUDENTS' RIGHTS AND RESPONSIBILITIES

I have the right to learn and be challenged. It is my responsibility to appreciate learning for its own sake, to be responsible for my own learning, and to improve the learning of others according to the student code of conduct.

I have the right to a school environment that is conducive to learning and is safe and hygienic. It is my responsibility to treat school property with care, to follow school policies and procedures, to dress appropriately, and to assist in making the school a clean, healthy and orderly place.

I have the right to be treated fairly and to be assessed fairly and impartially by my teachers. It is my responsibility to do my own work, to avoid all forms of academic misconduct, and to do nothing that would give me an unfair advantage on an assessment or assignment.

I have the right to privacy. It is my responsibility to respect the privacy of others in person and online.

I have the right to feel that I belong to the school community. It is my responsibility to be accepting of others, to share knowledge by learning collaboratively when it is appropriate, and to do my fair share in group work within an encouraging and welcoming school community.

I have the right to my personal possessions within the limits of the student code of conduct. It is my responsibility to treat the personal belongings of others with respect.

I have the right to be respected as an individual and to be treated in a caring manner by everyone. It is my responsibility to be caring and to treat everyone respectfully regardless of age, gender, and/or position.

I have the right to feel safe, secure, and treated with dignity at school at all times in person and online. It is my responsibility to behave in ways that enhance the self-esteem of others and prevent all forms of bullying and disrespect.

I have the right to be heard and to express my point of view to develop myself as a critical thinker. It is my responsibility to listen to others, to hear their opinions thoughtfully, to express my opinions in a civil manner, and to inform my own point of view through learning.

I have the right to be proud of my cultural heritage regardless of my ethnicity, language, religion or nationality. It is my responsibility to be respectful of, and to learn about, the cultural heritage of others, and to inform others about my background and my ways of knowing.

I have the right to be aware of what is expected of me academically in terms of feedback, assessments, examinations, and assignments. It is my responsibility to meet these expectations and to self-advocate as appropriate.

4. SCHOOL SCHEDULE & ATTENDANCE

4.1. The School Day

Drop-Off and Arrival

To help ensure a smooth and safe start to each day, please note the following arrival procedures. All students should use the designated drop-off gates; Gate 2, Gate 5, and Gate 7 for morning arrival. Students arriving on AIS buses will enter through Gate 3.

- Gate 2, 5 and 7 will open at 6:45 am and close at 8:00am.
- Gate 1 is for students arriving after 8:00am.

Students are encouraged to arrive by 7:30am to give themselves plenty of time to settle in before the school day begins. **Block 1 starts promptly at 7:40am**, and any student arriving after 7:45am must be signed in by a parent. Please note that three tardies are equivalent to one unexcused absence.

3 Tardies = 1 Unexcused Absence

3 تأخيرات = غياب دون عذر

K-12 Tardy Students Procedures:

- Any student arriving from 7:40 –7:44 am will proceed to the divisional office for a tardy slip and proceed to their classroom.
- One staff member from each division will be assigned to lobby tardy duty from 8-8:30am.
- A parent must sign in any student arriving after 7:45 am. If unaccompanied, the student will go to the divisional waiting room and the parent will receive a phone call to come to the school.
 - A Civil ID is needed to sign in a student after 7:45 am.
 - If a student arrives late with their parents, after 8:30am, the student will be escorted to the waiting room for the remainder of the block.
 - When students are tardy, a parent must sign them in for the student to proceed to class. If a parent does not sign them in, the student will remain in the waiting room for the current block.
 - After the third tardy, parents sign the *Unexcused Absence Notification* form. All absences are connected to the Kuwait Mobile ID.

# Tardies	ES	MS/HS
3	Unexcused Absence Notification Form Signed (UAN)	Unexcused Absence Notification Form Signed (UAN)
6	Letter #1 & UAN	Letter #1 & UAN
12	Letter #2 & UAN	Letter #2 & UAN
15	Letter #3 & UAN	Letter #3 & UAN
18	Letter #4 & UAN	Letter #4 & UAN
21	Refer case to Superintendent	Refer case to Superintendent

4.2. Gate Timings

Regular Days

Gate #	Suggested Division	Gate Open	Gate Closed
2	EC, ES	Morning 6:45 AM Afternoon 1:12 PM for EC Afternoon 2:00 PM for ES	Morning 8:00AM Afternoon 1:12 PM for EC Afternoon 2:50 PM for ES
3	Bus Gate (for bussed student only)	Morning 6:45 AM Afternoon 2:25 PM	Morning 7:35 AM Afternoon 3:00 PM
5	All Divisions	Morning 6:45 AM Afternoon 2:25 PM	Morning 8:00 AM Afternoon 3:00 PM
7	MS, HS	Morning 6:45 AM Afternoon 2:40 PM	Morning 8:00 AM Afternoon 3:00 PM

Early Dismissal Days

Gate #	Division	Gate Open	Gate Closed
2	EC, ES	Morning 6:45 AM Afternoon 11:50 AM	Morning 8:00 AM Afternoon 12:15 PM
3	Bus Gate (for bussed students only)	Morning 6:45 AM Afternoon 11:50 AM	Morning 7:35 AM Afternoon 12:15 PM
5	All Divisions	Morning 6:45 AM Afternoon 11:50 PM	Morning 8:00 AM Afternoon 12:15 PM
7	MS, HS	Morning 6:45 AM Afternoon 11:50 PM	Morning 8:00 AM Afternoon 12:15 PM

4.3. Student Arrival

- Elementary students go directly to their classrooms at 7:20am and their teachers are there to meet them.
- ES Early arrival supervision begins at 7:00 a.m. but this is not recess time as there is limited supervision. Students will sit in the designated areas until 7:20 and have a chance to chat with friends. No devices will be used at this time.
- 6:45 a.m. - Gates 2, 5, and 7 open. Students make their way to the ES playground.
- 7:20 a.m. - Students begin the day by walking to class and beginning Math Talk.
- 7:40 a.m. – AIS Tardy procedures begin

4.4. Leaving School Early

- Parents must notify their child's teacher in advance, preferably in writing, if they need to pick up their child early. The student will wait in the divisional office for pickup.
- Before leaving, the student will receive a "Permit to Leave the Building" slip. Parents should not go directly to the classroom. Instead, the Permit will be issued by the secretaries and should be taken to the front gate by the student leaving. Security guards will collect the slip upon leaving the building.
- Early departures after 2:00pm require a Seesaw message to the teacher and a call to the ES office. An ES staff member will then escort the child to the main reception at gate one. Parents can then collect their child from the main reception.

4.5. Student Dismissal

In order to maintain an orderly and safe end of day, the Elementary School follows a staggered dismissal schedule. These guidelines are designed to ensure student safety, reduce congestion, and maintain an orderly environment for every member of our learning community. The elementary division officially ends the instructional day at 2:40 p.m. Daily. Students are purposefully engaged in educational activities such as IXL, Raz Kids, one-on-one support, or completing assignments until the end of the day.

As not to disrupt instruction from Middle School, parents should utilize Gate 2 and Gate 5. These gates open at 2:25 p.m. and provide a direct route to the elementary school.

- **2:25 p.m. – Family pick-up for students who do not have a sibling in Middle or High School. This time is reserved for families who want to leave campus right away.**
- **2:40 p.m. Students who ride the bus are collected from class and are escorted to the waiting busses**
- **2:50 p.m. - Family pick-up for students who have a sibling in Middle or High School, and Grade 3 and 4 students whose parents have completed an Independent Dismissal Form.**
- **3:00 p.m. After School Clubs begin.**

Students who are not yet picked up at **2:50** will be escorted to the ES office where they will wait in the elementary division until 3:00 p.m. They are then escorted to the main reception near gate one. Thank you for helping to maintain an orderly and safe campus for every member of our learning community by honoring the full school day and dismissal expectations; by doing so parents help us model responsibility and respect for routines that benefit all students.

4.6. Early Dismissal Schedule

- 11:50am - Gate 2 opens and students can be picked up from their classroom if they are leaving AIS immediately.
- 12:00pm - Students who have siblings in MS and/or HS can be picked up from their classroom and independent students (grade 3 and 4) are dismissed.
- 12:10pm - Any late students take to the ES Office
- 12:15pm - All students dropped at Gate 1

4.7. Student IDs

- Students are required to bring their ID to school daily.
- Lost IDs must be replaced by paying KD 5 in the Business Office.
- Students will need their IDs to check out books.

4.8. Student Absences

Regular attendance is essential for academic growth. However, sometimes students miss school because of family emergencies, illness or travel plans that are unavoidable. It is important to remember that the learning program cannot be changed for the class because of one student. Most of the learning experiences that occur in school cannot be re-created outside of the classroom setting. If your child must be away from school, please let the ES Secretaries, the Homeroom teacher, and specialists know as soon as possible. With advance notice, the teacher will do his or her best to support your child during his or her absence. Students are responsible for all make-up work during their absence. Online options for absences are not available.

4.9. Breaks/Recess

Grade 1 – Grade 4

- Students will have one recess including a nutrition break and one additional nutritional break with some daily physical activity in their classroom.
- ES canteen will be open for light snacks during recess but all students should come with a healthy lunch each day.

5. REPORTING & ASSESSMENT

During the Academic year, you will receive three documents reporting on your child’s progress. These documents will share insight into your child’s learning with details of how well your child has done in relation to the Benchmark Skills and Common Core Standards for each unit. Several conferences throughout the year provide parents and teachers the opportunity to meet and discuss student progress. These conferences are usually scheduled through the PTC online system. Student-led in place of the progress report in Term 2 and this is when students will formally share their learning achievements with parents in a structured environment.

Parents can access their child's report cards through the AIS Hub Parent Portal using the following link:
<https://parents.ais.edu.kw/>

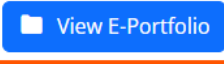
5.1. Login Instructions

- Parents should enter their registered phone number, and an OTP will be sent to them for verification.
- If they have multiple children registered, they will see all their children's profiles.

5.2. Viewing Report Cards

1. Select the student whose report card you wish to view.
2. Navigate to the E-Portfolio section.

E-Portfolio



If the student's account is cleared with no holds, the report cards will be visible.

The E-Portfolio will list all uploaded documents, including report cards, with details such as the report name and posting date. Parents can view and print the report cards directly.

Title	Date	Action
Progress Report 2	20-March-2025	View Document

6. STUDENT CONDUCT

6.1. AIS Uniform Procedures

At AIS, we believe a shared uniform supports an atmosphere of respect, inclusivity, and equality within our diverse, multicultural community. The AIS uniform reflects our values by ensuring all students are dressed in a manner that is modest, comfortable, and appropriate for learning. All students at AIS should follow the Uniform Policy.

Grades 1–4

- White AIS Polo Shirt and Navy Blue Pants, Skirts, Shorts, or Skorts
- AIS PE Uniform
- AIS Hoodie or AIS Zip-Up Hoodie

Non-PE Days

Students who do not have PE on a given day are expected to wear:

- Navy blue pants that are straight cut or loose fitting (not tracksuit-style)
- AIS polo shirt with an AIS hoodie or AIS Zip-Up if needed

PE Days

Students must wear AIS Logo PE attire:

- AIS PE t-shirt (short or long sleeve) and AIS PE shorts/joggers
- Non-marking sports shoes suitable for physical activity
- A designated sports bag to carry a change of clothes and deodorant

PE teachers monitor uniform compliance during each unit. Failure to wear the correct PE uniform will result in progressive disciplinary measures.

Theme Dress Days

- Theme dress days will be scheduled regularly.
- Clothing must not depict nationality or political stance.
- Clothing must follow the school dress guidelines and restrictions.
- Shorts, thin strapped shirts, or clothing bearing offensive emblems or slogans are not permitted.

Theme Day flyers will be shared via newsletters.

Out-of-Uniform Procedure

Students not in proper uniform will be sent to the office so that a parent/guardian can be contacted to bring the appropriate uniform attire. Students will return to class when they are in the proper uniform.

AIS uniforms are available for purchase at the school uniform shop near gate 2.

Dress Guidelines and Restrictions (*Applicable at all times, including Theme Dress Days*)

- Belts must be solid black or navy blue, with no logos.
- Clothing must allow students to sit comfortably in class—relaxed, not tight-fitting.
- Hijabs must be navy blue, black, or white.
- Students must wear their AIS uniform on all school field trips unless otherwise approved by the administration.
- AIS athletic and activity sweaters/sweatshirts are acceptable **only** when worn over a collared AIS shirt.

- Students must be in full AIS uniform when arriving to or departing from campus.
- Students can change for clubs once the school day has finished.
- AIS hoodies/sweaters may be worn inside classrooms; in winter (December–February) Outside jackets should not be worn inside classrooms.

Not Allowed:

- Hats, caps, or hoods inside the building (unless approved by PHE staff during outdoor activity)
- Sunglasses inside the building, unless approved for medical reasons or during outdoor PHE
- No rainbows on any items of clothing
- ES students are not permitted to wear make-up to school
- No other logos are permitted on any uniform clothing. ONLY AIS logo.

6.2. Essential Agreements

Teachers work with their students at the beginning of the school year to develop “Essential Agreements” which will guide classroom conduct. Everyone works collaboratively to establish an agreement of how the class will function. Essential agreements are based on creating an environment conducive to learning, rather than imposing “rules and regulations.” Along with these agreements, teachers establish behavioral interventions and consequences to be imposed if a student breaks the agreement. When a child’s conduct is outside the acceptable boundaries, or a child’s behavior begins to hinder their academic development or that of other children around them, then the counselor or administrative team may be called in to further intervene and increase parental involvement.

6.3. Rules of Conduct for Bus Riders

While on the bus, students are under the immediate supervision of the bus driver. The safety of all passengers is the most important part of school bus operation. Respectful, responsible and safe behavior is mandatory at all times, and inappropriate behavior will result in progressive consequences which may include exclusion from transportation services, without a refund of fees.

If there are issues or concerns that arise from the bus, parents should contact the Transportation Director at the school: melhem.alrayyes@ais.edu.kw Phone: (965) 1843247 ext. 11531.

Bus riders are expected to...

- Be on time at the pickup point, standing on the sidewalk until the bus comes to a complete stop.
- Treat bus drivers, bus monitors, and fellow riders with respect, and follow all instructions.
- Remain seated while the bus is moving.
- Appropriate, respectful language and behavior at all times
- Any damage to the bus is not allowed and the cost of repairs may be incurred by the parent(s) of each student involved in such incidence.
- Each student will remove their trash from the bus, upon exiting and dispose of it properly.

7. ATHLETICS AND ACTIVITIES

7.1. ES Recess Clubs, SLC and Honor Choir

Elementary offers Recess Clubs for students every day of the week during the recess blocks. These are selected based on student interests and run by ES Specialist teachers. Homeroom teachers select which students will attend each day. These include intramural and other sport games in the gym as well as design, art and exploration based activities throughout the week. Student leadership council is offered to grade 3 and 4 students through an application process with a council selected by the SLC advisors. Honor choir is run by the music teachers throughout the year and grade 3 and 4 students will meet from 7:30 to 8:00 if selected. More information is sent via Seesaw.

7.2. ES After-School Activities

AIS Goal 2: Students will excel in arts, academics, activities or athletics.

Rationale:

Through participation in AIS after-school activities, students will develop new skills while working collaboratively with their peers in developmentally age-appropriate activities not offered at home or within the context of the regular teaching and learning program. The AIS after-school activities have three seasons every year: Fall, Winter and Spring. Seasons run for about 7 weeks from 3:00 pm – 4:00 pm at a cost of approximately 40KD per season.

- Dates will be specified for each season.
- Activities vary each season to provide a variety of activities and sports
- All activities are led by AIS teachers and coaches
- Form and money to be sent together

How to Register:

- Registration is on a “first come - first served” basis and places are strictly limited.
- To register, simply complete the registration form that will be received from the divisional offices and bring it into the Activities Office, located beside the business office.
- Do not fax or e-mail your application.
- Applications will only be processed if accompanied by payment.

Confirmation and Payment:

- Payment can be made in the activities office.
- Payment is non-refundable. No credit will be issued for missed lessons.
- No confirmation will be sent to you.

Cancellation Policy:

If an AIS activity is cancelled due to teacher illness or school closure (excluding closures caused by inclement weather), parents will be notified, and the class will be rescheduled. No refunds or credits are provided for student absences for any reason.

Dismissal Procedures:

- All club participants will be escorted to the front lobby for dismissal.
- Please ensure pickup is arranged promptly at the designated time.
- No supervision will be provided by teachers after drop-off in the lobby. Students will remain safe with AIS security guards in the front lobby until their ride arrives.

The office will only contact parents if there is a problem with your application. For further information, contact abdo.shedyak@ais.edu.kw

8. HEALTH AND SAFETY

8.1. Medical Concerns – Reasons to Miss Specific Activities

Sometimes a student may be unable to attend a particular class or participate in a particular activity due to illness or a medical condition. If you are an ES student that needs to be excluded from physical activities in P.E. class and recess, you may send a doctor's note to either our AIS clinic or their regular classroom teacher which includes the following information:

- Child's name
- Description of health concern
- Starting and ending dates of limited physical activity

Students who are restricted from full participation during P.E. and recess, will still attend the P.E. class but will be engaged in quiet activities (board game, book, cards, etc.) during this period.

8.2. Medical Concerns – General

It is important to let the school nurse and the classroom teacher know if your child is taking any kind of medication or is diagnosed with an allergy or medical condition. Medications may only be administered by the school nurse. Do not send medications with your child to school. It is the parents' responsibility to personally bring the medication to school and check it in with the school nurse. All medications should have clear written instructions regarding administration.

In case of an accident, the student will be sent to the school clinic and the parents contacted. IT IS VERY IMPORTANT TO KEEP YOUR PHONE NUMBERS UPDATED AND TO INFORM THE SCHOOL OF ANY CHANGES BY COMPLETING AN UPDATE/REVISION TO STUDENT MEDICAL FORM.

8.3. Dusty/Inclement Weather

Air Quality Index (AQI)

With the safety of students, staff, and parents our highest priority, American International School has a plan for dusty and inclement weather days. At AIS, we have strict rules regarding what students and faculty are permitted to do during periods when AQI ratings are high in Kuwait (see chart below). We created and enforced these rules in order to limit the amount of prolonged exposure to unhealthy air through the reduction or modification of school activities that require moderate to heavy exertion. Staff members are kept informed of changes in AQI throughout the day so that they can change activity plans as needed. Additionally, our nursing staff have been trained to respond to distress and monitor students with asthma.

US EPA POLLUTION INDEX AND EPA AIR QUALITY RANK	US EPA API AND HEALTH IMPLICATIONS	AIS RESPONSE
0-50  GOOD	Air quality is considered satisfactory, and air pollution poses little or no risk	Green- Daily activities are not affected. All busses are running and our school is open. All students will be outside for PE and recess
51-100  MODERATE	Air quality is acceptable; however, for some pollutants there may be moderate health concerns for a very small number of people. For example, people who are unusually sensitive to ozone may experience respiratory symptoms.	Teachers report any signs of respiratory distress in children to the nurse immediately.
101-150  UNHEALTHY FOR SENSITIVE GROUPS	Although general public is not likely to be affected at this AQI range, people with lung disease, older adults and children are at greater risk from exposure to ozone, whereas persons with heart and lung disease, older adults and children are at greater risk from the presence of particles in the air.	Orange- Students who have been identified as having severe asthma will stay inside for lunch, recess, and PE under the supervision of a teacher. Teachers report any signs of respiratory distress in children to the nurse immediately.
151-200  UNHEALTHY	Everyone may experience some adverse health effects, and members of the sensitive groups may experience more serious effects.	Red- Students who have been identified as having asthma (regardless of severity) will stay inside for lunch, recess, and PE under the supervision of a teacher. Teachers report any signs of respiratory distress in children to the nurse immediately. *Pre-k, KG1, and KG2 will treat this as purple day.*
201-300  VERY UNHEALTHY	This would trigger a health alert signifying that everyone may experience more serious health effects.	Purple- All students will remain inside for PE, lunch and recess. No outdoor activity of any kind. Field trips may be postponed if visibility is an issue.
301-500  HAZARDOUS	This would trigger a health warning of emergency conditions. The entire population is more likely to be affected.	Teachers report any signs of respiratory distress in children to the nurse immediately.
500+ 	Values above 500 are considered beyond the AQI.	Black- Possible school closure at the discretion of the Ministry of Education, administration, and/or the AIS school board.

8.4. Healthy Food Policy

It is important to establish good eating habits with young children. Our school canteens offer healthy food and snack options. Parents need to be mindful of what they pack in their child's recess snacks. Teachers work hard to establish good eating practices in the classroom. Healthy eating is the responsibility of home and school; together we can guide the children towards developing healthy lifestyles.

- Parents may not send food items to be distributed to other children by teachers in their classrooms during the school day.
- The only exceptions will be birthday parties which will be held the last 10 minutes of the school day as arranged and approved in advance with the teacher.
- Special occasions that are designated by the Principal are exceptions and will be communicated by the teacher or on the parent blog.
- Parents and teachers must be especially mindful at these times of children with food allergies. In some instances, certain foods may be banned from a classroom to protect a student's health. It is important that any information or directions regarding an allergy are followed.

8.5. Food Allergies

The American International School Kuwait is an Allergy Aware school.

Food allergies including peanut/tree nut allergies, are a significant health concern within the school environment. Allergic reactions can range from mild symptoms to life threatening reactions. Ensuring a safe environment for all students and visitors is a primary focus for the administration and staff at AISK. Your assistance and support in helping us maintain a safe environment for every student, staff and visitor is greatly appreciated.

In an attempt to raise awareness and prevent unnecessary exposure during school hours, AIS is implementing the following steps to address food allergies. These include:

- A letter or note is required from the student's physician identifying the nut/food allergy and given to the school nurse.
- A Food Allergy Emergency Care Plan will be established for those students with documented food allergies, signed by the parent and the physician.
- Epi-pens will be stored in the classroom, main office, and/or clinic and are required to be supplied by parents.
- Students may carry additional epi-pen on their person (when developmentally appropriate).
- Substitute teachers will be informed of any students with life-threatening food allergies by having a copy of the Food Allergy Emergency Care Plan with student picture in the "Sub Folder".
- The student with a food/nut allergy will only eat food brought from home and be restricted from sharing food with other students.
- Food/nut allergen is not allowed in the classroom(s) of any student identified with a life-threatening food/nut allergy.
- No tree nut/peanut products are sold in the canteens.
- A required protocol is to be established for all students to wash their hands (soap and water) upon arrival to school and following lunch/recess when students are re-entering a classroom that is the home classroom to a student with food/nut allergies.
- Whenever food is used as part of students' curriculum, teachers will assure that foods used will allow for full inclusion of all students in a classroom.
- Parents of students with food/nut allergies will be asked to provide alternative treats OR provide explicit permission (email is acceptable) for their child to fully participate in special events.

9. COMMUNICATION PROTOCOLS

9.1. Student Learning

Teachers communicate student learning throughout the school year in a variety of ways. The most common forms of communication to be expected are:

- Phone Calls
- Emails
- Seesaw
- Parent-Teacher Conferences
- Student-Led Conferences/3 Way Conferences
- Term Report Cards
- Scheduled Meetings
- Learning Showcases

9.2. Parent – School Communication

When a problem concerns your child and their work in school, the best person to see is their homeroom teacher. An appointment to see an elementary teacher may be made by e-mailing the teacher or phoning the Elementary Office. Questions about student academic performance should be discussed first with the teacher, and concerns of a personal nature discussed with the teacher and/or counselor as applicable. Direct and timely communication is appreciated and the easiest way to address concerns. If the concern remains unsolved, parents may wish to speak with the Assistant Principal by appointment. If parents wish to speak with the principal, appointments may be requested by contacting the Elementary Office.

9.3. Interruption of Class

When a parent feels it is necessary to communicate with a teacher, please do one of the following:

- Send a note with your child or write a note to the teacher on Seesaw.
- Call the elementary school office and schedule an appointment to speak with the teacher during his/her preparation time, or before or after school as available.
- Send the teacher an e-mail.
- If parents need to deliver an item to a child at school, they must report to the Elementary Office first.
PARENTS MAY NOT PROCEED TO A CHILD'S CLASSROOM WITHOUT FIRST OBTAINING PERMISSION AND A PASS FROM THE ELEMENTARY OFFICE.

9.4. AIS Calendar

The Elementary Division operates on a weekly schedule (Sunday-Thursday). Parents may locate the AIS calendar on our school website, www.ais.edu.kw. Teachers will communicate with parents on which days of the week students must be prepared to attend special classes such as P.E. Art or Music.

9.5. Formal Reporting Systems at the Elementary School

As mentioned in the Reporting and Assessment section, you will receive three documents reporting on your child's progress. These documents will share insight into your child's learning with details of how well your child has done based on the standards and skills taught in each unit. Parents are reminded not to wait until these formal reporting times when there are concerns regarding your child. Please contact your child's teacher whenever you have a question or concern.

9.6. The AIS Website

Visit the AIS site regularly to stay informed with what is happening in the school:

www.ais.edu.kw

10. COUNSELING SERVICES

10.1. Guidance

Counseling services are available for students. Appointments with a counselor may be arranged through the school office. The primary focus of the counselor is to support students' social, emotional and academic development. Communication with, and support from, parents is very important. Some of the duties of the counselor are to:

- Counsel students individually maintaining appropriate confidentiality.
- Facilitate counseling groups focusing on specific issues that the students have in common.
- Provide guidance to support the Units of Inquiry as well as topics regarding age-appropriate topics on social and academic development.
- Consult with parents on issues related to their child's learning and development.
- Provide information to parents regarding community resources to support their child.
- Work closely with external experts in supporting students.

11. HOMEWORK GUIDELINES

Homework is the bridge in the learning process between school and home. As a school, it is our aim to have clear and effective guidelines for all of the participants in homework.

11.1. The Underlying Principles

- **Homework is an integral part of the learning process.**
 - Homework is an opportunity for students to consolidate their learning.
 - Homework should be an extension and/or reflection of current learning.
 - Homework is a time for students to share their learning with parents.
- **Students own the homework.**
 - Students are the learners and are therefore expected to complete the work themselves.
- **Homework should reinforce or serve as an extension of the learning which occurred during the day.**
 - Examples of work assigned by the teacher may be: completion of class work and practice of skills that have already been taught, the reinforcement of concepts through reading and activities, an extension of research taught and begun in the classroom
- **Homework will be balanced against all of the other factors infringing on a student's life out of school.**
 - Teachers and parents must remember that students have other interests and experiences beyond those identified in school. To deny the pursuit of those interests devalues the learning opportunities a student can and does experience beyond school. Homework is not always the most important thing that a student should do out of school time. There should not be a conflict between the demands of homework and the social, emotional and physical development of the child outside of school.

11.2. Homework Guidelines for Each Grade Level

Throughout the Elementary School, Home Connection activities are suggested by teachers in their weekly posts based on what students have been learning at school. These will be shared in Newsletters via Seesaw. Homework will not be assigned on weekends or over school holidays.

12. TECH AND DEVICE USE

At AIS, technology has the power to connect us to the world and expand our international-mindedness. We believe that use of technology carries the responsibility of being accountable for our actions. We believe that respectful and responsible behavior is essential for cooperation and collaboration.

12.1. Computer/Tablet/Internet Usage

- Wi-Fi is provided by AIS so that students have safe and filtered internet. Therefore, the issue of personal hotspots, routers or biscuits is highly discouraged.
- Students may use technology in the classroom when invited by the classroom teacher.
- When invited to use technology, students are to use IT approved devices and access the internet in a responsible manner that is in keeping with the Student Code of Conduct.
- Electronic communication from any location, including the student's home, regardless of time, including weekends and holidays, is within the purview of the school if, in the opinion of the school, it impacts its smooth operation or the well-being of any of its students or teachers.
- Students and their parents are to sign the Acceptable Use Agreement (do they really sign this?) before the student can use IT devices on the school internet.
- Students who do not abide by the Acceptable Use Agreement will be subject to consequences ranging from temporary loss of use, to suspension, or recommendation for expulsion.
- Students bring electronic devices to school entirely at their own risk. The school assumes no responsibility for student owned devices that are damaged, lost or stolen while they are at school or at school events. In the event damage or theft occurs from another student, it is expected that his/her family compensates for damages.
- Taking photographs or videos is prohibited on campus without the approval of a teacher or administrator.
- Taking photographs of other persons, even after teacher permission has been given, is not allowed without the express consent of the person or persons being photographed.
- Violating the privacy or dignity of any individual using electronic means (photographing, recording, eavesdropping, or broadcasting electronically) shall be considered grave misconduct and subject to suspension and confiscation of the equipment involved. Depending on the gravity of the situation the violation could result in the loss of privileges (such as participation in graduation) or a recommendation of expulsion from school.

12.2. Phone Use

As per Ministry of Education, The Public Administration for Private Education Ref. 171/ص/وت issued April 19, 2017:

○ حظر احضار الطلاب لهواتفهم النقالة بالمدارس الخاصة

○ Ban students from bringing their mobile phones in private schools (Ref. 171/ص/وت)

As a result, cell phones and other technologies such as smartwatches and earphones will be by invitation only.

- Cell phone use on campus is only appropriate before 7:40 am and after 2:40 pm.
- Cell phones may not be used as an internet hotspot.
- If cell phones are seen, including in pockets, any teacher will confiscate the phone. The phone will be returned to the student at the end of the school day. Repeated infractions will result in progressive consequences.

13. LIBRARY

13.1. ES Library

The ES library includes collections for the ES students in English and Arabic. It also includes the ES Leveled Readers Collection. The library catalog can be accessed via the [school website](#). Opening hours are from 7:15 am to 3:00 pm, Sunday through Thursday. The ES Library is located on level 1 between the Art and Music Hallways.

- Grade 1 – 4 classes visit the library bi-monthly with their teachers, to participate in lessons and to checkout books from the collections as well as leveled readers. The purpose of the space is to learn and practice research skills using various media, to study, to read and write for work or leisure.
- Students are required to have their AIS ID (Grades 2-4) or library provided card (Grade 1) to check out items from the library collection and the leveled reader collection. All books need to be returned to the respective bin in the ES Library at least one full day before a library visit by 8:00 am.
- If they have an overdue item, they will not be able to checkout or collect future progress reports until their account is cleared. Fees are as follows:
 - Soft cover – 5KD
 - Hardcover – 20 KD
- Damaged resources – From 5KD to 20KD depending on extent of damage.
- Replacement copies may be accepted in place of the damaged/lost book fee if they are an exact new copy of the same title .

13.2. Leveled Reader Collection

- Leveled readers can be checked out by students according to their reading level with the support of their teacher, during the bi-monthly library sessions
- See above for rules regarding returns and fees.

14. MISCELLANEOUS INFORMATION

14.1. Field Trips

Parents will be notified ahead of time of field trips and will be required to sign a permission form for their child. Trips are planned as a significant and meaningful extension to the academic program. Attendance is expected. If a child shows up on the day of a field trip without a permission slip, he/she cannot accompany his/her classmates and will have to stay in school. Please support your child's teacher as far as possible when asked to volunteer as a chaperone on a trip.

14.2. Showcases

Showcases are great occasions for students to share their learning with their parents. Students will share their learning in a variety of ways. Students showcase their learning through their Units of Inquiry, Literacy, Math and other classroom learning experiences.

In order to ensure the order and organization of all school showcases, parents are requested to follow the following guidelines:

- Times will be shared by your child's teacher.
- All audience members are expected to be seated 15 minutes before the start.

- Seating is on a first come first served basis and maids are **not allowed** to keep seats.
- Use the auditorium back doors once the assembly starts for entering and exiting to minimize disruption.
- Remain seated until the end of the performance.
- The audience is required to take pictures from their seats as the commotion in front of the stage usually disrupts the performances.
- Outside personal photographers are **not allowed** in the auditorium.
- Refrain from using cell phones during the performance.

14.3. Birthdays and Other Celebrations

- Birthday parties may not interrupt the classroom program. They may only occur near the end of the day at 2:15pm.
- Parents should contact the classroom teacher at least two days prior to the child's birthday to arrange to pass out treats at the end of the day.
- Food will be limited to one small treat that must be individually wrapped. Please remember we are a **Nut Allergy Aware School**. Students will take the treat home and not eat it in the classroom.
- "Extras" such as party gifts, favors, decorations, visiting characters, and such **are not allowed**. This is better left for larger celebrations at home or away from school.
- Party Invitations sent to school for distribution may only be passed out by the student before or after school.
- Teachers are not able to give out class lists or send anything on Seesaw for birthday parties.
- Siblings are not allowed to attend the birthday celebration in the classroom. It should only be parents that attend or another responsible adult from the family if parents are not available.

14.4. Lost and Found

All student personal items, most especially including jackets and lunch boxes, which your child brings to school should be clearly labeled with first and last name. As space permits, it is also helpful to identify the grade level and homeroom teacher. LOST and FOUND cabinets for missing items are maintained near the Multi-Purpose Room (MPR) on the second floor in the Elementary Division and in the High School Canteen area. Contents are disposed of on a routine basis, so parents should check for missing items in a timely manner.

14.5. Bringing Toys to School

Please do not send toys to school with your children, unless asked by a teacher to enhance a specific learning theme. The teachers and the school are not responsible for the damage or loss of any toys sent to school. ES Admin reserves the right to confiscate any items that are not appropriate or allowed such as toy weapons or anything resembling violence, even during theme days. Parents can take the item from the office after school.