



المدرسة الأمريكية الدولية
American International School

**Early Childhood
Parent - Student Handbook
2026-2027**

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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 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, 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 in 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:

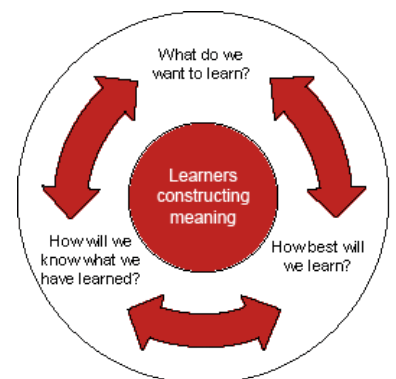
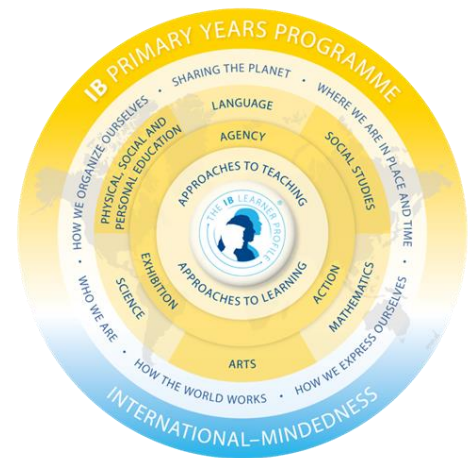
- Language
- Social Studies
- Mathematics
- Arts
- Science and Technology
- Personal, Social and Physical Education

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 Early Childhood Administration or our EC PYP Coordinator ec.pypcoordinator@ais.edu.kw.

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. Gate Timings

Regular Days

Gate #	Division	Gate Open	Gate Closed
2	EC and ES	Morning 6:45 AM Afternoon 1:12 PM for EC Afternoon 2:25 PM for ES	Morning 8:00AM Afternoon 1:30 PM for EC Afternoon 3:00 PM for ES
3	Bus Gate (for bussed students 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 1:12 PM for EC Afternoon 2:25 PM	Morning 8:00 AM Afternoon 1:30 PM for EC Afternoon 3:00 PM

Early Dismissal Days

Gate #	Division	Gate Open	Gate Closed
2	EC and 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

4.2. Gates 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.

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

All gates will be locked at 8:00 am except Gate 1. The campus gates remain locked until dismissal.

4.3. Student Arrival

- EC and ES Gate 2 opens, and student supervision begins at 6:45 am.
- KG1 and KG2 students enter through AIS Gate 2 & 5.
- Classes start promptly at 7:40 am with Math Talks and Morning Meetings.
- Parents drop students off at the assigned gates and students enter the building on their own. Early Childhood staff escort students to their classrooms.
- We want to make sure morning traffic is smooth and efficient. PLEASE adhere to the guidelines set. By Gate 2 there are two lanes; one for drop and go while the other is a moving lane. When a driver parks in either lane, it causes severe traffic jams and tardy students. Parents who would like to escort their children to the gate must find parking on the street.

Parents will not be allowed to escort students to their classrooms.

4.4. Tardy to School

It is important for students to arrive at school on time each day; their late arrival is disruptive to their learning and the learning of all students in the classroom.

Students who arrive to school after 8:00 am must enter through Main Gate 1

- Note that we will close Gate 2 and Gate 5 at 8:00 am each day.
- Anyone arriving to Gate 2 after 8:00 am must walk to the main entrance, Gate 1.
- After 7:45 am parents must personally sign their student in.

Students will receive a Tardy slip and be accompanied by EC staff to their classrooms. EC Office will note the tardy to class in our system.

We track students who are tardy. We will contact you directly if there is a concern. Be reminded that students arriving to school after 7:40 am are considered tardy.

- Regular Tardies-Teacher conversation with parents.
- Continued Tardies-AP for a phone call home and email from office.
- Next Step-Principal meet with Parents.
- 3 Tardies equals 1 Absence

EC Tardy Procedure:

- Early Childhood students arriving after 7:45 am will require a parent sign-in
- Any student arriving after 9:00 am must have a documented excuse for arriving tardy.
- No parents to be escorting students to class.
- Tardy students are collected at Gate 1 by Homeroom Teacher or TA.
- Tardy students collect a tardy slip from the gates or EC office to show when entering class from 7:40 am.

Students arriving after 8:30 am with a parent:

- Will be directed to the EC Office with the parent to sign them in tardy.
- Parents must obtain a visitor's pass from security at Gate 1.

Students arriving after 7:45 am without a parent:

- The EC Office will phone parents to physically come and sign student in.
- Parents arriving to sign in tardy students must obtain a visitor's pass from security at Gate 1, who will then notify the EC Office.

Regular Tardy Students:

Step 1: Teacher has conversation with parents about the importance of being on time in the mornings

School Tardy Letters Home:

Tardies	Communication	Action
3	UAN (unexcused absence notification form)	
6	Letter #1	
12	Letter #2	
15	Letter #3	Parent meeting with AP (sign all letters)
18	Letter #4	Parent meeting with Principal (sign all letters)
21	Letter #5	Referral to Superintendent

4.5. Leaving School Early

It is important for students to leave school on time each day; their early removal is disruptive to their learning and the learning of all other students in the classroom.

- Parents should not pick students up before the official dismissal times, unless unavoidable. Every second in the classroom is important and beneficial to students. We value the end of day SEL and Story Times.
- Parents are to inform and provide the EC Office within 24 hours' notice that their child will be leaving early and their reason for it. Documentation is required at time of pickup for an excused absence otherwise it will be considered unexcused.
- Parents must get a Permit to Leave Building slip from the Early Childhood Office before removing their child from campus.
- Dismissal passes will be given to parents only when taking a student home early (not nannies, drivers etc).
- **Leaving after 12:30 pm, before dismissal, will not be honored unless prior arrangements have been made with the EC Office.**
- Security guards at the front gate will call each division before allowing nannies, drivers, or parents, into each division before dismissal time.
- Guards will collect the Permit to Leave Building slip upon departure
- All students leaving early will be tracked by the EC Office.

4.6. Student IDs

- Lost IDs must be replaced by paying KD 5 in the Business Office.
- IDs that do not work are collected and fixed by IT. If the card is damaged beyond repair, a new card will be issued for KD 5.

4.7. Student Dismissal

- The waiting area just before EC dismissal is the school's front lobby.
- Seating in the lobby is reserved for official school visitors. Please refrain from using the seating and also lingering in the lobby. (This includes nannies)
- After dismissal, students and adults should leave the school premises.
- Gate 2 will open at 1:12 pm for EC dismissal.
- KG1 and KG2 students are all dismissed from their classrooms at 1:15 pm. Students must be signed out for safety and security reasons at their classroom.
- Bus students will be directed to the bus by appropriate personnel at 2:25 pm. Buses leave the school at 2:45 pm.
- On KG-12 Early Dismissal days, gates will open at 11:50 am.
- A paid EC club service is offered to bus students or those who can only leave at 2:25 pm. Space is limited for this service. Please see the school business office.

4.8. Student Absences

Regular attendance is essential for academic growth. However, sometimes students miss school because of family emergencies or travel plans that are unavoidable. At other times, families decide to take holidays outside of the school vacation calendar. 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. Therefore, it is important that student absences be kept to a minimum.

- If your child must be away from school, please let the Early Childhood Office and Homeroom teacher know as soon as possible.
- **If your child is absent for more than 2 days, submit a doctor's note or sick report to the EC Office.**

Ongoing Unexcused Absences:

- Official letters sent home to be **signed and returned** to the EC Office: Absence #4, #7, #13, #19 and #25
- All Grade levels will receive letters.

4.9. Snack and Recess

- Meals are eaten inside the KG1, KG2 classrooms.
- Parents are also advised to pack healthy snacks/lunch for their child. (please see Student Health & Medical Information section about allergies)
- KG1 and KG2 students do not use the school canteen.
- Staff will monitor food that could be harmful to any student.

5. REPORTING AND ASSESSMENT

During the Academic year, you will receive four 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 age-appropriate Benchmark Skills and Common Core Standards for math and literacy, NGSS for science and C3 for social studies for each unit. Annual reporting includes a progress report, and a report card each term. Several 3-way 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 Conferences occur near the end of the school year when students formally share their learning achievements with parents in a structured environment. Parents are reminded not to wait until these formal reporting and conference times if there are concerns regarding their child.

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.
3. If the student's account is cleared with no holds, the report cards will be visible.
4. 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.

E-Portfolio

[View E-Portfolio](#)

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

5.3. Guide to Student Proficiency

Students are assessed using the qualifiers beginning, developing and independent. Their reports card grades are assessed based on formative, anecdotal observations, performance tasks, benchmark and summative assessments. The report grading system is based on mastery of the standards and final assessment grades are based on ability to demonstrate skills and understanding by the end of the reporting period.

5.4. Changing Student Grades

AIS is committed to ensuring that student grades accurately reflect demonstrated learning, based on evidence collected through a variety of assessments. Grades may be changed only in specific circumstances and must follow a clear and documented process to maintain the integrity of the reporting system.

Circumstances for Grade or Comment Changes:

- Errors in data entry after validation and approval process
- Completion of missing work within an agreed-upon timeframe before final reports
- Teacher reflection or recalibration of assessment criteria, with supporting evidence
- Process for Changing Grades/Comments
- Initiation: The homeroom teacher identifies the need for a grade or comment change and collects supporting documentation (e.g., corrected calculation, updated assessment, reassessment evidence).

Approval:

- In Early Childhood, all grade/comment changes must be reviewed and approved by the EC Assistant Principal and EC School Principal.
- Documentation: The teacher must submit an EC Grade/Comment Change Form that includes:
 - Student name and ID
 - Course name and assessment/term affected
 - Original and revised grade/comment
 - Reason for the change
 - Approval signatures
- Notification: Parents must be informed of the change in writing.
- Record Keeping: All documentation is filed in the student's academic record and updated in AIS HUB.
- Timeframe: Grade/Comment change requests must be submitted within two weeks of the original report card or progress report being issued unless otherwise authorized by the division principal.

6. STUDENT CONDUCT

6.1. Essential Agreements

Each teacher works with their students at the beginning of the school year to develop “Essential Agreements” which will guide classroom conduct. Rather than teachers imposing rules, everyone works collaboratively to establish an agreement on 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.

6.2. 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.

6.3. Student Dress Code

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.

KG1, KG2, Grades 1–4

- **Red** AIS Polo Shirt **KG1 students** and Navy-Blue Pants, Skirts, Shorts, or Skort
- 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

PE teachers monitor uniform compliance as students should only wear their PE uniform on PE days.

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 uniform shirts, hoodies and PE attire are available for purchase at the school uniform shop near gate 2.

Navy blue pants, skorts, and shorts will no longer be available for purchase through the AIS Uniform Shop. Families are kindly requested to obtain these uniform items from outside vendors. All pants, skorts, and shorts must comply with the AIS Uniform Policy regarding color, length, and fit.

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.
- During AIS and IB exams, students must wear their collared AIS uniform shirt. Solid navy, black, or white long-sleeved shirts may be worn underneath for warmth.
- AIS hoodies/sweaters may be worn inside classrooms; in winter (December–February) Outside jackets should not be worn inside classrooms.
- KG1 Students will need to be in red AIS shirts.

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

6.4. Theme Dress Days

- Theme dress days will be scheduled regularly.
- Clothing must not depict nationality or political stance.
- Clothing must follow the school dress code.
- Theme Day flyers will be shared via newsletters.

6.5. Virtual School Conduct

Students are expected to:

- Demonstrate respect toward teachers and peers in all interactions
- Attend classes in school-appropriate attire with cameras switched on
- Be seated appropriately and ready to learn for the duration of the lesson
- Use appropriate and school-appropriate backgrounds at all times
- Use microphones and chat features responsibly and only for learning purposes
- Follow digital citizenship expectations, including respectful communication and appropriate online conduct

7. ATHLETICS AND ACTIVITIES

7.1. EC Clubs

Early Childhood offers a paid EC Club service for students with siblings in other divisions and bus students. The EC Club runs from 1:15 pm-2:25 pm every day, Sunday-Thursday. Parents interested in this service can contact the AIS Business office. Seats are limited to each grade level.

EC Club students are dismissed from designated locations at 2:25 pm.

7.2. EC 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 via email 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 via SMS, 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 & 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 your student 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:

1. Child's name
2. Description of health concern
3. Starting and ending dates of limited physical activity

Students who are restricted from full participation during P.E. and recess will still attend but will be engaged in quiet activities (board games, book, cards, etc.) during these blocks.

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.

Please also inform the class teacher if you are travelling and provide us with an emergency number.

8.3. Dusty/Inclement Weather Days

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 will enforce these rules 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  <small>GOOD</small>	Air quality is considered satisfactory, and air pollution poses little or no risk	<p style="text-align: center;">Green-</p> <p>Daily activities are not affected. All busses are running and our school is open. All students will be outside for PE and recess</p> <p>Teachers report any signs of respiratory distress in children to the nurse immediately.</p>
51-100  <small>MODERATE</small>	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.	
101-150  <small>UNHEALTHY FOR SENSITIVE GROUPS</small>	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.	<p style="text-align: center;">Orange-</p> <p>Students who have been identified as having severe asthma will stay inside for lunch, recess, and PE under the supervision of a teacher.</p> <p>Teachers report any signs of respiratory distress in children to the nurse immediately.</p>
151-200  <small>UNHEALTHY</small>	Everyone may experience some adverse health effects, and members of the sensitive groups may experience more serious effects.	<p style="text-align: center;">Red-</p> <p>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.</p> <p>Teachers report any signs of respiratory distress in children to the nurse immediately.</p> <p><i>*Pre-k, KG1, and KG2 will treat this as purple day.*</i></p>
201-300  <small>VERY UNHEALTHY</small>	This would trigger a health alert signifying that everyone may experience more serious health effects.	<p style="text-align: center;">Purple-</p> <p>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.</p> <p>Teachers report any signs of respiratory distress in children to the nurse immediately.</p>
301-500  <small>HAZARDOUS</small>	This would trigger a health warning of emergency conditions. The entire population is more likely to be affected.	
500+ 	Values above 500 are considered beyond the AQI.	<p style="text-align: center;">Black-</p> <p>Possible school closure at the discretion of the Ministry of Education, administration, and/or the AIS school board.</p>

8.4. Healthy Food Policy

It is important to establish good eating habits with young children. 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 2 days in advance with the teacher. Parents may send individually wrapped cupcakes that will be handed out and taken home at the end of the day.
- Special occasions that are designated by the principal are exceptions and will be communicated by the teacher.
- 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 AIS. 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 must 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 ensure that food 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.

8.6. Visiting AIS Campus

For everyone's security, color-coded lanyards must be worn and visible on campus. Students and staff wear their assigned lanyards every day. All visitors must check in and leave their Civil ID with Security to receive a visitor lanyard before entering learning spaces. We're also committed to child safeguarding: If you see or hear anything that worries you about a student's safety or wellbeing, please tell a teacher, counselor, or the office immediately. Thank you for helping us keep AIS safe and welcoming for every child.



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
- System Messages
- Parent-Teacher Conferences
- Student-Led Conferences
- 3 Way Conferences
- Progress Report Cards
- Term Report Cards
- Impromptu Meetings
- Learning Showcases

9.2. Parent – School Communication

If a problem concerns your child and their work in school, the best person to contact is their homeroom teacher. Teachers can be contacted by;

- A note with your child.
- E-mail or System Message.
- Call the Early Childhood Office to schedule an appointment to speak with the teacher during their preparation time, or before or after school as available.

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 EC Assistant Principal. If the concern remains unresolved, parents may wish to speak with the EC Principal.
- Appointments may be requested by contacting the Early Childhood Office.
- Please refrain from using dismissal or early pick up time for discussions with the teacher about your child's progress.
- Teachers will respond to messages during their working hours as their schedule allows.

9.3. Interruption of Class

- If parents need to deliver an item to a child at school, they must hand the labeled item in at Main AIS Gate 1. The item will be delivered to the student.
- PARENTS **MAY NOT** PROCEED TO A CHILD'S CLASSROOM DURING THE SCHOOL DAY WITHOUT FIRST OBTAINING PERMISSION AND A PASS FROM THE EARLY CHILDHOOD OFFICE.

9.4. Early Childhood Division Calendar

The Early Years Division operates on a weekly schedule (Sunday-Thursday). At the beginning of the year, parents will receive a master calendar. Parents may also 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 PE, Art or Music.

9.5. 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 in-class guidance curriculum 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

11.1. Home Connection

AIS adopts a "no homework" policy for KG1 and KG2 students. Research shows that standardized and formal homework is developmentally inappropriate for early childhood learners. Early learners best develop their social and cognitive skills through play and inquiry activities. Early Childhood teachers provide students and parents with opportunities to extend their learning at home in inquiry-based "home connections".

- Home connections are optional educational tasks that are assigned on Seesaw to be done at home under the supervision of a parent/guardian.
- Home Connection activities are suggested by teachers in their weekly posts based on what students have been learning at school, and these will be shared in Newsletters.
- Home connections are designed to be done within the school contact hours, during the school week.
- During Virtual School, work assigned are no longer considered Home Connections. Instead they are a mandatory part of the instructional process and are expected to be completed as part of each student's academic studies.
- During Virtual School, work assigned each day is to be completed before 3pm on that given day. This is to ensure students' learning progresses meaningfully throughout the duration of virtual school.
- During Virtual School, nothing is assigned with the expectation that it is completed after school or during weekends.

12. TECH AND DEVICE USE

12.1. Acceptable Use of Information & Communication Technology

At AIS, technology has the power to connect us to the world and expand our international-mindedness. We believe education has the power to make the world a better place. 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.

- KG1 and KG2 students will be expected to bring an iPad to school on specified days.
- KG1 and KG2 students may use electronic devices in the classroom, or designated areas, under the direct supervision of a teacher.
- Personally owned devices may not be used in non-structured settings such as play areas before school, after school or at recess.
- While safety protocols are in place, students who bring personally owned devices to school do so at their own risk. The school does not take responsibility for lost, stolen or damaged devices.
- When invited to use technology, students are to use AIS wifi connection to access the internet in a responsible manner that is in keeping with the Students Charter of Rights and Responsibilities.
- Taking photographs or videos is prohibited on campus without the approval of a teacher or administrator.
- Taking photographs of other people, 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.
- Students and their parents are to sign the Acknowledgment form before the student can use IT devices or the internet at school.

12.2. Minimum Specifications

- Apple or Android
- The iPad case must not double as a game or any sort of distraction for our learners.
- Headphones must be models that cover, not inserted in the ear.
- Headphones must be connected via wire not bluetooth.

12.3. Required Downloads

- IXL, Bravo Bravo, Seesaw, Microsoft Teams, World Book?

12.4. Home/School Agreements

- Where parents have password protected their child's iPad from downloads, parents agree to share the password with teacher in the event it is required at school or comply with download requests in a timely manner.
- Where parents have set a time limit on a child's iPad, parents agree to share the password with the teacher in the event that the predetermined time elapses accidentally before the lesson that requires the device even begins.
- Student iPads must be charged at home.

13. LIBRARY

13.1. EC Library

The EC Library includes collections for EC students in English and Arabic, as well as leveled readers for KG2. The library catalog can be accessed via the [school website](#). Opening hours are from 7:15 am to 3:00 pm, Sunday through Thursday.

- EC classes have bi-monthly scheduled sessions. During lessons, students enjoy interactive read -alouds and activities. They also check books out to read at home.
- The EC Library is located at the end of the Hallway on the ground floor.
- Students must be accompanied by a Teacher or Assistant during all library visits.
- All books must be returned at least one full day before a library visit, in order for the student's account to be up to date. The classroom assistant collects the books from the students and returns them to the EC Library bin.
- Students must have their labeled folder (KG1 and KG2) and printed library card to check out items from the library and guided reading section. If they have an overdue item, they will not be able to check out 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 copy of the material.

13.2. Guided Reading

- Leveled readers are selected by the teacher for KG2 students according to their reading level, and checked out to the students during their library session
- Please see above for returning books and fees.

14. MISCELLANEOUS INFORMATION

14.1. Field Trips

Parents will be notified ahead of field trips and must sign a permission form for their child. Trips are planned as a significant and meaningful extension to the academic program.

- Student attendance is expected.
- If a child shows up on the day of a field trip without a permission slip or payment, the child may not attend.
- In the circumstance that a student does not have permission to attend the field trip or has missed the departure time, he/she will join another class of their grade level if parents have opted not to pick them up.
- All students must leave for a field trip from the AIS Campus in the school bus and return on the bus back to campus.
- Students may not be picked up or dropped at the venue.
- In case of an emergency, parents will be called, and action will be taken accordingly.
- Staff do not administer medication. If your child is not feeling well on the day of the trip, rather keep them at home!
- Parents are only allowed to attend a trip if chaperones are officially required and requested.

14.2. Learning Showcases

Learning Showcases are great occasions for students to share their learning with their parents. Students will share their learning in a variety of ways. Generally, the KG1 and KG2 showcases are in the second semester. Invitations to these events will be shared with parents. Please note that the school has been striving to make these events more of a stress-free learning experience rather than a superficial show. Students' performances are intentional, transdisciplinary combinations of their Units of Inquiry, Literacy, Math, or other learning experiences.

14.3. In-School Learning Showcases

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

- Learning showcases are executed in two halves and are typically scheduled in the morning. (Final times will be shared by your child's teacher) Both halves have the same structure, content and duration.
- Every effort is made to have twins perform in the same half. Where this is not possible
- All audience members are expected to be seated 10 minutes before the start.
- Seating is on a first come first served basis and home helpers are **not allowed** to keep seats or attend.
- Use the auditorium back doors once the performance 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.
- The AIS media team records the learning showcase. Outside personal photographers are **not allowed** in the auditorium.
- Refrain from using cell phones, shouting or any distracting conduct during the performance.
- Children younger than 18 years are **not allowed** to attend the Showcase.
- No food or drinks are allowed in the AIS Auditorium.

14.4. Birthdays and Other Celebrations

- Birthday parties may not interrupt the classroom program. They may only occur at the end of the day, during the last 20 minutes of school time, and as arranged with the classroom teacher in advance.
- Twin or Triplet birthdays will be celebrated **separately** on the same day in their own classrooms.
- Parents should contact the classroom teacher at least two days prior to the child's birthday to arrange the schedule and be reminded of any student food allergies of concern within the class.
- Food will be limited to **one individually wrapped small cake or, preferably, one cupcake per child**. Please remember we are an **Allergy Aware School**.
- "Extras" such as party gifts, favors, decorations, visiting characters, balloons and such **are not allowed**. This is better left for larger celebrations at home or away from school. (EC Admin reserves the right to refuse any items that are not appropriate or allowed.)
- **Only the child's parents** will receive visitor passes for the classroom party. Other students and guests are **not allowed** in the classroom, which includes family members such as brothers, sisters or cousins.
- Maids and drivers are **not allowed** in the classroom during a birthday and will not be issued a visitor's pass. Our school custodians will assist as needed.
- Invitations sent to school for distribution will be placed in by the homeroom teacher.
- During Gergi'an, National Day celebrations and other parent guest visits, individualized packs, gifts and treats will **not** be distributed.

14.5. Lost and Found

All student personal items, 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. An EC LOST and FOUND cabinet is found by the KG1 hallway. Contents are disposed of on a routine basis, so parents should check for missing items in a timely manner.

14.6. Extra Change of Clothes

KG1 and KG2 parents are required to provide the classroom teacher with 2 extra sets of clothes to keep in the child's cubby. We recommend the extra changes of clothes be AIS uniform as teachers keep bathroom accidents confidential and changing out of school uniform brings up questions by other students. Remember to send a different set of clothes when seasonal temperatures change. The extra set of clothes should include:

- Pants/shorts/skirt (AIS uniform)
- Shirt (AIS uniform)
- Underwear
- Socks
- Shoes

Please wash and return used items immediately.

14.7. What Students Bring to School Every Day

In addition to the Supply List provided, your child will need the following every day:

- A reusable water bottle (no Stanley cups)
- A backpack (no wheels)
- A healthy snack and lunch in **reusable containers**

Items on the supply list should be sent during the first week of school.

14.8. 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 the school. EC Admin reserves the right to confiscate any items that are not appropriate or allowed such as toy weapons or anything resembling violence

14.9. Toilet Training

It is an expectation for all KG1 and KG2 students to be toilet-trained **before** they are admitted to school. If a student does not meet this expectation, the parent(s) will be directly contacted by the school administration to set up an action meeting. **Student entry may be delayed, and/or students may be requested to take an extended leave, of up to 2 weeks, from school until they are fully toilet trained.**

14.10. Virtual School

During the event that school will be virtual, specific information will be shared via email and Seesaw in timely manner. This will include information on synchronous or asynchronous learning, schedules, how to join virtual classes, where to find activities and activity completion expectations. For synchronous learning, students are expected to wear their school uniforms and have their cameras on to participate in the lessons. Students should have a learning space that helps them focus during their lessons. Home support should focus on technical support, but students should complete activities independently and to the best of their ability. In order to assess student learning during virtual school, students must be present, participating in and completing the required activities in all classes. The attendance procedures continue to be in place during virtual or in person.

14.11. Class Placements

Class placements for the upcoming school year are determined through a thoughtful and collaborative process. Input is gathered from teachers, the student support team, and school leadership to ensure each class is well-balanced academically, socially, and emotionally. Careful consideration is given to the overall dynamics of each group so that all students are placed in an environment where they can thrive. Because of the time and care invested in this process, class placements are finalized with the goal of supporting the needs of all students across the grade level.