

**HANDBOOK**

---

**JOHANNESBURG CAMPUS**



**ES**



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## WELCOME FROM THE SCHOOL DIRECTOR

Dear Parents and Students,

When I walk through the AISJ Elementary School I always look forward to seeing the energy and enthusiasm of young students as their teachers guide them through their learning. I am pleased to say that I am rarely disappointed. It is an exciting time for both students and parents as we celebrate new discoveries and the development of the skills, knowledge, and attitudes that are critical for future learning. What is critical in that process is the development of a caring, warm, and supportive environment where everyone knows exactly how things work and how they can work together to achieve the best results.

The Elementary School Parent-Student Handbook is an important tool in this process as it attempts to document how the school operates and deals with everyday situations. It provides a guideline for students and parents and, therefore, becomes a critical document for you. It will hopefully provide the answers to most of your questions, so I encourage you all to read it carefully.

2016-2017 promises to be another exciting school year as our Elementary School is again led by Mr. Ben Hart ably supported by Assistant Principal, Ms. Lisa Thom, and Elementary Counselor, Ms. Elisabeth Cassidy. What also makes this year special, is that we are embarking on a new strategic plan focused on three goals in which learning at AISJ is Conceptual, Connected, and Personalized. I invite you to familiarize yourself with the strategic goals, which are available on the AISJ website, as these will be incorporated into the curriculum and visible in your child's learning at AISJ. I encourage you to work closely with all elementary staff and to play an active role in the school and your child's learning. I am sure it will be a vibrant and rewarding year!

Dr. Andy Page-Smith  
School Director

## WELCOME FROM THE ELEMENTARY SCHOOL PRINCIPAL

Dear Students and Parents,

On behalf of our teachers and staff, I welcome you to the American International School of Johannesburg. You will find our school to be a special and unique place, where wonder and curiosity thrive and student learning is placed at the heart of all that we do.

The AISJ Elementary School is a “mini world within a school” where students from over 100 countries gather to learn and grow in a warm and enriching environment; where friends are made based upon the goodness of their hearts and not the country of origin.

The AISJ vision encapsulates it well:

*“Together we dare to imagine, inspire to succeed, and courageously make a difference.”*

The elementary years of school lay the foundation for a life of learning. During these early years, we have the opportunity to observe students grow and achieve many important milestones in their lives. Walking throughout the classrooms and buildings of our school, you will find inquisitive, friendly and happy children learning together while having fun doing it.

Our developmentally designed curriculum is aimed to meet the varying needs of students from diverse backgrounds. The Elementary School uses a balanced literacy approach to teaching reading and writing. Reader’s and Writer’s Workshop are at the core of our literacy program. We dedicate large blocks of time to teaching literacy throughout our school and want our students to live a literate-rich life, while instilling a life-long love of reading and writing.

Our math program is designed to promote problem solving and mathematical reasoning. Emphasis is placed on developing strong number sense in students, while learning multiple strategies to problem solve and explain mathematical thinking and reasoning.

Our students visit specialist teachers in art, music, physical education, library, and Spanish. We have a strong learning support program where learning support teachers and our counselor work with students who require academic, social and/or English language support. Our elementary counselor and counseling program supports students, parents, and staff.

We recognize the important role families play in the development of their child's academic and social growth. I welcome your involvement in our community and look forward to you becoming an active participant in your child's school life.

Thank you for choosing AISJ. I hope like me, you come to know the Elementary School as a place where your children learn and grow in a safe, warm and engaging environment. I look forward to a wonderful school year with you all.

Ben Hart  
Elementary School Principal

## **BRIEF HISTORY OF AISJ**

At a July 4<sup>th</sup> picnic celebrating American Independence Day in 1982, a group of interested Americans set up a table with a poster advertising the opening of a new "American" school in Johannesburg. A few short months later, the American International School of Johannesburg opened its doors to its first students on September 6<sup>th</sup>. Founders Ed Norman and Benna Jansen van Vuuren, together with American Embassy personnel and multinational businesses in South Africa saw the need for an American-style curriculum and international education for expatriates living in Johannesburg.

Accredited by the State of Tennessee (USA), the school's first home was a residence in the northern suburb of Rivonia and the school opened its doors to 72 students. By 1984 the school was bursting at the seams and the search for a larger facility was initiated. Two hundred and sixty acres were acquired from the Oppenheimer family. The only building on the campus was a crescent-shaped stable for horses. The building was soon converted into 18 classrooms, and the school campus moved to its present location during the 1985-86 school year under the leadership of Director Dick Apple.

As South Africa went through the dark days of Apartheid, the school's population dwindled through the late 80's and early 90's. But 1994 ushered in a new era of democracy for South Africa and since then the country has seen an influx of global interest and investment. Director Everett Gould saw the opportunities of a new free South Africa and how that would impact on the growth of the school, which in 1995 had 395 students. He served as director from 1992-1998 and during that period AISJ saw first and continued development of its campus beyond the horse stables building. The High School wing was added, as was a new swimming pool, cafeteria, library, gym, Fine Arts Center and boarding houses. The Elementary School wing was added in 1995-96. By the year 2000, our student population stood at 530 students.

Today's AISJ would be almost unrecognizable to those who remember the 1985 campus. The crescent - shaped horse-stables still exist, making up the administrative core of AISJ, but there have been many more additions.

Leo Ruberto, the school's director from 1999 - 2003, was instrumental in seeing the need for a satellite campus in Pretoria, the nation's capital. The Pretoria Campus of AISJ opened its doors in 2002 with 14 students in a Kindergarten through Grade 2 setting. The growth of the student population in Pretoria has been 10% to 15% per year, a reflection of the fact that Pretoria has the second-highest number of High Commissions and Embassies in the world and that more students continue to arrive each year as South Africa's importance on the continent grows. Small wonder, then, that the Pretoria campus has outgrown its first set of facilities and has moved to a new campus in August 2011. The purchase of the new campus - located in the Faerie Glen neighbourhood - was approved by the School Board in November 2010. This new campus now offers classes from PreK through Grade 8.

In 2014-2015 our High School had almost 70 students graduate, many being accepted into premier university and colleges from around the world. In 1994 introduced the International Baccalaureate Diploma program which a majority of Grade 11 and 12 students are enrolled in.

As South Africa continues to attract foreign companies and diplomatic missions, AISJ's growth will be directly connected with South Africa's renaissance. Our diverse student population today stands at approximately 107 nationalities school-wide and AISJ provides an atmosphere in which students can maximize the academic potential in a safe and encouraging environment. To maintain the school's strong tradition of providing an excellent balanced program, while attracting new students, AISJ will have to continue growing, and the school's Facilities Master Plans foresees a Johannesburg Campus that can accommodate 1050 students, and a Pretoria Campus that can accommodate 300 students. In short, the school is well positioned to accommodate projected growth.

Over the 33 years since opening, we've come from small and humble beginnings to a vibrant American International school it prides itself on maintaining a low student/teacher ratio to effectively run a student-centered program culminating in the International Baccalaureate Diploma. It places a strong emphasis on diversity, community outreach and links with its local community while focusing on a balanced program of academics, athletics, arts, and service. AISJ is developing an outstanding international reputation for innovative learning and community outreach.

## **VISION, MISSION AND CORE VALUES STATEMENTS**

### **Vision Statement**

Together we dare to imagine, inspire to succeed, and courageously make a difference

### **Mission Statement**

Inspired Learners: Connected, Creative, and Courageous.

### **Core Values**

- Honesty, integrity, and accountability are fundamental
- Personalized, differentiated, authentic, and inspired teaching and learning are essential for achievement and growth
- A culture of continuous improvement is critical to success
- Diversity and inclusion encourage open-mindedness and empathy
- Learning is cognitive, creative, active, and purposeful
- Creativity, adaptability, curiosity, and inquiry equip us to thrive in a changing world
- Strong community is built through participation, communication, collaboration, and mutual respect
- Contributing positively to society is our responsibility

### **Parameters**

AISJ will....

- Ensure that school enrolment, resources, and capacity are aligned
- Maintain a sense of community and attention to individuals
- Not tolerate behavior that is detrimental to the safety, integrity, or dignity of any individual
- Hire and retain qualified and adaptable staff whose attitudes and actions reflect the school's vision, mission, and core values
- Adhere to a sustainable and transparent financial plan
- Maintain a strong international identity while respecting our host country's cultures
- Approve and maintain only those programs that are consistent with the strategic direction, are financially justified, and provide for professional development and assessment
- Provide a Pre K-12 education
- Use English as the primary language of instruction

## **BOARD OF DIRECTORS**

In accordance with our Memorandum of Incorporation, the AISJ school board is composed of a maximum of eleven voting members, one US Embassy representative (non-voting) and the School Director (non-voting). Of the eleven voting members, five are elected by the AISJ community (parents / guardians) and four are appointed by the AISJ school board based on recommendations from the Nominating Committee. The five elected members must be AISJ parents / guardians. The elected and appointed members serve three-year terms. The board can also second up to two additional members. The seconded members serve one-year terms and have voting status. No more than two of the appointed and seconded members can be non-AISJ parents / guardians. The Board must at all times have a simple majority of US citizens as voting members. Board elections take place in April each year and the results are announced at the Board Annual Information Meeting. Board appointments follow as soon as possible thereafter and before the end of the school year.

The role of the board is to oversee the long-term well-being of the school. In collaboration with the AISJ parents / guardians, faculty, staff, students and administration, the board sets and maintains the strategic direction for the school. The board hires the school director to implement the strategic plan and to direct the school's day-to-day operations. Two other critical roles of the board are to ensure the long-term financial stability of the school and to set broad policy in accordance with the school's vision, mission and core beliefs. The full board meets once per month but the majority of its work is accomplished in the board committees that also include AISJ parents and guardians. There are currently three standing committees: Finance and Audit, Facilities, and Governance. The Nominating Committee is a subcommittee of the Governance Committee.

Full details of current school board members, our Memorandum of Incorporation, Strategic Policies, and Board Meeting Reports are found on the AISJ website under Community / Board of Directors.

## **PARENTS ASSOCIATION**

A warm welcome to our new families as you join our diverse international community and to our returning families!

South Africa is a country rich in history, beauty and pride. It is an excellent opportunity to give our families an exposure to so many different cultures, tastes, ideas and talents. We sincerely hope you enjoy your time here.

The AISJ PA Boards in Johannesburg and Pretoria work on behalf of the school, providing social events and activities to help parents, students and the AISJ community to engage. We hold monthly PA Board meetings to share information, collect feedback and provide assistance and support. Our goal is to make you and your children's international experience in South Africa a memorable one. We are self-funding and use the money we raise to enhance the learning experience of our children, as well as those less privileged in our local community.

Just by having a child at AISJ you are a member of the Parents Association. We welcome you to attend our monthly meetings and to support the myriad of activities we host each year.

We look forward to meeting and working with you! Please check the AISJ School website to contact any of our PA Board Members.



## ACADEMIC PROGRAM

### School Program

#### KG – Grade 5 School Timings

The regular school day runs from:

7:40 am - 2:50 pm Monday, Tuesday, Thursday, and Friday.

Wednesday is a student Early Release Day, school is in session from 7:40 am – 1:30 pm

The regular daily schedule is as follows: (Wednesday times are different, see below)

|       |    |   |       |               |  |
|-------|----|---|-------|---------------|--|
| 7:40  | am |   |       | School Starts |  |
| 9:25  | am | - | 9:45  | am            | Recess   |
| 11:00 | am | - | 11:40 | am            | Lunch / Recess for Kindergarten,<br>Grades 1 and 2 |
| 11:40 | am | - | 12:20 | pm            | Lunch / Recess for Grades 3 - 5                    |
| 2:50  | pm |   |       | Dismissal     |  |

Wednesday's schedule is as follows:

|       |    |   |       |               |  |
|-------|----|---|-------|---------------|--|
| 7:40  | am |   |       | School Starts |  |
| 9:00  | am | - | 9:15  | am            | Recess   |
| 10:25 | am | - | 11:00 | am            | Lunch / Recess for Kindergarten,<br>Grades 1 and 2 |
| 11:00 | am | - | 11:35 | pm            | Lunch / Recess for Grades 3 - 5                    |
| 1:30  | pm |   |       | Dismissal     |  |

#### Pre-Kindergarten School Timings

The regular school day runs from:

7:40 am – 1:00 pm Monday, Tuesday, Thursday, and Friday.

Wednesday is a slightly longer day for PK students. School is in session from 7:40 am – 1:30 pm

The regular daily schedule is as follows:

|       |    |   |       |               |                    |
|-------|----|---|-------|---------------|--------------------|
| 7:40  | am |   |       | School Starts |                    |
| 9:10  | am | - | 9:35  | am            | Recess             |
| 9:35  | am | - | 10:15 | am            | Bathroom and Snack |
| 11:15 | am | - | 11:45 | am            | Recess             |
| 11:45 | am | - | 12:20 | pm            | Bathroom and Lunch |
| 1:00  | pm |   |       | Dismissal     |                    |

Wednesday's schedule is as follows:

|       |    |   |       |               |                    |
|-------|----|---|-------|---------------|--------------------|
| 7:40  | am |   |       | School Starts |                    |
| 9:00  | am | - | 9:30  | am            | Recess             |
| 9:30  | am | - | 10:00 | am            | Bathroom and Snack |
| 10:35 | am | - | 11:10 | am            | Recess             |

Pre-K classes each have a 25 minute lunch time, scheduled around visits to the Library Media Center

|      |    |  |  |           |
|------|----|--|--|-----------|
| 1:30 | pm |  |  | Dismissal |
|------|----|--|--|-----------|

Your child's classroom teacher will send home their own unique classroom schedule during the first few days of school. Store this schedule along with the school calendar in a handy place to refer to throughout the school year.

## **ACADEMIC SUBJECT PROGRAM**

The core subject areas in the Elementary School are Language Arts, (reading, writing, handwriting, and word study), Mathematics, Science, and Social Studies. This is augmented with a robust specialist program of Art, Music, Physical Education, and Spanish. Library and Information Technology are integrated into the program.

### **Literacy**

AISJ uses a Balanced Literacy approach that emphasizes best practices in the teaching of literacy. Formative assessments by the teachers are used to drive the instructional strategies in classroom. All elementary classrooms have extensive, leveled classroom libraries. Students are immersed in 'units of study' through Reader's and Writer's Workshop and taught specific strategies to use while reading and writing.

### **Math**

AISJ's math curriculum is based on AERO (American Education Reaches Out) standards and benchmarks, and designed to enable students to be both mathematically powerful and competent learners of mathematics. Our balanced math program focuses on computation/procedural skills (how the math works), the conceptual understanding (why the mathematics works) and problem solving (where the mathematics works).

### **Specialist Classes**

Specialist classes are offered in the following areas:

#### **Music**

At AISJ, we believe that active music making during the early years will allow for students to grow holistically and experience personal growth and development. Students from Kindergarten to Grade 5 attend Music classes during the week. The Elementary Music Program offers opportunities for all students to develop skills in reading, creating, performing, listening, moving to, and describing music. The students learn to use music vocabulary and notation and to develop an enjoyment of, and an appreciation for, music. Students receive exposure to music from various historical periods and a variety of cultures. Integration with classroom subjects also plays a very important role in the music program. Students at all levels perform to various audiences throughout the school year.

The Kindergarten to Grade 2 program uses singing, recorders, and various percussion instruments to give students opportunities to apply their musical skills. Grade 3 students work with vocal and instrumental music, emphasizing the importance of music reading. Students in Grades 4 and 5 take part in a mandatory concert band program on school provided instruments.

#### **Physical Education**

At AISJ, we believe that regular physical activity contributes to good health and well-being and is important throughout a person's lifetime. Physical Education makes a significant and unique contribution

to the student's overall education by providing opportunities to develop movement skills, knowledge, attitudes and leadership that the student will find useful into adulthood.

In Elementary school, the development of the fundamental movement skills, rhythm and coordination serve as the foundation for future learning in Middle and High School. It is at this early age too, when good health and fitness habits are formed and we strive to instill in each child an understanding of how their body works and what they can do to take care of it. A wide variety of age-appropriate games and activities are used enhance skill acquisition, teach sportsmanship, develop fitness and encourage a love of physical activity. Our goal is the development of physically literate individuals.

Areas of instruction in the Elementary curriculum include, but are not limited to, gymnastics, dance, movement, locomotor skills, fitness, ball skills, track and field, and cooperative games. Unit offerings may vary between campuses due to access to different facilities in JHB and PTA. Swimming is also a very important part of the curriculum and students swim approximately ten weeks during the year. Students are grouped according to their swim ability after initial assessments by the teachers. The swimming curriculum focuses on skill development, water safety and water enjoyment appropriate to abilities.

Assessment in Physical Education is ongoing and is mainly formative to encourage students to examine their progress and set goals for further improvement. Students are expected to participate to the best of their ability in all activities and make every effort to be actively engaged throughout class. Wearing appropriate shoes (sneakers) and clothing enables students to participate with unrestricted movement, and parents are asked to help their child be ready for physical activity in this way.

### **World Language**

Spanish is the chosen foreign language taught at the elementary level at AISJ. The goals of the program are to expose students to a new language with an emphasis on basic c skills and vocabulary / grammar awareness as well as to expand their awareness of Spanish speaking cultures.

The course units are designed to prepare students to use Spanish in real life experiences. The units cover many topics and are conceptually based. Examples of topics are: food, animals, numbers, introductions, routines, family, verbs, travel, and sports. Examples of concepts are: culture, community, family, form, patterns, perspective, and identity.

Students engage in oral, reading and writing activities integrated with games, music, and group activities. Native language speakers are separated from the non-native Spanish speakers and work with a Spanish speaking teaching partner to help further their reading, writing, listening, and speaking skills. All of the students attend Spanish five times every two weeks.

### **Art**

Students from Kindergarten to Grade Five have at least two, 40 minute dedicated art lessons during the week. The students learn to create original artwork and convey personal experiences visually. They do this through the systematic learning and practice of various exercises, skills, and techniques that teach them to better observe and critically understand artworks and processes. In addition, they learn key fundamental concepts and receive vital exposure to a whole host of visual art and digital media that enable them to relate to their own experiences and that of the society around them. Students learn to responsibly critique and reflect on their artwork and that of their peers, as well as the masters of art in order to form strong opinions and the ability to articulate their own preferences and interests. Our program also includes a focus on ethnic and traditional arts and crafts from around the world, which fosters cultural sensitivity, tolerance, and an understanding of diversity.

### **Information Technology (IT)**

The Elementary School has a variety of technology devices and resources that serve students from Pre-Kindergarten to Grade Five. The Elementary Design Studio is a space where there is a blend of design

technology and other equipment that allows for a projects that fosters design thinking and project-based learning. This studio contains HD video equipment and green screen, Lego robotics, 3D printer, computers, and a range of consumable materials and tools for students to use. In addition, students in Grades 3-5 have 1:1 (1 device per student) access to laptop computers in their classroom in which to use a range of innovative software tools integrated into their units of study. In Grades K-2, students have access to mobile tablets and use a range of apps designed to promote creativity, problem-solving and other higher-order thinking skills. Tablets provide flexibility of use and enables classroom interaction throughout the teaching and learning process.

### **Grades Pre-K to Grade 2**

The early grades are introduced to various creation type apps such as Book Creator and Explain Everything to learn the basics in adding text, digital drawings, and recording audio, and adding photos/videos to their work. Students are introduced to apps designed to support early literacy skills. Grade 2 continues to build on these skills and use these apps to create ebooks, diagrams and edit short videos. Students in Grade 2 learn how to save and manage their work using cloud computing. Students are introduced to the design cycle in order to create objects using a variety of consumable materials and use simple tools.

### **Grades 3 to 5**

In Grades 3-5, students have 1:1 access to a laptop which is used as a personalized learning tool integrated into all subject areas. Students learn how to use a variety of software tools for presentations, publishing, video/photo editing, database management, and researching. Technology projects are designed to improve creativity, communication, collaboration and digital citizenship skills. Students are introduced to file management to organize and save their work as well as begin keyboarding practice. Students in Grade 5 are introduced to various tools that they will use later in Middle School such as OneNote, OneDrive and the website as a learning management system. Students use the design cycle to create and innovate using a combination of materials and technology.

## **HOMEWORK**

We consider play an important part of childhood and encourage children to actively participate in opportunities to play and be involved in other activities outside of school. We believe it is important for children to have opportunities for unstructured activities, to assist them in developing the skills to plan, organize and encourage creativity and imagination.

We expect children to read at home every day. We encourage parents to read with their children regularly, especially in their mother tongue. Reading should form a natural part of the daily routine and emphasis should be on a shared enjoyment of reading. Reading at home is an excellent means of developing thinking skills, increasing fluency, developing language skills and helping children develop confidence with their reading. Your child's teacher can provide recommendations and suggestions of books.

In Grades 1-5, teachers will assign homework on a regular basis, though this will vary according to the grade level, and needs of the student. Homework is expected to be purposeful. At the elementary level, it is primarily to provide practice and reinforcement of concepts introduced in class, or to accomplish tasks best done independently (such as reading a book for a book report).

Homework is normally assigned on a week-to-week basis (we do not set homework on Friday-Sunday) using the following time frames as a guide:

### **Objectives of Homework**

- To reinforce school learning through practice and applications.
- To stimulate voluntary effort, initiative, independence, responsibility and self-direction.

#### Minutes per Night

*Pre-K* - 10 minutes of reading (Parents reading aloud to their child)

*Kindergarten* - 15 minutes of reading (Parents reading aloud to their child)

\*Please note we have a no homework policy in in Pre-Kindergarten and Kindergarten

*Grade 1* - 20 - 30 minutes, including 15 minutes of independent reading

*Grade 2*- 25 - 35minutes, including 15 minutes of independent reading

*Grade 3* - 30 - 40 minutes including 20 minutes of independent reading

*Grade 4* - 35 - 45 minutes, including 25 minutes of independent reading

*Grade 5* - 45 - 55 minutes, including 30 minutes of independent reading

If you find your child is spending a considerable amount of time above his/her grade level guidelines or is frustrated by the work, contact your child's teacher to discuss ways to remedy the situation.

## **PARENTS AS PARTNERS**

Parents and teachers have the same goal for children - excellence in education. When we work together, we form a strong alliance to support a child's emotional, social, and academic growth.

### **Supporting Your Child:**

- See that your child attends school regularly and arrives punctually. If for any reason your child cannot attend school, inform the school of the reason for the absence
- Support the school in its efforts to maintain proper student conduct based on mutual respect
- Let us know if your child has any problems outside of school that might affect his / her attitude, self-esteem, or schoolwork
- If you have concerns or questions about any aspect of the school program, please do not hesitate to ask. Your child's teacher and the Elementary School Administration are available to discuss areas of interest with you
- Be visible! Attend parent conferences and school events so that you and your child's teacher can get to know each other. It is important that children know that their parents value education
- Look at your child's completed homework, regularly read classroom updates on the AISJ website and sign and return required papers
- Read with child for at least 15 minutes a day. It will enhance your child's comprehension, literacy skills, and love of reading

### **Tips for Helping Your Child Read at Home**

- Recognize your child's successes in reading and offer specific praise
- Ensure that your child is exposed to a wide range of reading materials in print and electronic formats (e.g. newspapers, letters, emails, the internet, recipes, TV guides, magazines, puzzle books etc.)
- Encourage reading in your home language or Mother Tongue.

Model the life-time habit of reading and encourage your child to read for different purposes:

- Read biographies and novels
- Read and explaining instructions for using new appliances
- Read interesting articles from the newspaper and the internet
- Read to a younger brother or sister
- Read to find out more information about a topic
- Read for fun and enjoyment
- Value your own reading and be informed by that of your child. Widen each other's horizons
- Make sure you read some of the books your child enjoys so you can share reactions and pleasure together
- Take an interest in books by favorite authors; talk about them and give them as presents
- Encourage your child to talk about books he or she has enjoyed or disliked. Foster thoughtful criticism and comment
- Let your child see that you sometimes need to discuss and clarify what you read to help your understanding
- Discuss ideas, statements, and underlying beliefs which are evident in newspapers, books, posters, advertising, the Internet, videos, video games, and television programs
- Recognize that both your child and you may have quite different ideas about what you want to read and respect choices made. Broaden reading experiences by exchanging books

- Read books which have been made into films or videos and encourage your child to discuss the differences between the books and the video or film
- Talk to your children about how your parents read to you or told you stories
- When you watch the news on television, read the newspaper or listen to the news on the radio (especially in the car), discuss it
- When something is difficult for your child to read, read it to him / her and then discuss what it is about

## AFTER SCHOOL SPORTS & ACTIVITIES

At AISJ we are excited to offer our Elementary School (ES) students a very diverse and rich activities program. We encourage students to become involved in after school activities so that they can realize their strengths and talents that lie outside of the classroom. In many situations, students gain confidence by being involved in an activity and this has positive effects that overflow into the classroom and beyond. We offer a variety of clubs for students in 1<sup>st</sup> through 5<sup>th</sup> grade to join as well as a “competitive” sports program for students in Grade 3-5.

\*There are no after school activities offered for students in Pre-Kindergarten or Kindergarten.

Our After School Activities program has three, 9-week sessions with breaks between each session. Program overviews and online sign-up forms are posted to the parent portal of the school website approximately 2 weeks before each session begins so students can select the activities they want to participate in. It is important that parents contact the Website Team at [website@aisj-jhb.com](mailto:website@aisj-jhb.com) regarding website log-in information if they are unable to access the parent portals.

At the end of the school day, students are taken to the lower playground where they are supervised until their activity sponsor collects them. On Monday, Tuesday, Thursday, and Friday activities begin at 3:10pm. On Wednesdays, activities begin at 1:50 pm. Activities run until the late bus; the schedule is below.

| Day  | Monday | Tuesday | Wednesday     | Thursday | Friday |
|------|--------|---------|---------------|----------|--------|
| Time | 4:30   | 4:30    | 3:00 and 4:30 | 4:30     | 4:30   |

There are two types of after school activities offered in our Elementary School: “Teacher Sponsored” (Free) and “Private” (Parent Paid). Students who enrol in “Private” activities will receive an invoice for the entire session with the confirmation email. Parents must pay this invoice by the time the activity meets for a second time otherwise the child will be dropped from the activity.

At AISJ we strive to instil in students the importance of committing to activities that they sign up for. Regardless of whether the activity is “Teacher Sponsored” or “Private,” students are required to be at each practice/class unless they are absent from school. If a student misses an activity twice and they have been at school on those days they will be removed from the activity and may not be allowed to join activities the next activities session.

Only students who are enrolled in an after school activity are allowed to stay after school!

Parents who pickup up their child from an after school activity must pick them up by the late bus times listed above. In the interest of safety and security, children who are not picked up by this time will be taken to AISJ’s security gate where they will wait for their parents to pick them up.

Please contact our K-12 Activities Coordinator, David Goetz ([activities@aisj-jhb.com](mailto:activities@aisj-jhb.com)), if you have any questions, concerns, or feedback regarding AISJ’s Activities Program.

## **STUDENT LEADERSHIP**

The Student Council is the recognized voice of the elementary students. Students in Grades 3 - 5 elect a president, vice president, secretary, and treasurer. Class representatives are then selected by each Grade 3 - 5 class to sit on the Student Council General Assembly. The election process draws a great deal of participation and enthusiasm.

The Elementary Student Council allows for students to engage in the decision-making process at their school. This empowerment comes in the form of organizing and facilitating programs and events such as various fundraisers, school spirit days, community outreach efforts, and school health and safety programs

## **STUDENT TRAVEL**

AISJ encourages expanding students' learning beyond the four walls of the classroom. A field trip is any time a group of students leaves the campus under the supervision of the school. Field trips provide a real life application and enrichment of concepts being taught in the classroom. As an extension of the classroom, field trips may be planned during part of the school day.

When planning any field trip we consider the following:

- The safety of the children
- Facilities available i.e. toilets, drinking water, food
- Transportation to and from the destination
- Parent or other teacher chaperones
- Lunch and/or snacks
- Other classes and teachers that may be affected
- Allow time for traffic / travel when publishing leaving and return times
- Detailed, timely communication for all involved

### **Local Field Trips**

Prior to the trip, a notice will be sent home informing parents of the plans and what, if anything, they will need to furnish. It is necessary to have a signed permission slip for each child before leaving campus. If the permission slip is not signed by the parent and in possession of the field trip sponsor, the student will not be permitted to take part in the activity and will remain on campus. Each permission slip has a section which provides parents contact details, times, and what their child needs to bring.

Transportation for field trips is arranged by the school transportation department and students are not allowed to take private transportation to field trips unless written consent is given. Often, we will invite parents on fieldtrips to help supervise students. We ask that parents who are accompanying their children on fieldtrips take their own private transport. This allows us to maximize the space on buses and to plan accordingly. Often parents who are attending fieldtrips will car pool. If parents would like to pick up their child from a field trip destination without having the child return to school, the parents must give the school a written note stating their intention a minimum of 24 hours before the trip.

The same expectations and responsibilities that apply at school apply to time spent on field trips. Similarly, disciplinary concerns relating to the buses will be handled as they would be if they happened at school.

### **Classroom without Walls - CWW**

Overnight field trips require considerably more coordination and planning. They are arranged and coordinated with the school administration and supervised by classroom teachers and teaching partners. Overnight trips have been a highly anticipated component of the grade level program beginning in Grade 4 and 5.

Students in Grade 4 participate in a two-night camping trip to Ukutula Bush Camp in Limpopo. Students in Grade 5 participate in a three-night camping trip to Maraneman Adventure Camp on the Vaal. The signed permission slips should be returned together with the completed student information sheet two weeks prior to the camping trips so accurate arrangements can be made.

### **Student Eligibility**

It is an expectation that all students participate in field trips, including CWW in Grades 4-5. These experiences are seen as an integral part of the curriculum to foster learning, build community and character development outside of the classroom. In extenuating circumstances, individual students may not be able to attend these trips and this decision would be made in consultation with the Administration of the school.

## SERVICE LEARNING: CONTRIBUTING TO THE COMMUNITY

### What is Service Learning

AISJ is committed to providing students with a balanced educational program. By balanced we are referring to the four pillars: **Academics, Athletics, Arts, and Service**. We believe that an understanding and commitment to Service Learning is critical and as such it has to be an integral part of what we do. It connects positive and meaningful action in the community with academic learning, personal growth and social responsibility. It empowers students to develop new skills and knowledge through integrated connections to the curriculum.

Our service learning program provides students and community members with opportunities to enrich the lives of others and leadership opportunities to genuinely make a difference. Service Learning in the elementary is organized by grade level. These service learning projects are chosen to complement different aspects of the academic curriculum.

Service learning has an authentic link with the curriculum and should be something that a class is engaged in throughout the school year. Service Learning may focus on contributing to the school community or to part of the wider community through actions such as: **Direct, Indirect, Advocacy or Research**. An example of this is where a student selects his/her own global/social issue, completes an investigation and then creates an action plan to share with the wider community. Students all chose their own type of action; some present to younger students through direct action, some create websites to advocate for their cause, some complete fundraising/drives based on community needs through indirect service and others collate research and create resources for the community.

For examples of these and to find out more about service learning please see our Service Learning final site.

For more information on Service Learning or to volunteer, please contact **Tara Barton- Pre K-12 Service Learning Coordinator**: [tbarton@aisj-jhb.com](mailto:tbarton@aisj-jhb.com)

## **ASSESSMENT PRACTICES**

The principal objective of assessment is to provide feedback on the learning process so that learning can be improved.

Assessment in the elementary sections at AISJ is viewed as being integral with planning, teaching and learning.

Assessment should be authentic and inspire students to take responsibility for their own learning. Authentic assessment allows students to demonstrate their competence in multiple ways. Throughout, students are required to reflect on their work and on their thinking in order to develop their capacity to assess and redirect their learning. Authentic assessments are embedded in ongoing curriculum work, as well as in culminating performances.

Formative assessment helps teachers and students find out what the students already know and can do in order to plan the next stage in learning. Formative assessment and teaching are directly linked: neither can function effectively or purposefully without the other.

Teachers assess students' prior knowledge and observe and respond to student progress. In this way planning and teaching can be modified as required.

Teachers utilize a range and balance of strategies and tools for assessing student learning, that take into account the diverse ways in which individuals learn. Feedback is recognized as a fundamentally important element in the assessment process and is used to inform and improve learning. It is important to provide opportunities for students to respond to and act on the feedback they are given.

Assessment for learning turns day-to-day assessment into a teaching and learning process that enhances student learning. Extensive research conducted around the world shows that by consistently applying the principles of assessment for learning, we can produce impressive gains in student achievement (Black & Wiliam, 1998).

Students also participate in, and reflect on, the assessment of their work. They are involved in self and peer assessments which provide additional opportunities for reflection and allow them to learn to be self-directed learners.

### **Measures of Academic Progress Testing (MAP)**

AISJ currently uses the *Measures of Academic Progress* (MAP) in grades 3-9. MAP was developed by the Northwest Evaluation Association, and is used by most leading international schools worldwide. MAP is administered twice a year in September/October and April/May.

MAP is a computerized test and provides immediate feedback on individual students within a short time frame. It is also an adaptive test. This means that the assessment adjusts depending on individual student responses. The data shows us where students are performing along a scale of cognitive complexity rather than at a particular grade level. It gives specific feedback to support differentiation in the classroom. In addition, MAP is more suited to the diverse cultural demographics of international schools.

## REPORTING STUDENT PROGRESS

### Introduction to Reporting System

For reporting purposes the Elementary School year is divided into two semesters and report cards are issued at the end of each semester. In conjunction with the report cards, there are formal opportunities for you to meet with your child's teacher throughout the year. There are always opportunities for parents to meet with the teaching staff during the year and you may do so simply by communicating with your child's teacher.

### Reporting Instruments

#### Standards Based Report Card

A Standards-Based reporting system is designed to inform parents about their child's progress towards achieving specific learning standards and to provide feedback that is more detailed regarding the progress children are making towards specific content indicators at each grade level. This report card allows parents and students to understand more clearly what is expected at each grade level. With this understanding, parents will be better able to guide and support their child helping him/her to be more successful.

The Standards-Based report card measures how well an individual student is doing in relation to the grade level standards, not the work of other students. This will give parents a better understanding of their child's strengths and areas for growth, and encourage all students to do their best. Standards-Based report cards encourage students to demonstrate their ability to apply skills and knowledge beyond grade level expectations. This is evidenced by the fact that it is possible to achieve a scale placement of *Exemplary*. Performance at this level is characterized by self-motivation and the ability to apply skills and demonstrate understanding with consistent accuracy, independence, and a high level of quality.

We would like to remind you that a report card must provide accurate information about the student in focus within the context of the school and in relation to our standards. In composing reports, teachers analyse all available assessment information in order to present a comprehensive and accurate profile of a student's strengths and the areas in need of the greatest focus.

The narrative comments are extremely important and must be considered alongside the achievement scale indicator allocated.

There are 5 possible indicators your child may receive as follows:

*Exemplary* - The student consistently exceeds the standard. The student demonstrates exceptional in-depth understanding of the key concepts, processes and skills, and transfers their understanding within other contexts. This is not something that is easy to achieve.

*Proficient*- The student consistently and independently meets the standard. The student grasps and applies the key concepts, processes and skills.

*Approaching*- The student is beginning to, and occasionally does, meet the standard with support. The student is beginning to grasp and apply the key concepts, processes and skills.

*Developing*- The student does not meet the standard with support. The student has limited understanding of the key concepts, processes and skills.

*Not Applicable*- This shows areas of the curriculum that we have not covered yet, but will become a focus later in the year.

Teachers work together, discuss, and calibrate student learning and evaluate student work, to be able to look at what each standard and benchmark might look like at each semester. These expectations can look different and therefore, a student may receive the same indicator at each semester, meaning that they did improve since the target has moved.

### **Learning Conferences**

Parents are encouraged to initiate conferences with teachers in order to ensure a complete understanding of their child's growth relative to his or her ability to achieve, and to the grade level standards. Emailing your child's teacher is usually the most efficient method of making an appointment.

### **"Back to School Night" for parents**

"Back to School Night" is held early each school year to give parents an opportunity to meet teachers and to learn more about the curriculum, major themes, the class schedule, and student expectations. These major points will be summarized in a written overview. Parents can also collect overviews from the elementary specialists and other departments during the evening. Teachers will also discuss their professional background, instructional style, and educational philosophy.

### **Meet and Greet Conferences**

The purpose of this conference is for you to meet your child's teacher and talk with them about your child's strengths, interests and hopes for the year. These conferences are typically held in the second week of school and are 15 minutes in duration.

### **Parent-Teacher Conferences**

The purpose of Parent/Teacher conferences is to provide specific academic and social information in regards to your child's areas of strength and areas for future growth. These conferences are held in mid-November; students do not attend these conferences.

### **Student Led Conferences**

The purpose of Student Led Conferences is for students to demonstrate their learning through an interactive reflection process. These conferences are typically 45 minutes in length and allow the student time to take their parents through their learning and growth within the year. Student Led Conferences are held in all classes Pre-K through Grade 5.

### **Portfolios**

All elementary students have portfolios. These are used to document student learning and growth. Portfolios will be shared with parents throughout the year and sent home with departing students to keep at the end of the academic year. Returning students will use the portfolio as a tool to introduce themselves to their new teacher at the beginning of the new academic year. Following this, the portfolio will be sent home to keep and students will begin a new portfolio within their new grade.

## HOME – SCHOOL COMMUNICATION

Questions, Concerns, or Problems

If you have a problem or a concern, please start by talking with the classroom teacher first.

This direct route will also result in faster and more effective service in addressing the problem. If you need additional help after consulting with the teacher, your next step is to contact the administration.

If you are still not satisfied, you should then approach the school's Director.

This procedure applies for transportation issues as well. Talk to your child's bus driver and share your concern with him to see if the situation can be resolved between the two of you before involving an administrator.

Our purpose at the school is to meet the educational needs of your child in a safe, positive, and enriching environment. One of administration's primary tasks is to address your concerns and ensure your satisfaction in our services, so please do not hesitate to contact us.

## HOW TO CONTACT THE SCHOOL

The Johannesburg Campus main landline is 011 464 1505 / 06 / 07 / 08. In the event that the main landline numbers are not functioning, you may reach the school's main reception during office hours on 083 628 4292. Alternatively, the elementary school also has a direct cell phone line that can be used in the event that parents are experiencing problems with the landline.

| School / Office              | Number   |
|------------------------------|--|
| Elementary School Office     | 011 464 1505 / 06 / 07 / 08                                      |
| Elementary School Cell phone | 083 627 5902 ( <i>use only if main landline is not working</i> ) |

Where to go for answers

|  | NAME                                    | EMAIL  |
|--|---|--|
| <b>Principal</b><br>Curriculum, Elementary School issues, Discipline   | Mr. Ben Hart                            | <a href="mailto:bhart@aisj-jhb.com">bhart@aisj-jhb.com</a>   |
| <b>Assistant Principal</b><br>Curriculum, Elementary School issues, Discipline, ES Bus issues                          | Ms. Lisa Thom                           | <a href="mailto:lthom@aisj-jhb.com">lthom@aisj-jhb.com</a>   |
| <b>ES Office</b><br>Attendance, General inquiries, Lunch tickets, Updating of student information and ES publications. | Ms. Carol McDonald<br>Ms. Kgomotso Mmoa | <a href="mailto:cmcdonald@aisj-jhb.com">cmcdonald@aisj-jhb.com</a><br><a href="mailto:kmmoa@aisj-jhb.com">kmmoa@aisj-jhb.com</a>   |
| <b>Counselor</b><br>Admissions, Social Emotional needs, Individual and small group counselling                         | Ms. Lee Cassidy                         | <a href="mailto:lcassidy@aisj-jhb.com">lcassidy@aisj-jhb.com</a>   |
| <b>Medical Center</b><br>Questions about any health concerns or issues.  | Ms. Mary Myburgh                        | <a href="mailto:mmyburgh@aisj-jhb.com">mmyburgh@aisj-jhb.com</a>   |
| <b>Learning Support Services</b><br>Questions about learning support   | Dr. Cheryl Young, Director              | <a href="mailto:cyoung@aisj-jhb.com">cyoung@aisj-jhb.com</a><br><a href="mailto:lcassidy@aisj-jhb.com">lcassidy@aisj-jhb.com</a><br><a href="mailto:lthom@aisj-jhb.com">lthom@aisj-jhb.com</a><br><a href="mailto:jdavis@aisj-jhb.com">jdavis@aisj-jhb.com</a> |

|  |  |  |
|--|--|--|
|  | PreK and KG – Ms. Lee Cassidy and Ms. Lisa Thom<br><br>Grade 1 – Ms. Jessica Davis<br><br>Grade 2 – Ms. Lisa Botha<br><br>Grade 3 – Ms. Viveca Smith<br><br>Grade 4 – MS. Rene McCabe<br><br>Grade 5 –Heather McGlothlin | <a href="mailto:lbotha@aisj-jhb.com">lbotha@aisj-jhb.com</a><br><a href="mailto:vsmith@aisj-jhb.com">vsmith@aisj-jhb.com</a><br><a href="mailto:rmccabe@aisj-jhb.com">rmccabe@aisj-jhb.com</a><br><a href="mailto:hmcglothlin@aisj-jhb.com">hmcglothlin@aisj-jhb.com</a> |
| <b>Library Services</b><br>Questions about the Library Media Centre                            | Mr. Robert Edgar   | <a href="mailto:redgar@aisj-jhb.com">redgar@aisj-jhb.com</a>   |
| <b>Admissions</b><br>Questions about admission and/or withdrawal                               | Ms. Mary Jane Hart   | <a href="mailto:mhart@aisj-jhb.com">mhart@aisj-jhb.com</a>   |
| <b>School Transportation</b><br>Questions about transportation                                 | Mr. Tumi Masemola  | <a href="mailto:tmasemola@aisj-jhb.com">tmasemola@aisj-jhb.com</a><br><a href="mailto:sshabangu@aisj-jhb.com">sshabangu@aisj-jhb.com</a>   |
| <b>Activities Coordinator</b><br>Questions about sports teams and activities                   | Mr. David Goetz  | <a href="mailto:dgoetz@aisj-jhb.com">dgoetz@aisj-jhb.com</a>   |
| <b>Communications Office</b><br>Questions regarding AISJ branding, the Izindaba & AISJ website | Ms. Tamara Rodrigues-Schlebusch  | <a href="mailto:communications@aisj-jhb.com">communications@aisj-jhb.com</a><br><a href="mailto:website@aisj-jhb.com">website@aisj-jhb.com</a>   |

Our phone system is set up so as not to ring through to the classrooms. In case of a family emergency during class hours, the school secretaries can relay a message to the faculty member involved.

## FACULTY CONTACT LIST

| LAST NAME         | FIRST    | DESIGNATION                   | Room  | Teacher Emails   |
|-------------------|----------|-------------------------------|-------|--|
| de Villiers       | Cate     | Pre-K Teacher                 | ES 2  | <a href="mailto:cdevilliers@aisj-jhb.com">cdevilliers@aisj-jhb.com</a> |
| Matyumza          | Nomzamo  | Pre-K Teaching Partner        | ES 2  | <a href="mailto:nmatyumza@aisj-jhb.com">nmatyumza@aisj-jhb.com</a>     |
| Claassen          | Lianne   | Pre-K Teacher                 | ES 3  | <a href="mailto:lclaassen@aisj-jhb.com">lclaassen@aisj-jhb.com</a>     |
| Zondi             | Sindi    | Pre-K Teaching Partner        | ES 3  | <a href="mailto:szondi@aisj-jhb.com">szondi@aisj-jhb.com</a>           |
| Hester            | Rebecca  | Kindergarten Teacher          | ES 4  | <a href="mailto:rhester@aisj-jhb.com">rhester@aisj-jhb.com</a>         |
| Tabudi            | Karolo   | Kindergarten Teaching Partner | ES 4  | <a href="mailto:ktabudi@aisj-jhb.com">ktabudi@aisj-jhb.com</a>         |
| Van Heerden       | Lauren   | Kindergarten Teacher          | ES 6  | <a href="mailto:lvheerden@aisj-jhb.com">lvheerden@aisj-jhb.com</a>     |
| Thompson-Marshall | Sara     | Kindergarten Teacher          | ES 5  | <a href="mailto:smarshall@aisj-jhb.com">smarshall@aisj-jhb.com</a>     |
| Maphalala         | Penelope | Kindergarten Teaching Partner | ES 5  | <a href="mailto:pmaphalala@aisj-jhb.com">pmaphalala@aisj-jhb.com</a>   |
| Combrink          | Barbara  | Kindergarten Teacher          | ES 6  | <a href="mailto:bcombrink@aisj-jhb.com">bcombrink@aisj-jhb.com</a>     |
| Cusack            | Sandra   | Grade 1 Teacher               | ES 26 | <a href="mailto:scusack@aisj-jhb.com">scusack@aisj-jhb.com</a>         |
| Vermeulen         | Wilmien  | Grade 1 Teaching Partner      | ES 26 | <a href="mailto:wvermeulen@aisj-jhb.com">wvermeulen@aisj-jhb.com</a>   |

|                    |          |                                |                         |  |
|--------------------|----------|--------------------------------|-------------------------|--|
| Ronning            | Amy      | Grade 1 Teacher                | ES 28                   | <a href="mailto:aronning@aisj-jhb.com">aronning@aisj-jhb.com</a>                   |
| Wiegman            | Jennifer | Grade 1 Teacher                | ES 27                   | <a href="mailto:jwiegman@aisj-jhb.com">jwiegman@aisj-jhb.com</a>                   |
| van der Westhuizen | Leonie   | Grade 1 Teaching Partner       | ES 28                   | <a href="mailto:lvanderwesthuizen@aisj-jhb.com">lvanderwesthuizen@aisj-jhb.com</a> |
| Nkosi              | Mbali    | Grade 1 Teaching Partner       | ES 27                   | <a href="mailto:mnkosi@aisj-jhb.com">mnkosi@aisj-jhb.com</a>                       |
| Treacher           | Daniella | Grade 2 Teacher                | ES 32                   | <a href="mailto:dtreacher@aisj-jhb.com">dtreacher@aisj-jhb.com</a>                 |
| Bastion            | Lauren   | Grade 2 Teacher                | ES 33                   | <a href="mailto:lbastion@aisj-jhb.com">lbastion@aisj-jhb.com</a>                   |
| Middleton          | Scott    | Grade 2 Teacher                | ES 34                   | <a href="mailto:smiddleton@aisj-jhb.com">smiddleton@aisj-jhb.com</a>               |
| Booth              | Jackie   | Grade 2 Teacher                | ES 31                   | <a href="mailto:jbooth@aisj-jhb.com">jbooth@aisj-jhb.com</a>                       |
| Berneking          | Brian    | Grade 3 Teacher                | ES 25                   | <a href="mailto:bberneking@aisj-jhb.com">bberneking@aisj-jhb.com</a>               |
| Neubert            | Rachel   | Grade 3 Teacher                | ES 22                   | <a href="mailto:rneubert@aisj-jhb.com">rneubert@aisj-jhb.com</a>                   |
| Cross              | Jake     | Grade 3 Teacher                | ES 23                   | <a href="mailto:jcross@aisj-jhb.com">jcross@aisj-jhb.com</a>                       |
| Saber              | Amina    | Grade 3 Teacher                | ES 24                   | <a href="mailto:asaber@aisj-jhb.com">asaber@aisj-jhb.com</a>                       |
| Porteous           | Gill     | Grade 4 Teacher                | ES 20                   | <a href="mailto:gporteous@aisj-jhb.com">gporteous@aisj-jhb.com</a>                 |
| Dangoumou          | Lindy    | Grade 4 Teacher                | ES 18                   | <a href="mailto:ldangoumou@aisj-jhb.com">ldangoumou@aisj-jhb.com</a>               |
| Marshall           | Carla    | Grade 4 Teacher                | ES 21                   | <a href="mailto:cmarshall@aisj-jhb.com">cmarshall@aisj-jhb.com</a>                 |
| Kay                | Lin      | Grade 4 Teacher                | ES 19                   | <a href="mailto:lkay@aisj-jhb.com">lkay@aisj-jhb.com</a>                           |
| Chadderton         | Lee      | Grade 5 Teacher                | ES 16                   | <a href="mailto:lchadderton@aisj-jhb.com">lchadderton@aisj-jhb.com</a>             |
| Shelley            | Philip   | Grade 5 Teacher                | ES 15                   | <a href="mailto:pshelley@aisj-jhb.com">pshelley@aisj-jhb.com</a>                   |
| Kingston           | Harriet  | Grade 5 Teacher                | ES 14                   | <a href="mailto:hkingston@aisj-jhb.com">hkingston@aisj-jhb.com</a>                 |
| Vicente            | Karen    | Grade 5 Teacher                | ES 17                   | <a href="mailto:kvicente@aisj-jhb.com">kvicente@aisj-jhb.com</a>                   |
| Marshall           | Mark     | Technology Facilitator         | ES Makerspace           | <a href="mailto:mmarshall@aisj-jhb.com">mmarshall@aisj-jhb.com</a>                 |
| Edgar              | Robert   | Media Room Specialist          | ES Media Center         | <a href="mailto:redgar@aisj-jhb.com">redgar@aisj-jhb.com</a>                       |
| Williams           | Zandre   | Library Teacher Partner        | ES Media Center         | <a href="mailto:zwilliams@aisj-jhb.com">zwilliams@aisj-jhb.com</a>                 |
| Sithole            | Nathan   | Library Assistant              | ES Media Center         | <a href="mailto:nsithole@aisj-jhb.com">nsithole@aisj-jhb.com</a>                   |
| Fietje             | Sean     | Art Teacher (K-2)              | ES 10                   | <a href="mailto:sfietje@aisj-jhb.com">sfietje@aisj-jhb.com</a>                     |
| Jespen-Minyard     | Donna    | Art Teacher (3-5)              | ES 11                   | <a href="mailto:dojepsen@aisj-jhb.com">dojepsen@aisj-jhb.com</a>                   |
| Fader              | Nicola   | Music Teacher (K-2)            | ES 8                    | <a href="mailto:nfader@aisj-jhb.com">nfader@aisj-jhb.com</a>                       |
| van Niekerk        | Narina   | Music Teacher (3-5)            | ES 9                    | <a href="mailto:nvanniekerk@aisj-jhb.com">nvanniekerk@aisj-jhb.com</a>             |
| Barnard            | Lorena   | Spanish Teacher K-2)           | ES 12                   | <a href="mailto:lbarnard@aisj-jhb.com">lbarnard@aisj-jhb.com</a>                   |
| Meier              | Adam     | Spanish Teacher (3-5)          | ES 13                   | <a href="mailto:ameier@aisj-jhb.com">ameier@aisj-jhb.com</a>                       |
| Cespedes           | Paula    | Spanish Teaching Partner (K-5) |                         | <a href="mailto:pcespedes@aisj-jhb.com">pcespedes@aisj-jhb.com</a>                 |
| Davis              | Jessica  | Learning Support (K-1)         | Learning Support Office | <a href="mailto:jdavis@aisj-jhb.com">jdavis@aisj-jhb.com</a>                       |
| Botha              | Lisa     | Learning Support - Grade 2     | Learning Support Office | <a href="mailto:lbotha@aisj-jhb.com">lbotha@aisj-jhb.com</a>                       |
| Smith              | Viveca   | Learning Support - Grade 3     | Learning Support Office | <a href="mailto:vsmith@aisj-jhb.com">vsmith@aisj-jhb.com</a>                       |
| McCabe             | Rene     | Learning Support - Grade 4     | Learning Support Office | <a href="mailto:rmccabe@aisj-jhb.com">rmccabe@aisj-jhb.com</a>                     |
| McGlothlin         | Heather  | Learning Support - Grade 5     | Learning Support Office | <a href="mailto:hmcglothlin@aisj-jhb.com">hmcglothlin@aisj-jhb.com</a>             |
| Ferguson           | Ingrid   | PE (K-2)                       | Gould's Gym             | <a href="mailto:iferguson@aisj-jhb.com">iferguson@aisj-jhb.com</a>                 |
| Keet               | Clinton  | PE (3-5)                       | Gould's Gym             | <a href="mailto:ckeet@aisj-jhb.com">ckeet@aisj-jhb.com</a>                         |

### **Classroom Bulletins**

Classroom teachers at the Elementary School post weekly bulletins to their classroom websites. All parents receive log in information to access the website, where information relevant to curriculum, learning resources, and the Elementary School Portal can be found. The website is our main platform for communicating with parents and is consistent across the entire school.

### **Parent Involvement (Room Parents)**

Room Parents assist teachers in organizing class parties and field trips that are scheduled throughout the year. If required, Room Parents assist teacher(s) in obtaining chaperones for field trips and / or helpers for other functions. If you wish to become a room parent, call the elementary school office for the contact details of the Parents Association (PA) elementary coordinators.

### **ES Parent Focus Group (PFG)**

The ES Parent Focus Group (PFG) consists of a parent representative from each grade. The primary role of the PFG is to meet with the Elementary Administration once a month to discuss relevant topics that are pertinent to the elementary school, along with ways to promote initiatives within the community. Our aim is to build a stronger connection between the parents and ES administration, to act in the best interest of student learning, and to continue to better serve our elementary community. Members of the group are considered advocates for all elementary school students, faculty, administrators and parents.

Members of the PFG will be encouraged to express their own ideas and personal opinions about topics that are discussed. They are not required to be a sounding board for other parents' personal issues or responsible for complaints or issues of others within the community. Members of the PFG are also not required to solicit the opinions of others in the community and bring these back to the group, as there are already appropriate avenues for addressing these within the elementary school.

This group is formed at the beginning of the school year, and formed in conjunction with the Parent Association divisional representatives.

### **ES Parent Coffees**

Approximately once a month, the Elementary School will hold parent coffee sessions. These could be offered by the counselor or the literacy coach or the principal depending on the needs of the community and the divisional goals and curriculum focus.

## ALL SCHOOL COMMUNICATION

### Email

All school emails are used sparingly to avoid our community being inundated with communication. Most communication can be found on the divisional portals of the website. All school emails will be sent by [AISJ-Communications@aisj-jhb.com](mailto:AISJ-Communications@aisj-jhb.com). Please whitelist this domain so that the email does not go to your spam folder. [Click here](#) for a 'How to' guide on how to whitelist a domain. It is also imperative that your family's contact information is current. We pull all information from our school database PowerSchool. If your email, telephone number, emergency contact or physical address has changed please contact the school office to update your information. Alternatively, you can update it yourself on PowerSchool.

### How to update contact information on PowerSchool

Below you will find details that enable you to create your AISJ PowerSchool account and add your student/s to this account.

#### How to Guides:

Kindly click the links below for more information:

1. [How to create PowerSchool parent account](#)  
(For parents without a PowerSchool account)
2. [How to add students to your PowerSchool parent account](#)  
(Parents already with PowerSchool accounts who need to add their children in AISJ)
3. [How to update my demographic information](#)  
(Each parent MUST go through this demographic update how-to guide to make sure their information is accurate)

We strongly encourage you to take several minutes and update your details. It is extremely important that this information is current as all of our communication relies upon this data – including the Nurse's Office and the AISJ Transport Department. Should you encounter any difficulties, please email [powerschool@aisj-jhb.com](mailto:powerschool@aisj-jhb.com)

### eNotify

eNotify is the AISJ's Website email platform. All information housed on the AISJ website is pulled from PowerSchool. Hence, it is imperative to ensure your information is correct on PowerSchool. At times, emails will be sent through eNotify and will come through from an [AISJ-Communications@aisj-jhb.com](mailto:AISJ-Communications@aisj-jhb.com) account. Please ensure you whitelist the following address: [noreply@aisjohannesburg.myenotice.com](mailto:noreply@aisjohannesburg.myenotice.com). This will ensure that the email does not go to your spam folder. On eNotify you have the option to unsubscribe. However, we caution you from unsubscribing from this mailing list as we use this platform for emergency communications. If you click the unsubscribe button in error, please contact [website@aisj-jhb.com](mailto:website@aisj-jhb.com) so we can re-subscribe you.

### AISJ Community Classifieds

Do you have something to sell? Are you looking to buy a few items? It's quick, it's easy!

[Click here](#) to request access to the AISJ Community Classifieds Facebook Group.

**Please Note:** This a purely community driven group, AISJ has no involvement in the transaction

between the buyer and seller. AISJ reserves the right not to approve posts of items that are deemed inappropriate. Posts older than 1 month will automatically be removed. If items are not sold, please repost.

### **AISJ Official Facebook Private Group**

The AISJ Communications Department also manages the official AISJ Facebook group. Please [click here](#) to request access as it is a private group. All members are vetted before access is given due to security reasons. Only alumni and current community members are able to view content.

### **Transport SMS System**

In our constant effort to improve communication to parents, we have now implemented an SMS system for the Transport Department. Parents of bus riders will now receive SMS communication in the event of the following situations:

1. Bus breakdown en route with students on board
2. Delay in departure from campus (more than 20 minutes)

### **News Alerts**

On the divisional portals, you will find a 'News' tab in the top navigation. All divisional / all school news will be posted there including the respective Principal weekly updates. Community members have the option subscribe to 'News Alerts' which means each time there is a new post in the 'News' section an email will be received. [Click here](#) to learn how to set up 'News Alerts'.

### **School Event Communication**

On the divisional portals, you will find a button 'School Events' which links to a page with information on all of the major upcoming school events. All school events can be accessed via the 'Calendar' tab on all the portals. You can access all of the divisional calendars as well as the community calendar. We urge parents to please make use of the electronic calendars as if there are changes to an event they will reflect there.

Parents also have the option of exporting the whole calendar to their personal device - [click here](#) to learn how. There is also an option of setting alerts for individual events of interest - [click here](#) to learn how.

### **Parents' Association (PA) Event Communication**

On the divisional portals, you will find a button 'Parents Association Info & Events' which links to a page which houses information on all of the major upcoming PA events. All PA events can be accessed via the 'Calendar' tab on the respective portals. Both the Pretoria and Johannesburg Parents Associations have their own Facebook pages. To request access to the Pretoria PA Facebook group [click here](#) and the Johannesburg PA [click here](#). All members are vetted before access is given due to security reasons. Only current community members are able to view content.

### **Izindaba Montly eNewsletter**

The Communications Department is responsible for the facilitation of the monthly all school newsletter, *Izindaba*. The word *Izindaba* is a Zulu word which means 'news'

If you would like to contribute articles to the school newsletter, please contact the Communications Department at [AISJ-Communications@aisj-jhb.com](mailto:AISJ-Communications@aisj-jhb.com). The *Izindaba* is a tool the school uses to share

information about school events throughout the year, but it is also a place where the larger school community – parents, students, faculty members – can share articles on activities they are participating in or accomplishments they have achieved in sports, the arts, academics, and even in helping to solve local problems in the community. The newsletter is published once a month – the schedule for submission of content is available on the AISJ website.

A link to the latest issue of the newsletter is emailed to all parents who have given the school a valid e-mail address when the newsletter is published. It is also always available on the landing page on the Divisional Portals of the AISJ website.

### **Emergency Communication**

In an emergency situation, you can expect the following sequence of communication: an eNotify will be sent to the AISJ community, followed by an SMS. The same content will then be loaded to the divisional portals. After you log in a page pop will appear with the communication sent. This is to ensure that the community is able to access the communication if the eNotify and/or SMS have not been received. To reiterate, please ensure your contact information is current in PowerSchool at all times so that you receive communication in the event of an emergency.

### **Website Log In Assistance and Support**

The AISJ website is the HUB of information. All community members need log in details to access the portal and class spaces on the website. If you have not yet received your log in details, please email [website@aisj-jhb.com](mailto:website@aisj-jhb.com). Once you have logged in you will find a 'Support' tab in the top navigation. Complete the online form should you need assistance. Someone from the website support team will be in contact to assist you with your query. Should you have queries regarding your child's class spaces, please contact the divisional office and/or the Technology Integration Coaches.

### **Use of Digital Images at AISJ**

Normal video and photography are used in a learning context at AISJ, both by teachers to deliver relevant and engaging lessons and increasingly by students as a way of demonstrating an understanding of their learning. These movies and pictures frequently feature our students and are sometimes shared in the AISJ online learning environment that provides our students with an audience and an authentic publishing environment.

With the introduction of different staff, student and parent portals, we are able to control access to the media we put on the internet. The faculty at AISJ is very conscious of the need to keep student information private. The safety of our school population is taken very seriously at AISJ and we have developed guidelines for teachers detailing the appropriate usage of photos and videos online.

Students themselves are involved in Digital Citizenship lessons where they learn about the benefits and hazards of a connected world. By signing the student handbook, they agree to behave in a responsible manner when it comes to maintaining an online presence and to use social media thoughtfully.

In addition to the classroom environment, AISJ faculty and staff take pictures and videos of students at several events throughout the year. Images and videos are used on the school website, yearbook, publications, promotional materials, and school documentation. Every effort will be made to use discretion and taste in the use of these images, and videos.

On occasion, AISJ receives requests from outside publications who would like to feature the school and its students in their stories / articles / websites. Where a request is made for such photos, the

Communications Department will contact the parents directly for their permission for their image/s to be used outside of AISJ.

### **Important School Documents and Links**

All school documents, such as handbooks, guides, and booklets as well as links to climate survey data dashboards and divisional presentations can be found under the 'Resources' tab (Top Navigation) on the respective divisional portals. The cafeteria menu and latest Izindaba schedule can also be found on this page.

## **VISITING THE SCHOOL**

We encourage parents to visit the school and become actively involved in the education of their children. We do ask that parents consult with the teacher and make prior arrangements for visits. While teachers are very open to talking to parents, please remember their first priority during the school day is the instruction of students. If a visit will take more than a few minutes, the parent should schedule a meeting time that is convenient for both parties. An email explaining the reason for the visit is beneficial for the teacher so she/he can prepare for the meeting.

### **Guests**

Any student wishing to bring a guest to AISJ must obtain permission from the Administration two days prior to the visitation day in order to provide the school time to arrange for the visit. The school has the right to decline such a request if the class is committed to a specific activity that is not conducive to having additional children involved. Generally, visitations by guests will be approved for only one day and are intended primarily for visiting family or friends. On the day of the visit, the student must bring his / her guest to the office to make them aware that the student is on campus.

AISJ students are responsible for the behavior of their guests and for informing them of the school's expectations and regulations. Each guest must stay with his/her host throughout the day. Guests will not be allowed to visit the school during testing days, field trips, or the day prior to a school holiday.

### **Withdrawal Procedures**

Parents are required to inform the school, in writing to [es-office@aisj-jhb.com](mailto:es-office@aisj-jhb.com), of plans to withdraw from the school one month in advance of departure. A child's withdrawal from AISJ is only official once we have received it writing.

Before school records can be released, the family must have all accounts settled and returned all school property back to AISJ in good condition. Please notify both the Admissions Office and the Elementary School Office of your departure so they can start preparing an exit package. An AISJ Elementary Student Withdrawal Form must be completed before school records are released. Parents are obligated to pay the fees for all of any semester a child has attended. Tuition fees for the first semester are not refundable after the first day of attendance by the student.

### **Joining AISJ Mid-Year**

AISJ welcomes families to join and leave the school throughout the school year. We make every effort to ensure your child's transition to AISJ is smooth and welcoming. Families that will arrive during the school year are encouraged to communicate with the school to facilitate the process.

## **Retention**

Retention of students in a grade is only done if it will increase the student's chance of achieving success in school. Retention will not be recommended at AISJ simply because a student has not mastered all the skills taught at a particular grade level, has not yet acquired English proficiency, or lacks good study or work habits.

Retention of a student will occur only upon the recommendation of the student's teacher and by a final decision of the principal. No student may be retained solely on the basis of English language proficiency or academic ability.

Many factors, including social development and/or maturity, behavior and family considerations will be evaluated before a recommendation of retention is made. Often, further external assessments will be required in order to make a final decision on retention.

Retention is typically only considered in the very early years of school and it is not something that is taken lightly. Parents will be kept informed throughout the year and consulted regularly regarding any possible retention decisions.

## **Permanent Student Records**

The AISJ Board of Directors specifies that accurate records shall be kept for each student. All permanent student files are stored in the office in cabinets that are locked when the office is unoccupied. Parents can examine the contents of their children's records, but may do so only in the presence of the principal.

Student files contain the following documents:

- Enrolment Form
- Last Report Card (from previous school)
- Report cards for each year at AISJ
- MAP test results for each year at AISJ
- Medical Form

Student files will be maintained in the school for three (3) years after the departure of the student from school, as per Board of Directors policy. When a student withdraws, parents may take the student files of their children with them if they sign a statement relieving the school of all further responsibility for the records.

## STUDENT SUPPORT SERVICES

### Learning Support

Learning Support services are available to students who are English Language Learners and to students who have mild to moderate learning differences.

In the JHB Elementary School, there is one Learning Support teacher in grades 1 through 5. Students who receive Learning Support services may receive small group instruction in addition to support within a co-teaching model. Students are formally assessed annually or semi-annually, and their progress is monitored frequently through regularly formative and summative assessments.

For students with learning differences, an Individualized Learning Plan (ILP) is developed based upon the student's academic and/or social-emotional needs. Parents/guardians, classroom teacher(s), the Learning Support teacher, and the student have input into the student's learning goals and objectives. An annual ILP meeting is typically scheduled at the beginning of each school year to share those goals and objectives, and any recommended accommodations or modifications.

### K-12 Learning Support Philosophy

Students who receive Learning Support services are entitled to the support necessary to maximize their potential given the capacity of the school. Each student's language, culture, and/or learning difference has value, and each student has the right to an education that is relevant, supportive and inclusive.

### K-12 Learning Support Mission Statement

The purpose of K-12 Learning Support is to ensure that students who are English Language Learners and students who have learning differences receive the support they need to reach academic and social-emotional success within an inclusive community.

### K-12 Learning Support Core Beliefs

We believe that...

- all teachers are responsible for the education of each child irrespective of language, culture or learning differences.
- teachers become better instructional practitioners when there are diverse populations in our classrooms.
- Learning Support and classroom teachers collaborate, plan, and teach together.
- each student has the right to learn in a natural and supportive environment.
- we have, and seek to uphold, high expectations for each student.
- each student has the right to achieve personal success; and success may look different for each student.
- students learn best when their cultural identities are valued.
- literacy in the first language facilitates the development of literacy in the second language.
- student self-advocacy and independence are necessary skills for academic and life success.

## K-12 Learning Support Principles

Learning Support ensures that...

- we provide a continuum of services.
- students are fully involved in lessons and have opportunities to interact meaningfully with teachers and other students.
- scientifically-based and evidence-based research guides our instruction.
- students and parents are an integral part of the student's individual learning plan.
- students' progress is measured; instructional decisions are based upon assessment outcomes.
- the least restrictive environment is adhered to; learning support is a service, not a place.
- Learning Support teachers have expertise in ELL and multiple learning differences.

If parents/guardians have concerns that their child may need Learning Support services, they are encouraged to contact the child's classroom teacher or counselor.

## **Social & Emotional Learning**

The Elementary Counseling Program is committed to the growth of all students as individuals and as part of the entire AISJ community. A comprehensive, developmental counselling program addresses the personal, social, emotional, and educational needs of all students. The mission statement of AISJ is closely incorporated in the values and goals of the program. The standards of the American School Counselling Association (ACSA) are used as guidelines in the implementation of the Counselling Program at AISJ.

The elementary counselor delivers whole class lessons to students from Kindergarten through Grade Five. These lessons facilitate the development of self-control, positive self-esteem, emotional awareness and interpersonal problem solving skills. Children participate in specific and guided activities to enhance their emotional and social development, which reinforce and support the values of our mission statement. The lessons focus on social skills and self-awareness including such topics as emotional literacy, goal setting, friendship skills, conflict resolution, communication skills, cooperative learning, personal safety, and preparing for adolescence.

The counselor offers brief counseling sessions for individual students who are referred by the parents, the teacher, or the principal. Small group counselling can be offered for students experiencing friendship issues. The counsellor is also available to teachers and parents for consultation regarding a student's social, emotional, or educational needs. The counsellor is a member of the Child Study Team, along with the Principal, the Learning Support Coordinator and the classroom teacher who work closely together to address and meet the needs of the whole child.

## **Ruberto Library Media Center**

Our Elementary Library, which is also known as the Ruberto Library Media Center, has a collection of over 14,000 fiction and non-fiction books, 25 periodicals, and over 150 audio books as well as an expanding digital selection to support the school's curriculum, as well as for recreational and informational enjoyment. The library has full Internet access for additional research opportunities.

The purpose of the Ruberto Library Media Center is to ensure that students and faculty are effective, self-reliant, and critical users of ideas and information enabling them to be literate, life-long learners. We offer students the most generous invitations we can devise to help them fall in love with books, see themselves

as readers, spend significant time reading, and grow stamina for reading. We know that the richness of their early experiences as readers will serve them well their entire lives.

**The Ruberto Library Media Center is open Monday, Tuesday and Thursday from 7:15 am until 4:00 pm. Wednesday until 1:30 pm, and Friday until 3:30 pm.**

The Ruberto Library Media Center uses both fixed and flexible scheduling. This means that students in Pre K - Grade 2 will have a designated library time each week, while all classes Pre K – Grade 5 have the ability to access the library as needed for additional lessons, research or flexible computer time. Students also have the opportunity to use all of the library's resources before or after school. Flexible scheduling allows teachers to bring classes or send students at any time during the week to do research, or check out materials.

Students and teachers can check out books for a two-week period and renew materials for two additional weeks. Parents are encouraged to use the facilities for themselves or younger children in the family. Please see the librarian to set up an account if you want to personally check out books or use any of our digital resources. One library account in the Ruberto, Quinlan or Pretoria library will allow you to access any of the schools' materials.

There are no overdue charges; however, if a book is lost or damaged, a replacement cost will be charged that will include the price of the book and its shipping and processing charges. Normally books are calculated at the cost of the book plus 19%, and then converted into Rands.

### **Medical Center**

The school has certified nurses to attend to our students' health, safety, and medical needs.

The first priority of the nurses is to provide first aid for minor injuries and illnesses that inevitably arise during the school day but is not intended to take the place of parent-directed medical care. In the case of more serious injuries requiring more than first aid treatment and certain medical conditions, the parent will be contacted immediately. In the event of a life threatening illness or injury, the student will be transported to the nearest hospital by ambulance. The school principal or another staff member will accompany the students and remain with them until the parents arrive. Please be aware that the school is absolved from all liability whatsoever when a student is injured at school or during a school-related event. Also, parents are responsible for the payment of any medical charges that are incurred due to an accident that occurs at school.

There are limited services available from the school nurse for injuries and illnesses that occur at home. The nurses are prepared to follow a doctor's written instructions for treatment that may need to be followed during school time. The medication must be brought to the nurses and must be in the original container and labeled clearly with the student's name, medication name, and dosage. A medication authorization form must be completed by the parent / guardian with instructions and reason for taking the medication. The forms are available at the Medical Center.

Students who become ill or injured during the day are to receive permission from their teacher to see the nurse. If the nurse determines that the student is too ill or injured to remain at school or may need further attention, she will contact the parents to inform them of the situation and arrange transportation for the child. The nurse will also inform the classroom teacher and the office. Parents must obtain a "Permit to Leave the Building" form from the ES office prior to the student's departure.

If a student has one of the following medical conditions they should not be sent to school:

- High fever

- Diarrhea
- Vomiting
- Conjunctivitis (pink eye)
- Active head lice (not nits)
- Any other contagious condition

Parents should not medicate students with fever reducing medication in order to send them to school as it only masks the symptoms and does not treat the cause of the fever. If any of these conditions develop during the school day, the parent will be contacted to collect the student from school, as they are responsible to obtain medical care and treat the student at home.

No student with a high fever, vomiting, or diarrhea may go home on the school bus. In the case of head lice, the student may not return to class until one of the nurses has checked and cleared them. For the other conditions, the student needs to be symptom free for 24 hours off medication before returning to school.

The second priority of the nurses is to check students' immunization records and maintain and update treatment records. A copy of the record of any immunizations given should be sent to the Medical Center. An annual health update form will be sent out to parents each year; it should be completed and returned to the Medical Center. A daily logbook is kept of all students treated during the day, including any medication given.

Optional health checks are done on elementary students once a year. Parents will be notified via the *Izindaba* and an email before the time. Checks include measuring height and weight, as well as a dental, vision and hearing screen. Grade 4 and 5 students are also checked for scoliosis. Parents will be notified if concerns arise from the screenings.

### **Nut Free**

Due to the number of nut allergies in our lower elementary school, our Pre-Kindergarten and Kindergarten classrooms are nut free. Nut products of any type are not permitted at school in these grades and all parents must ensure that their children do not bring snacks that have nut products in them, as this may cause a child with a nut allergy to have a severe reaction. Classrooms in Grades 1-5 that have children with nut allergies are also declared nut free. The teachers will inform all parents in these classrooms to ensure that no nut products are brought to school. Parents who have children with nut allergies must inform the Medical Center prior to the start of school.

### **Sun Protection**

Ozone depletion has become a real health concern for South African residents. Students and parents need to be aware that UV protection is critical as people sunburn quite quickly in this country with possible health consequences. We urge all students to wear lightweight long sleeve shirts and apply a generous amount of sun block before coming to school. At school, students are required to wear hats when they are outside. Students who do not wear hats during recess time will be asked play under the covered canopy located on the playground.

### **Hot Weather Guidelines**

Students should:

- stay hydrated by frequently drinking liquids.
- play in the shade whenever possible.
- wear a hat while playing outside.

- avoid becoming overly fatigued during physical activities.
- notify their teacher immediately if they feeling sick or faint after being outside.
- wear long sleeve shirts and sunscreen

**If you have any questions or concerns, please contact the nurses in the Medical Center.**  
**Nurse Mary – 087 809 1818**  
**Nurse Patricia – 087 809 1913**

## **EMERGENCY PROCEDURES**

### **Evacuation to Field**

This evacuation will be used in the event of fire or a need to move away from campus buildings. The alarm will sound and an announcement will be made to evacuate to the designated area. Upon hearing this announcement students are to leave all of their belongings and quickly and quietly follow their teacher to the designated area where they will line up and sit by classroom. Students are expected to be absolutely silent during this evacuation to ensure that all announcements and direction can be heard.

### **Evacuation to gym**

This evacuation will be used in the event that we need to get all members of our campus together in one sheltered venue. Upon hearing this announcement, students are to leave all of their belongings and quickly and quietly follow their teacher to the designated area of the gymnasium where they will line up and sit by classroom. Students are expected to be absolutely silent during this evacuation to ensure that all announcements and direction can be heard.

### **Duck and Cover**

A “duck and cover” is used in the event of an intruder on campus. Upon hearing this announcement students should quickly and quietly hide under their desk or in another designated area of the classroom away from the door. If outside they are to quickly go in to the closest classroom. Students are to stay hidden and sit in silence until further notice.

### **Do Not Dismiss**

Severe rainstorms and lightning strikes can come upon our campus with little warning. At the elementary school we are especially vulnerable to lightning strikes. In the event of a “Do Not Dismiss” procedure students are to seek immediate cover and remain in cover until an “all clear” announcement is made and teachers say it is okay to move. Students are not to use the washroom during this time.

## **STUDENT CODE OF CONDUCT & CONSEQUENCES**

### **Code of Conduct**

Students enrolled in the school shall, while on or off the school grounds, conduct themselves in a manner, which will bring credit to themselves and the school. When people work in a small, confined space such as the school campus or classroom, some rules must be established in order to guarantee the welfare and safety of all. Guidelines are designed to help promote reasonable order and the good citizenship skills of each student.

When students are referred to the Elementary Office for disciplinary reasons parental contact will be made to explain the situation and discuss corrective strategies.

### **Academic Integrity**

In a learning community, each one of us seeks to learn, to be understood, to be treated fairly, to treat others fairly, and to be honest in our relationships with people and with our schoolwork. Integrity is one of the single most significant capacities for happiness and success. When we do not meet or realize all of these standards, our own learning, or that of others, is compromised.

This includes:

#### **Cheating**

- Using any notes, study aids, or information on a test or quiz without the teacher's permission
- Changing graded work after it has been returned, and then submitting the work for re-grading
- Allowing another person to do your work
- Turning in the same papers for credit in more than one course without permission from the course instructors

#### **Plagiarism**

- Turning in material that in part or whole is not written by you (and not appropriately cited)
- Using photographs or other digital media without practicing fair use

#### **Fabrication**

- Making up information and presenting them as facts

#### **Obtaining an Unfair Advantage**

- Stealing, reproducing, or circulating any information about tests and quizzes
- Stealing, destroying, defacing or hiding library materials with the purpose of keeping it from others
- Working with other students on any assignments without teacher's permission
- Retaining, possessing, using or giving away exam materials without the teacher's permission
- Intentionally interfering with another student's work
- Doing anything with the purpose of creating or obtaining an unfair academic advantage over other students' work

#### **Helping Others Be Dishonest**

- Helping others to do any of the things mentioned above

## **Changing documents and permission slips**

- Changing any school papers
- Forging anyone's signature or giving any false information of any kind including permission

In instances of academic dishonesty, the teacher will collaborate with colleagues, counselor, and principal as necessary to put forth appropriate consequences. Repeated offenses of academic dishonesty may result in further disciplinary action, which may include suspension or expulsion.

### **First breach of academic honesty is subject to the following consequence:**

The classroom teacher will give a grade of "1" for the assignment, quiz and / or test.

The teacher will notify the HS Office who will inform the parents of the incident

A record of the offense will be entered on PowerSchool

Depending on the circumstance, the incident may be reported to the IB

Further offenses will result in suspension with the possibility of expulsion and the student's potential universities may be informed.

## **Students Voluntarily Seeking Aid**

Students who voluntarily seek aid for drug abuse will not be subject to disciplinary action providing they do not, from the time they seek aid, contravene the school policy on drug abuse. Such students' privacy will be respected and they will be counseled appropriately for their drug abuse problem. These students and their families will be expected to comply with any recommendations that may be made by the High School Counselor or by any professional counselor to whom they are referred by the school.

Please Note: This does not apply after a student has been reported or caught.

## **SUSPENSION, EXPULSION & PROBATION**

While it is extremely rare in an elementary school setting, the principal has the right to suspend and/or expel a student from school. The suspension will involve a hearing that includes involved school personnel, the parents, and the principal. The school director will be notified of any suspensions and must approve any expulsions.

Students can be suspended and / or expelled from school for the following actions:

- Lying
- Stealing
- Fighting
- Academic dishonesty
- Insubordination
- Physical or verbal harassment
- Profanity or abusive language
- Showing disrespect to fellow students or adults associated with the school
- Abusing, damaging, or destroying school property

- Possessing dangerous objects
- Repeatedly violating school rules
- Any other behavior which is deemed to be improper or offensive

Students are not allowed to bring toy guns, knives, swords, or other fake weapons to school. If a child needs to use a toy weapon for a classroom production or project, the teacher must be notified before the object is brought to school. Such toys will be stored in the teacher's closet until it is needed and cannot be used during recess periods. Any personal toys or objects that are considered dangerous or inappropriate will be confiscated until parents are able to collect the item.

### **Notice of Right to Appeal**

The interpretation and enforcement of all school rules and policies are subject to the right of appeal by the students and / or parents. This means decisions made by the teacher can be appealed to the principal, decisions made by the principal may be appealed to the School Director, and decisions by the School Director may be appealed to the Board of Directors.

## **BEHAVIOURAL EXPECTATIONS: RESPECT YOURSELF & YOUR COMMUNITY**

### **Student Responsibilities**

- Treat others as you wish to be treated: in a courteous, compassionate, and positive fashion.
- Assist in maintaining a safe environment for all by moving in the walkways in an orderly and quiet manner, playing under control, and staying in supervised areas of the school campus.
- Listen to appropriate school personnel and follow their requests in a prompt fashion.
- Avoid putting yourself or others at risk by your actions.
- Actively participate in the learning environments provided by the school without disrupting the lesson or interfering with the students learning.
- Settle disagreements and conflicts by keeping your emotions under control and going to school officials if a satisfactory solution cannot be reached.
- Respect school facilities and material as well as other people's personal property.

### **Appropriate Language**

Students are expected to use appropriate language at all times while on campus, on the school bus, or during any field trip or school-sponsored activity.

### **Assemblies**

The elementary school has one scheduled assembly during an average month and these are held in the AISJ Theater at 8am. Assemblies are a time for our school to come together to learn and celebrate. Assemblies are learning focused and student led. The ES Student Council and other groups will make announcements. We also recognize new students and students who leave us throughout the year, we celebrate students' birthdays, and we sing our AISJ song. Assemblies usually last about 45 minutes and everyone is welcome to join us. Parents that join us will be asked to sit in seating on the sides of the theater to accommodate the students fitting in. Dates for the assemblies can be found on the community calendar.

## Assembly Behavior Expectations

- Pay attention, and do not disturb other audience members or disrupt the performance.
- Raise your hand if you have a question or want to volunteer.
- Support your friends. Encourage them to do their best.
- Wait your turn.
- Be in charge of your body.
- Follow directions the first time.
- We do not allow food or drinks of any kind into the theater (this includes parents and faculty)

## Food/Snacks

Students are encouraged to bring healthy snacks from home. The school day is long and children need to maintain their energy and concentration levels during the day. The students have a snack time as part of the morning recess and can have an additional snack before they start their after school activities. We recommend that students bring nutritious items such as sandwiches, fruit, crackers, or granola bars. Each student should bring at least two drinks (i.e. juice boxes, a thermos, fruit drinks), which can be consumed throughout the day. The school strongly discourages the consumption of soft drinks and chocolate.

### Pre-kindergarten and Kindergarten Snack, Lunch and Playground Routines

Children in pre-kindergarten and kindergarten eat at specially designated picnic tables in their classroom area. They are supervised by teachers and teaching partners and learn routines for getting their snack and eating with friends and socializing in a fun and mannerly way. After they finish eating, they can play on the Early Childhood playground located between the pre-kindergarten and kindergarten classrooms. **Please note that pre-kindergarten and kindergarten classrooms are nut free.**

### Grades 1-5 Snack and Lunch Routines

Grades 1-5 students have designated snack times each day. They eat their snacks with their classmates, and are supervised by their classroom teacher. At lunchtime, all students eat in the Kgoro, the Johannesburg cafeteria. Students in grades 1 and 2 eat lunch from 11:00- 11:20 on regular school days, and from 10:25-10:45 on Early Release days. Students in grades 3-5 eat lunch in the Kgoro from 11:40 – 12:00 on regular school days, and from 11:00- 11:20 on Early Release days. Students are encouraged to sit with their friends and socialize during this time, but are supervised at all times.

**Please note that individual classrooms that have but allergies are declared nut free. Often this results in a grade level being nut free depending on the numbers of students and the severity of the allergies. This is determined at the beginning of each year, in conjunction with the medical office and the Administration.**

## Cafeteria Rules:

- Quickly and quietly find an appropriate place to sit and eat
- Eat in an orderly fashion without disturbing others, displaying the same manners you would use if you were eating in a restaurant with your parents
- Remain seated until given permission leave
- Talk in a normal conversational tone
- Dispose of your trash and clean up your eating area before leaving

All children in grades 1-5 have 20 minutes of supervised lunch eating time with their friends. If a child has not finished eating after 20 minutes, they can remain in the cafeteria, supervised by an adult, until they are finished. Once students have finished eating and cleared their tables, they may play on the playground for recess.

### **Playground Rules**

- Students must finish eating their snacks and put their lunch bags in the designated area before they can begin to play
- At the end of recess, students have a couple of minutes to collect equipment and line up. The playground supervisors will dismiss the students back to their classes
- Students are not allowed to leave the playground area unless they receive permission from the teacher on duty
- No chase games are allowed on any of the climbing equipment
- Students must wear a hat while playing; otherwise they must remain in the shaded area

### **Attendance**

For any absence, parents are requested to inform the teacher of the reason for the absence either by emailing their child's teacher. Being on time for school and attending regularly directly influences your child's academic performance. Absences are recorded on our internal data base and reflected on a child's report card at the end of each semester.

In cases of extended absences (longer than 10 days) due to health reasons, the school needs to be informed as soon as possible so an alternative instructional program can be developed to assist the child in staying abreast of the skills and concepts being taught while they are away from school. It is important that parents realize that these assignments cannot replace the learning activities and discussions that occur during the actual presentation of the lessons.

Students arriving after 7:40 am should be accompanied to their classroom either by the parent or driver.

### **Arrival & Departure from Campus**

#### **Students Leaving Campus Early**

Students are to remain on campus at all times during the school day. Leaving campus is not allowed. If students must leave because of illness, they should see the nurse who will call their parents.

Situations occasionally arise in which a student must leave school early during the school day. As we have accepted responsibility for your children during the school hours, we require that the school be notified by the parents prior to the student's departure from school. Students leaving the campus during the day must check out through the Elementary Office by filling in a Permit to Leave the Building form. Students should be picked up from the office by a parent or identified driver. Students are not allowed to leave the campus without following this procedure and will not be allowed through the security gates without the Permit to Leave the Building form.

#### **Late Pick Up**

If a student is not enrolled in an After School Activity, he/she cannot remain on campus unsupervised. Any parent who is late to pick up their child needs to call ahead to the ES Office to inform them. Any child that is not picked up from school will be required to wait in the ES office. Parents should be on time to pick their child up from school. Dismissal time is 2:50 pm on regular school days and 1:30 pm on Early Release days. Please note the ES office staff are not responsible for supervising students after school dismissal.

On occasion, parents may need to alter their child's form of pick up after school. If there is a change in your child's transport after school, parents are required to email their child's teacher and copy the ES Office before 9am on the day of pick up. Teachers are not expected to check their emails during the school day, so it is important that parents follow our procedures to avoid mistakes. In emergency situations, it is always best to call the ES Office directly to ensure the message is passed on to the appropriate person/teacher.

In the interest of safety and security, children who are not picked up after their After School Activity will be taken to AISJ's security gate where they will wait for their parents to pick them up. Students who are consistently late being picked up will be contacted by the administration.

### **Tardy**

Being late to school causes all sorts of concerns for both the student and teacher. Valuable teaching time is lost for all of the students when children are late to class. Please make every effort to be on time. Students should be on campus when the first bell rings at 7:35 am. Class starts at 7:40 am.

Students are occasionally taken out of school for extended periods to accompany parents on vacation or for home leave. A prolonged absence during the academic year may be detrimental to your child's progress. We wish to ensure that students will keep up to date with their studies and can smoothly continue with the program after they return to school. Therefore, the homeroom teacher should know well in advance (not less than one week) of the proposed leave.

### **Visitors to the School**

AISJ students may bring a visitor to campus during the normal school day if they first receive permission from the Elementary School Principal or Elementary School Assistant Principal. Visitors will only be approved for one-day visits.

### **Care of Personal Property**

The care of personal property (money, clothing, lunch boxes, notebooks, toys, etc.) is the student's responsibility. The student's name should be clearly marked on all clothing and personal property so it can be returned if lost. All money brought to school should be kept in a wallet or envelope marked with the student's name as well as his/her teacher's name. If the student is paying a school account, this should be done first thing in the morning. The Administration strongly suggests that parents use checks (or EFTs) to pay school accounts so parents have a record of when such accounts are settled.

Toys, radios, video games, and other valuables are not to be brought to school without special permission. AISJ disapproves of valuables being brought on the bus or kept in book bags. AISJ is not responsible for the reimbursement or recovery of lost or stolen personal possessions.

### **Care of School Property**

As part of their educational experience, students shall be taught to respect and properly care for the school grounds, school, and personal property, including the facilities, equipment, and instructional supplies. Students shall be held accountable for the loss of or damage to, these items. The school administration shall take action against students who lose, damage, or destroy property.

### **Textbooks / Library Books**

All textbooks / library books lost, badly damaged or not returned will be paid for by the student who was issued the book. The school will determine the assessed charge for a lost or destroyed book.

No school records or grades will be given until all textbooks / library books are returned, or a receipt for the lost or damaged book(s) can be obtained from the student.

### **Damage to School Property**

Students will be charged for all school property lost or willfully damaged. No school records, final report cards, or yearbooks will be distributed until payment is received for all lost or damaged property.

### **Lost and Found**

In the elementary school the Lost and Found box is always full. It is located next to the elementary office. It is very important that you label everything that comes to school: hats, sweaters, lunchboxes, water bottles, swimming bags, etc. The more you label the more you get back. Periodic checks for missing items should be made by parents.

If students find something that does not belong to them, they should bring the item found to the school office immediately. If a student is missing something, they should check the place they last remembered seeing it. If not found, retrace the route they took and then if the item is still missing, check in the Lost and Found box located in the office.

Lost property will be on display for a week at the end of each month. Unclaimed lost property will be washed, folded and stored for a further month before being donated to a charity of the school's choice.

### **Bullying**

AISJ believes that every child has the right to learn without fear in an atmosphere of mutual trust and respect. Every student is expected to be responsible for his/her own behavior, to exercise self-discipline, and to refrain from behavior which interferes with other student's right to learn or endangers the health or well-being of others. AISJ will not tolerate harassment or bullying

It is acknowledged that bullying causes distress and fear, and it is recognized that bullying is not a normal part of growing up. Individual children have different levels of tolerance and it is important for all students to understand this and the effect their behavior may have on others well-being. It is also recognized that while the victim's safety and well-being are paramount, many children who engage in bullying may themselves have emotional or psychological problems which may need to be addressed by their parents and the school.

Bullying is improper behavior that is directed at and is offensive to another student or a member of the staff and that the student knows (or ought to know) would be unwelcome. It includes objectionable conduct, comment, or display on a one-time or repeated basis which demeans, belittles, or causes humiliation or embarrassment, and includes harassment based on grounds of discrimination which are prohibited – race, national or ethnic origin, color, religion, age, gender, marital status, sexual orientation, physical appearance, or disability. It can be verbal or written (which includes use of text messages, email, social networking sites, and other electronic means of communication.)

Bullying is a form of harassment. It is improper behavior by one or more students which is directed at another student and is offensive and interferes with their well-being. It includes teasing, name-calling, threats, unwanted physical contact or violence, often on a repeated basis, which demeans, belittles, humiliates, or frightens the other student. It can take place in and out of the classroom. Harassment and/or bullying of a student or staff member of AISJ by a student or group of students is considered a

serious violation of school rules, and will result in any or all of the disciplinary consequences up to and including expulsion. The Child Protection Policy can be found in the resource folder of the parent portal.

### **Cell Phones & Electronic Devices**

Cell phones and other electronic devices brought on campus are the responsibility of the student. Parents should not phone students during class time. Students who must call home may do so from the telephone in the elementary school office.

### **Dress Code**

Students are responsible for observing basic standards of cleanliness and grooming and are expected to dress appropriately for school.

Dress considered inappropriate includes: cut-off shorts; shirts with bare midriffs; shirts exposing cleavage; halter-tops; tube tops or similar styled clothing; the display of lingerie, undergarments, and underwear; shorts or skirts that are shorter than 'fingertip' length. (when a student places their arms by their side, their shorts and skirts must be longer than the end of the student's extended finger tips) clothing accessories with suggestive, offensive or otherwise objectionable slogans, including references to cigarettes, illegal narcotics, and alcoholic beverages.

### **Public Displays of Affection (PDA)**

Public displays of affection should not offend fellow students, faculty, staff, or guests at AISJ. Students will refrain from inappropriate behavior.

### **Skateboards, Scooters & other wheels**

Skateboards, roller blades, and scooters are not allowed in school, unless in an organized PE activity or with principal's permission.

### **Gaming and Music Devices**

MP3 Players, iPods, PsP players or other forms of gaming and music devices are to be used only on the bus ride to and from school or at the teacher's discretion. These devices are not to be used from the time the students arrive at school until they leave. Students are responsible for any music or gaming device they bring on campus, and if these items are brought to school they should be left in your locker during the school day.

### **Drug Policy Regulations**

The following procedures shall apply in the case of drug or alcohol use by AISJ students.

**Alcohol Usage:** is the purchasing, possession, using or being under the influence of any alcoholic beverage on school grounds, on school transport or at any school organized event or trip.

**Drug Usage:** is the purchasing, possession, using or being under the influence of illegal drugs or the misuse of any legal drugs (such as, psychoactive substances or performance enhancing drugs, stimulants, depressants, narcotics, hallucinogens, cannabis, inhalants, designer drugs or anabolic steroids etc.) on school grounds, on school transport or at any school organized event or trip.

The school reserves the right to insist that students undergo drug testing based purely on suspicion of drug or alcohol use at school or at any school-organized event. In addition to testing based on suspicion, AISJ may conduct random drug or alcohol screening for all students in Grades 9 - 12.

The school recognizes that it is not responsible for students' behavior outside of school hours or at non-school activities. However, if the school is made aware of students abusing legal or using illegal substances, parents will be contacted and the student may be subjected to drug or alcohol screening.

### **First offense of possessing, using or being under the influence of alcohol**

The student will be immediately suspended from school for a minimum of three and a maximum of ten school days. The Principal will require a parent conference before the student may return to school. When the student returns to school he / she may be placed on social probation for a period of at least one semester from the date of returning to school.

The terms of social probation for violating the alcohol policy may include:

- No bus use (if infraction occurred on the school bus)
- No school activities after 2:50 pm
- No school-sponsored social activities
- Campus work project
- Mandatory counseling for student and his / her family
- Random drug screenings during the duration of social probation

A recommendation for expulsion is possible for a first offence for a student with a history of disciplinary problems, or in cases where the student sells or purchases alcohol on school grounds, on school transport or at any school-organized event or trip.

Depending on the circumstance, the incident may be reported to the student's potential universities.

### **Second offense of possessing, using or being under the influence of alcohol**

Immediate suspension and recommendation for expulsion.

### **First offense of dealing or supplying drugs**

Dealing and supplying illegal drugs are criminal offenses in South Africa.

Dealing is the active selling (for financial or other gain), promoting or bartering of drugs to other students.

- A student dealing drugs will be subject to immediate suspension from school and a recommendation for expulsion for the dealer / distributor and possibly the customer / receiver. This also applies in the case of an agreement made at school for a transaction to be completed out of school. In the case of an attempt to deal or distribute to an unwilling customer / receiver only the dealer / distributor will be subject to a recommendation for expulsion.
- Depending on the severity of the offense, a recommendation for expulsion is possible and local authorities may be contacted.

Supplying is the bringing of drugs into the school environment by a non-dealing supplier for use by other students.

- A student supplying drugs will be immediately suspended from school for a minimum of five school days and a maximum of 10 school days. The Principal will require a parent conference before the student may return to school. When the student returns to school he / she will be placed on social probation for a period of at least one year from the date of returning to school.

Depending on the severity of the offense, local authorities may be contacted.

**First offense of possessing, using or being under the influence of illegal drugs.**

The student will be immediately suspended from school for a minimum of three and a maximum of ten school days. The Principal will require a parent conference before the student may return to school. When the student returns to school he / she may be placed on social probation for a period of at least one semester from the date of returning to school.

A recommendation for expulsion is possible for a first offense for a student with a history of disciplinary problems.

Depending on the circumstance, the incident may be reported to the student's potential universities

**Second offense of** using drugs, purchasing drugs, possessing drug paraphernalia, possessing a small quantity of drugs for personal use, or of being under the influence of drugs results in

Immediate suspension from school and a recommendation for expulsion

**Students voluntarily seeking aid**

Students who voluntarily seek aid for drug abuse will not be subject to disciplinary action providing they do not, from the time they seek aid, contravene the school policy on drug abuse. Such students' privacy will be respected and they will be counseled appropriately for their drug abuse problem. These students and their families will be expected to comply with any recommendations that may be made by the Elementary School Counselor or by any professional counselor to whom they are referred by the school.

Please Note: This does not apply after a student has been reported or caught.

**Suspicion of being under the Influence**

The Teacher will alert the Principal, who will observe and talk to the student. The Elementary School Counselor and the Nurse will, if possible, also observe and talk to the student. If it appears that the student may be under the influence of a substance in contravention of AISJ School policy the Principal may require that the student be tested for drugs and / or alcohol and their locker, their person and their personal belongings will be searched.

**Smoking Policy**

AISJ is a smoke free campus. In consideration for the health of the students and the safety of the school property, AISJ students, parents, and professional staff are not permitted to smoke on campus, at school-sponsored activities or on the school bus. Students are not allowed to possess tobacco products at school, nor are they allowed to have lighters, matches, or other paraphernalia related to smoking.

**Violent Behavior**

Physical aggression is considered a serious offence at AISJ and will not be tolerated. Any incidents of physical aggression will result in appropriate disciplinary action.

**Dangerous Weapons**

Weapons are not permitted on campus, at any school-authorized function, or on transport arranged by the school. Possession of weapons in any of the above circumstances will be considered a serious offense and students will be immediately suspended from school, with the possibility of expulsion.

### **Field Trips, Sporting Events & Off-Campus Activities**

Field trip activities are extensions of the AISJ curriculum. Students are required to submit a signed permission slip for all field trips. The same expectations and responsibilities that apply at school apply to time spent on field trips. Similarly, disciplinary concerns relating to the buses will be handled as they would be if they happened at school.

All field trip locations receive clearance from AISJ security manager and when possible transportation is via AISJ busses.

### **Temporary Guardianship**

From time to time, it may be necessary for parents to travel without their children. It is in the best interests of the child and the parents that the school is informed and a temporary guardian appointed. Parents are to notify the Middle School Office when this happens including details of dates of travel, and contact information for the temporary guardian.

## **TRANSPORT GUIDELINES**

The AISJ Transportation Department provides logistical and maintenance support for the Johannesburg and Pretoria Campus drivers and busses. Day-to-day operation is handled by Transport Manager, the Assistant Transport Manager at Johannesburg Campus and Operations Manager for Pretoria campus. For any school transport related matters should be directed to the below personnel.

| <b>Transport Office</b>                     | <b>Contacts</b>                                      |
|---|--|
| Tumi Masemola (Assistant Transport Manager) | 087 809 1805 / 083 644 0020 / tmasemola@aisj-jhb.com |

Operations Manager (Pretoria Campus); Transport Manager and the Assistant Transport Manager, are in charge of establishing bus routes and overseeing the daily running of transport department. All school drivers are equipped with a functional school cellphone for constant communication with parents and office. If you have any concerns or questions about student behavior on the buses, please refer them to the school counselor / principal.

In order to minimize behavior problems, disruptions, all busses have sitting charts where each is assigned to a bus seat.

### **Bus Rules and Consequences**

AISJ's school vehicles are extensions of the AISJ campus. All expectations, unless otherwise noted, apply to school transport as well. The same expectations and responsibilities that apply at school apply to time spent waiting for and riding on the bus. Similarly, disciplinary concerns relating to the buses will be handled as they would be if they happened at school.

### **Transportation Changes**

Unplanned Absence - Parents are to contact the Transport Department as soon as possible from 5:30 am for an unplanned absence of the child due to illness, injury or whatever nature. If the Transport Department cannot be reached, call the driver and report the absence to him as soon as possible from 5:30 am.

Planned Absence - Parents are to contact the Transport Department as soon as possible when they become aware of a planned absence from school. Please notify the transport department prior to 24 hours of a planned absence

If the child is visiting a friend and wishes to use the bus, notifications via e-mail or a signed note by parent/Guardian is to be forwarded to the admin secretaries for the respective school division as well as the Transport Department by **10 am at the latest on the day**. Ideally both departments would like 24 hours' notice of this type of event so that we are able to ensure sufficient availability and capacity on the bus. *If the Transport Department is not notified in writing and seats are not available, the friend will not be allowed to ride the bus.* If the communication was made before 10am the transport department will respond via email that they are unable to fulfill the request. If the communication came in after 10 am then there is risk that the transport department may not be in a position to reply timeously and the student will (in the event of being a normal bus rider ) need to take their usual bus home. *If the student is not a normal or regular us rider the parent is responsible for ensuring the student is collected and taken home*

### **Bus Rules:**

Be on time

Remain seated with your seat belt fastened

Keep everything, including head and hands, inside the bus at all times

Refrain from using bad language

Don't distract the bus driver or other drivers on the road

Keep all noise to a minimum

Keep the bus clean and tidy

No arguing or fighting with the driver or other passengers

Take your belongings as you leave the bus

## **TECHNOLOGY AT AISJ**

### **IT Technology and Learning Vision Statement**

At the American International School of Johannesburg, we believe technology is a crucial tool for learning and inquiry. We believe that technology inspires students and teachers and empowers them to make a difference.

*"Young learners today have the world at their fingertips in ways that were unimaginable just a generation ago. World renowned lectures, a symphony of voices and opinions, and peer-to-peer learning opportunities are all a click away."*

### **Connected Learning Research Network**

Our approach to technology reflects the diversity of our community. We have built systems and purchased equipment to provide a balanced learning program and provide meaningful opportunities for inquiry, differentiation, integration, achievement and positive contributions to society.

Technology at AISJ is used for more than increasing productivity; it is embedded in the curriculum and integrated into classroom practice. Students and teachers are expected to be active users of technology.

At AISJ we create and innovate, communicate and collaborate. We use technology to research and to think critically. Technology helps us to make informed decisions, to solve complex problems and to identify questions worthy of our attention.

We realize great responsibility comes with technology and we strive to be good Digital Citizens.

## **Technology Integration**

### **Digital Citizenship**

*“In this increasingly global world of information, students must be taught to seek diverse perspectives, gather and use information ethically, and use social tools responsibly and safely” – American Association of School Librarians*

### **Internet Safety**

*Keep your personal information private:* Private information should never be given to anyone online without an adult you trust making sure it is okay. Tell your parents if an online “friend” asks personal questions.

*Keep away from mean websites:* Some websites are disrespectful because they show people behaving inappropriately or illegally – or are racist, or unkind. Show your respect for others by staying away from these sites. If you visit one by accident, close it and tell an adult.

### **Privacy and Security**

*Choose a good password and keep it secret:* Passwords are very important to keep your information safe. *Some information is private:* There is information about you that you should avoid sharing online because it is private.

*Privacy is important:* Always set privacy settings carefully so that only the people you know can see you and your personal information.

*Respect other people’s privacy:* Show respect for other’s privacy by not trying to get into their online spaces without invitation, by not stalking them or copying their pictures. Don’t post pictures of other people online without their permission.

### **Relationships and Communication**

*There is a difference between online friends and real-life, face-to-face friends:* Only invite people you actually know in the real world to be your friends in the online world.

*Be responsible to your online and off line community:* Good digital citizens are responsible and respectful in the digital world (and beyond).

### **Cyber Bullying**

*Treat others like you want to be treated:* Show you care by not flaming (sending hurtful messages) other people, or forwarding messages that are unkind or inappropriate.

*Don't say anything online that you wouldn't say in person:* Don't get involved in conversations that are unkind, mean or could be perceived as bullying. To get help, inform an adult you trust to help protect yourself and others.

*Tell your parents/guardians or teachers if you are being treated unkindly or bullied:* Tell them if you know about conversations you see that are unkind, mean or bullying. Imagine if the things being written were about you. If you find they are hurting your feelings, then tell someone about them.

## **Digital Footprint and Reputation**

*Only post things that you would want your parents/guardians to see:* Only place information online that is appropriate and post pictures that are suitable. Not everyone seeing your profile or pictures will be friendly.

*Stay away from advertising and spam:* Advertising, spam, and unwanted messages can be a way to get access to your personal information or to damage your computer.

## **Self-Image and Identify**

*Choose a good name:* Use online names that are suitable and respectful.

*Be safe when you talk online:* Only talk to people you know.

## **Information Literacy**

- *IT can help you as a learner:* You are starting to know yourself as a learner, start knowing how technology can help you better learn and share your learning with others.

## **Creative Credit and Copyright**

- *Respect other's IT property, including the school's IT property:* Understand when it is acceptable and legal to use other people's work. It's easy to download music, games and movies, but it is illegal for you to download media that you have not purchased or that has not been shared by the author.
- *Be careful with school IT property:* many students can share the equipment you use, including tablets. If you break your equipment it can impact others, as they will no longer have the equipment available to use.

## **AISJ Online Communication Guidelines for Students**

*Consider you audience and that you are representing AISJ. Only post things that you would want EVERYONE (in school, at home, in other countries) to know.*

Ask yourself:

Who is going to look at this, and how are they going to interpret my words?

Do I have a good reason/purpose to post this?

What will I cause by writing this post?

**Do not share personal information.**

Ask yourself:

Could someone find me (in real life) based on this information?

Have I protected my classmates' personal information?

**Anytime you use media from another source, be sure to properly cite the creator of the original work.**

Ask yourself:

Who is the original creator of this work?

Is it licensed under Creative Commons?

**Use appropriate language, proper grammar and spelling.**

Ask yourself:

Am I proud of my thoughts and ideas?

Would I want this to be graded?

**Feedback and comments are constructive, not hurtful.**

Ask yourself:

Would I want someone to say this to me?

Is this inappropriate, immature or bullying?

Am I treating others the way I want to be treated?

**THINK before you POST**

***If it's inappropriate in real-life then it's inappropriate on the Internet.***

**Personalized Learning**

**Philosophy and Vision**

At AISJ, technology is personal and integrated - it supports inquiry, integration and differentiated instruction and develops conceptual, independent and connected learners. We believe that creativity, adaptability and innovation empower us to thrive in a changing world.

Connected learning allows students to pursue personal interests and passions with the support of friends and caring adults and to link this to career success and civic engagement.

**Device Administration**

## **Damages / Loss / Theft of Devices**

Students must *immediately* communicate the damage, loss or theft to their divisional principal and the IT department who will then inform the Director of Technology and AISJ Security.

***If damaged, the laptop should be brought to the IT Office as soon as possible after the event.*** The IT Department will assess the damage done to the laptop and its potential for coverage by any existing warranties or insurance, and the Director of Technology will decide on the subsequent procedures to be taken to repair the damaged laptop. If required, a laptop will be made available on loan to the student during the period in which s/he is without a laptop.

Once the damage is diagnosed and the Director of Technology is apprised of the extent and estimated cost of the damage to the laptop, the Director of Technology will contact the parents to inform them of the assessed damage.

If the loss theft or damage has occurred out of school and is not covered by any warranty or insurance, the student may be charged for the full cost of replacement or repairs. (Please note: due to warranty and other considerations, repair of the laptops may only be handled by AISJ approved partners through the AISJ IT department.)

If the loss, theft or damage occurred at school and is not covered by any warranty or insurance, the student may be charged for the full cost of repairs only if there was evidence of negligence on the part of the student. Evidence of such negligence is determined through the following process:

- A meeting with the Director of Technology, Principal, Director and faculty/staff member is held to review and discuss the report materials and other pertinent information about the event.
- Subsequent to this meeting, the IT Director, Principal and Director will make a final decision about whether negligence has occurred.
- If negligence is determined to have occurred the student is liable for repair costs for the damaged laptop.
- The Director of Technology will inform the parents of the costs.

All costs to be paid by parents will be invoiced by the AISJ Business Office.

## **School Liability**

AISJ makes no guarantee that the functions or the services provided by or through the school system will be error-free or without defect. The school will not be responsible for any damage you may suffer, including but not limited to, loss of data or interruptions of service, or acquisition of a virus. Use of any information obtained via the LAN (Local Area Network) and other information systems is at your own risk. The American International School of Johannesburg specifically denies any responsibility for the accuracy of information obtained through its Internet services and the school is not liable if users succeed in gaining access to controversial or inappropriate materials. AISJ will not be responsible for financial obligations arising through the unauthorized use of the system.

## **Agreements**

### **Technology Responsible Use Agreement**

I understand that my computer, email account, and all other AISJ IT services and resources are to be used for educational purposes, this means...

Unless authorized by the teacher, I understand that streaming video or music, social networking sites, instant messaging and chat, video games are not allowed during class time.

I understand that creating, accessing, displaying, producing, storing, circulating or transmitting pornographic or offensive material in any form or medium is against school rules and in some cases against the law. This includes sending, posting or displaying offensive images, language or any other type of offensive content including the bullying, harassment or intimidation of others.

I will not give out my password to anyone nor use someone else's password or log-in identity and I understand the dangers of giving out personal information.

I will not deliberately introduce any virus, worm, Trojan horse or other harmful or nuisance program or file, or deliberately circumvent any precautions taken by the school to prevent this from happening.

I understand that peer to peer, file sharing or torrent software is strictly prohibited on the AISJ network. (e.g., LimeWire, Bit Torrent, Vuze, utorrent, etc.).

I understand that electronic communication and computer use may be monitored at any time.

I understand that AISJ may limit, suspend or revoke access to the school's technology systems, services, or network upon violation of the Responsible Use Agreement.

I agree not to install on-line gaming software on any computer supplied to me by AISJ unless specifically granted permission.

## Student Laptop Agreement

The school issues laptops, tablets and other portable devices so that students are better able to participate in classes; as such you are expected to bring it to school each day. This agreement refers to any such device.

- The laptop (and any peripheral devices such as a case, power supply or stylus) is the school's property. The school's IT Department will provide you with the software/applications necessary to support your curriculum. Only school approved software will be pre-installed and supported
- As your tablet or case may be issued to another student in subsequent years, personalizing the laptop/case/sleeve is not allowed. (E.g. no stickers, pen marks etc.)
- The maintenance and tech support will be provided by the IT Department. Please note throughout the year, periodically *you may be expected to turn your laptop in to the IT Department for scheduled maintenance*. You will be notified well in advance and given a few alternative options regarding timing.
- Laptops and any peripheral devices may need to be returned to the IT Department at the end of each year, in such circumstances, students will not have access to a school issued device for the summer.
- **You are responsible for backing up all necessary documents, folders, files and items on the laptop.** The IT Department will not back up your laptop and the School cannot be held responsible for any documents, folders, and files lost during maintenance or malfunction of the laptop.
- Your laptop can be used in and outside of school. The machine and any peripheral devices are your full responsibility in regards to loss, theft or damage outside of the AISJ Campus.
- The school will insure the laptop on your behalf but in the event of loss, theft or damage outside of the AISJ Campus you will be responsible for an amount to be determined by the school depending on the circumstances.

- Please note that for the loss, theft or damage outside of the AISJ Campus, where negligence is determined, you may be liable for the full replacement cost of the device to the school. The replacement device can only be purchased by the IT department. Repairs can only be done through the school. If you travel with your laptop we recommend you get travel insurance, which can be used to cover loss and/or damage of the laptop.
- Please use and care for this laptop at school as you would any other piece of school equipment entrusted to you: with the reasonable care, safety and security of property and user in mind. You will not be held liable for damage or loss at school if there is no negligence on your part.

### **Laptop Administration Privileges**

- You may be given full administrative access to your machine and in this instance will be fully responsible for ensuring that all appropriate updates are done on a regular basis.
- You will not install any non-legal software, content, programs/applications on this machine.
- You understand that if you install any additional software (on top of the standard software the IT Department provides) that is not pre-approved and tested by the IT Department, you take full responsibility to ensure you have legal copy and if there are any problems with it, you are to manage and troubleshoot this independent of the IT Department. The IT Department will not provide any support for software/applications, which are not part of the standard pre-approved software/applications pre-installed by the IT Department.
- You understand that should your laptop have any problem with the laptop's applications and/or operating system the ASIJ IT Department will only re-image the machine to its original state with all ASIJ approved applications, and printers. The IT Department will not troubleshoot the machine under any circumstances. This re-imaging process will take a minimum of four hours.
- Prior to bringing your laptop to be re-imaged, it is your responsibility to back up all essential files, documents, etc. The IT Department will not be held responsible for any lost data or to back up your machine for you.
- You will be required to have the machine checked once a year by the IT Department to ensure there is no damage to the top/bottom case, sides and screen. We will communicate with your directly to schedule a convenient time to do this.