

**American International School
Lusaka, Zambia
Parent Handbook 2009-2010**

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Welcome to AIS!

Welcome to the American International School Primary Program. AISL is a co-educational independent school associated with the American Embassy. Founded in 1986, the school was established to offer the best possible educational program for international students in Zambia and has a strong emphasis on learning about the culture, environment and people of our host country and Africa. Our curriculum incorporates the best standards and practices from the United States, the United Kingdom and other countries represented within our international community. In June 2002, we were authorized to offer the International Baccalaureate Primary Years Program (IBPYP) for all primary students.

This booklet has been created to help you become more familiar with the various procedures of our school. While there is no substitute for regular communication with your child's teachers, we hope that the information provided will answer many of your questions.

We look forward to an exciting and rewarding school year. With your active involvement and support, we can help all AISL children achieve their full potential.

Sean Areias
Primary Principal

VISION, PURPOSE AND GOALS

Vision

The American International School of Lusaka (AISL) is committed to being a leading IB World School, offering a balanced, academically rigorous and internationally recognized college preparatory education. AISL seeks to enable its students to become successful, lifelong learners, as well as humane, self-directed, confident and well-rounded individuals. At AISL, students learn to appreciate Zambian culture, as well as other cultures represented in the internationally diverse student and faculty body, and gain a deeper understanding of their place within a global community.

Purposes

The purposes of the American International School of Lusaka are to:

1. Provide the best quality internationally recognized programs for international students.
2. Prepare students to excel in their future education at the college or university of their choice.
3. Help students better understand and appreciate the culture, environment, and people of Zambia.
4. Use the international nature of the school to help all students learn to value human diversity.
5. Create a supportive community of parents, teachers and students in order to nurture all students to become responsible, humane and productive citizens of the world.

Goals

In order to fulfill the above purposes, the school has adopted the following goals:

1. Students will be challenged and guided to realize their full potential for academic achievement. This means that students will not only master basic literacy and numeracy but also develop the ability to think critically and creatively, to comprehend the meaning of their learning, to apply learning to new situations, to question and evaluate, to plan and organize, to solve problems, and to research and learn independently and collaboratively.
2. Students will study a balanced, varied, well-articulated, and integrated curriculum, which incorporates English language arts, reading and literature, mathematics, social studies, science, music, art, drama, physical education, foreign language, and information technology. Students will be encouraged to creatively express themselves through all of these subject areas.
3. Students will develop a sense of respect, responsibility, understanding and concern toward all other persons. Student behavior will reflect self-discipline based on that sense of respect.
4. Students will particularly develop their abilities in the English language, with an emphasis on expressing themselves clearly, cogently, and creatively, both orally and in writing
5. Students will be offered a curriculum and program which integrates information

and insights about the history, current affairs, culture, people, and environment of Zambia and the region into as many regular subjects and activities as possible. The academic program will integrate direct field experiences in Zambia.

6. Students will be encouraged to develop an international perspective by drawing upon the multi-cultural nature of the school community. Students will be encouraged to learn about and respect all countries. Information and insights about our students' home countries will be integrated into as many regular subjects and activities as possible.
7. Students will be able to participate in extra-curricular activities, including sport, art, music, and drama, among others, which foster the development of interests and talents and promote social interaction within the community at large.
8. Students will learn in ways which are active and engaging, and which are appropriate and challenging to the spectrum of students in each class. This will include methods which address individual needs and interests, and methods through which students assist each other in their learning.
9. Students will develop within a personal, caring, and secure school environment, which consciously uses the potential of small class sizes and small school size. To this end, close communication among staff, parents, and students will be encouraged.
10. Students will acquire the work habits, self-confidence, and social and emotional maturity they will need to adapt to future change, to succeed in their next school, and to develop into adults who will be effective and sensitive in future settings.
11. Students will develop the following characteristics of an international person, which include becoming: inquirers, thinkers, communicators, risk takers, knowledgeable, principled, caring, open-minded, well-balanced and reflective.

Approved 21 November 2006

2009/2010 Primary School Staff

Primary Principal	Sean Areias	
IB PYP Coordinator	Sabrina Manhart	
Play School	Imelda Morales	Assistant Rabecca Chirwa, Matilda Kapila
Pre School	Laura Manni Diana Mutwale	Annie Mando, Mubanga Chewe Sylvia Kabalika, Charity Muyanda
Pre K	Virginia Sweeney Lesley Jeffery	Josephine Chikopa Chi Chi Chikuni
Kindergarten	Anne Fee Andrea Mwalula	Rita Kaira Turnice Chijoka
Grade 1	Kate Bidder Maeve Kelly	Judith Takawira Enala Tembo
Grade 2	Deb Whitney Heida Porrata-Doria)) Grace Musonda
Grade 3	Sue Birner Yasmin Henn	To be determined
Grade 4	Isabelle Lauriault-Casilli Scott Lacy)) Joyce Phiri
Grade 5	Chye de Ryckel Jo Bicknell)) Sam Chabi
Specialist Staff		
Art	K – Grade 5	Mwamba Mulangala
Counsellor	Helen McBride	
French	K – Grade 3 Grades 4/5	Ingrid Sakwanda Eloise Engel
Information Technology	Elizabeth Baker	
Librarian	Natasha Chalikulima Christine Musumali	
Performing Arts	PS – Pre K K – Grade 5	Mino Mundia Byrony Miller
Physical Education	PS – Grade 2 Grade 3 - 5	Kate Luaba Claire Arcenas
Special Services	Kay Smith	
ESL	Judith Pilder	

School Calendar

AMERICAN INTERNATIONAL SCHOOL 2009 - 2010 CALENDAR

August						
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○ = First/last day of classes

△ = Professional Day - No School for Students

First Semester:

August 12, 2009 - January 22, 2010

Second Semester:

January 25, 2010 - June 10, 2010



= School Holidays

Overview of IB Primary Years Program

The American International School, Lusaka is committed to a quality education in an international context with opportunities for all students, to develop intellectually, socially, physically and emotionally. We believe that children learn best when provided with a comfortable, safe and stable environment. The atmosphere is one of trust and respect within a learning community.

The Primary School at AIS encompasses Play School (2-3y/o) – Grade 5 (11 y/o). There is one Play School class and two classes at all other grade levels. Class teachers work collaboratively with specialist teachers in the areas of Performing Arts, Physical Education, Information Technology, Art and French to provide a transdisciplinary curriculum.

AIS is authorized to offer the curricular framework of the International Baccalaureate Organization Primary Years Program (PYP) for Pre School to Grade 5, which embraces a developmental inquiry-based approach to learning, accepting children's existing level of learning and validating their strengths, experiences, languages and cultures. Children are encouraged to develop their knowledge, skills, concepts, attitudes and competencies within an atmosphere that fosters a sense of belonging, self-confidence, a love of learning, and the development of positive personal values and qualities. The environment supports students as they become independent learners, helping them to build strategies to seek their own solutions. As active participants, children are given opportunities to explore and interact meaningfully with the world around them. The diverse teaching strategies employed recognize learning as multidimensional and that each child had a unique learning style. The curriculum is designed to be engaging, relevant and challenging.

A key element of the PYP is the IB Learner Profile. At AIS we believe people who are internationally minded demonstrate these attributes. Teachers endeavor to model these attributes and through all aspects of school life encourage students to become:

Inquirers	Their natural curiosity has been nurtured. They have acquired the skills necessary to conduct purposeful, constructive research. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to make sound decisions, informed judgments, and solve complex problems.
Communicators	They receive and express ideas and information confidently in more than one language, including English, the language of mathematical symbols, and a range of art forms.
Risk-Takers	They approach unfamiliar situations without anxiety and have the confidence and independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.
Knowledgeable	They have explored themes and ideas which have global relevance and importance. In doing so, they have acquired a critical mass of significant knowledge.
Principled	They have a sound grasp of the principles of moral reasoning.

	They have integrity, honesty, and a sense of fairness and justice.
Caring	They show sensitivity towards the needs and feelings of others. They have a sense of personal commitment to action and service.
Open-minded	They respect the views, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view.
Balanced	They understand the importance of physical and mental balance and personal well-being.
Reflective	They give thoughtful consideration to their own learning and analyze their personal strengths and weaknesses in a constructive manner.

American International School
Lusaka, Zambia
June 15th, 2009

	An inquiry into <u>Who we are</u>	An inquiry into <u>Where we are in time and place</u>	An inquiry into <u>How we express ourselves</u>	An inquiry into <u>How the world works</u>	An inquiry into <u>How we organise ourselves</u>	An inquiry into <u>How we share the planet</u>
	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.	An inquiry into our orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, cultural beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment, of the world of work, its nature and its value; of employment and unemployment and their impact.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
PS	Title: The Spaces We Share Central idea: We are individuals sharing common spaces. An inquiry into: <ul style="list-style-type: none"> being an individual the spaces we share with others my role in these spaces the best way to share these spaces Concepts: function, connection and responsibility Subject focus: Social Studies – Social organization and culture, Science -Living Things		Title: Let Me Show You Central Idea: There is more than one way to tell a story. An inquiry into: <ul style="list-style-type: none"> the way stories are told to us different ways we can tell stories (through song, dance, acting, drawing, painting etc) Concepts: form, perspective and reflection Subject focus: Language Arts, PA, VA	Title: Get Growing Central Idea: Living things change as they grow. An inquiry into: <ul style="list-style-type: none"> characteristics of living and non living things. animal/human/plant life cycles. what happens to living things as they grow Concepts: form and change Subject focus: Science -Living Things		Title: Pet Pals Central Idea: People who share their homes with animals need to care for them. An inquiry into: <ul style="list-style-type: none"> pets people have what pets need why people care for pets how people care for pets Concepts: responsibility Subject focus: Science -Living Things
PK	Title: My Family, Your Family Central idea: My family is unique. An inquiry into: <ul style="list-style-type: none"> our families how families are the same and different how my family is unique Concepts: form, reflection Subject focus: Social Studies – Social organization and culture		Title: Just Imagine! Central idea: Expressing our imagination leads us wherever we choose. An inquiry into: <ul style="list-style-type: none"> imagination ways to express our imagination where our imagination leads us Concepts: function and causation Subject focus: Language Arts, PA, VA	Title: Bright Lights, Shadowy Shapes Central Idea: All objects are capable of forming shadows that change according to their light source. An inquiry into: <ul style="list-style-type: none"> light sources objects and their shadows how shadows are formed how shadows change Concepts: form and change Subject focus: Science- Forces and Energy		Title: Creature Features and their Spaces Central Idea: Animals have special features to help them live in their habitats. An inquiry into: <ul style="list-style-type: none"> habitats how animals are suited to their environment our responsibility toward animals and their habitats Concepts: form, connection and responsibility Subject focus: Science-Living Things
KG	Title: Happy Together Central idea: Group members need to work together to achieve their goals. An inquiry Into: <ul style="list-style-type: none"> groups we belong to the roles within groups how groups work/function the qualities of an effective group member Concepts: function, causation, reflection Subject focus: Social Studies – Social organization and culture, PSE	Title: Let's Go! Central Idea: The journeys we take help us learn about the world. An inquiry into: <ul style="list-style-type: none"> places around the world journeys we take what we learn by visiting new places Concepts: form, connection and reflection Subject focus: Social Studies – Human and natural environments	Title: Just Imagine! Central idea: Expressing our imagination leads us wherever we choose. An inquiry into: <ul style="list-style-type: none"> imagination ways to express our imagination where our imagination leads us Concepts: function and causation Subject focus: Language Arts, PA, VA	Title: The Needs of Seeds Central Idea: Plants need special conditions to survive. An inquiry into: <ul style="list-style-type: none"> the parts of a plant and their function the life cycle of a plant what plants need to grow and be healthy Concepts: function, connection and change Subject focus: Science -Living Things	Title: Keeping Safe, Staying Healthy Central Idea: Systems in the community help to keep us safe and healthy. An inquiry into: <ul style="list-style-type: none"> the systems in place to keep us safe and healthy how community workers keep us safe and healthy our responsibility in keeping ourselves safe and healthy Concepts: function, causation and responsibility Subject focus: Social Studies – Human systems and economic activities	Title: This Land is Our Land Central Idea: The survival of all living things is dependent on a healthy planet An inquiry into: <ul style="list-style-type: none"> the needs of living things features of a healthy planet our responsibility in taking care of the planet Concepts: responsibility Subject focus: Science -Living Things, Earth & Space, Social Studies – Resources and the environment
G1	Title: Making Sense Of It All Central idea: Our senses play a key part in our understanding of the world around us. An inquiry into: <ul style="list-style-type: none"> how our bodies gather information from the world around us how we use the information we gather what happens when our senses don't work. Concepts: function and connection Subject focus: Science -Living Things, Social Studies – Social organization and culture	Title: A House is a Home Central idea: Shelters vary according to their circumstances and with time, can become a home. An inquiry into: <ul style="list-style-type: none"> various shelters conditions that determine their structure (climate, resources, culture, economics) what makes a home Concepts: form, connection and reflection Subject focus: Social Studies – Human and natural environments, Science – materials and matter & Earth and space	Title: Talking Drums Central Idea: Effective communication takes many forms. An inquiry into: <ul style="list-style-type: none"> forms of communication and their purpose why people decide to express themselves in the way they do how our audience affects our choice of communication Concepts: form, causation and perspective Subject focus: Language Arts, P.A., VA, Social Studies - Social organization and culture	Title: Let's Get The Ball Rolling Central idea: Behind every movement is a force. An inquiry into: <ul style="list-style-type: none"> what causes movement the function of gravity why things slow down Concepts: function, causation and change Subject focus: Science- Forces and Energy	Title: To Survive and Thrive Central Idea: Communities are organized in ways to supply us with our needs and wants. An inquiry into: <ul style="list-style-type: none"> our community our needs and wants how communities are organized to supply our needs and wants Concepts: form, function and connection Subject focus: Social Studies – Social organization and culture, Language Arts	Title: Buzz Off! Central Idea: Mini-beasts serve a purpose as they coexist within every habitat. An inquiry into: <ul style="list-style-type: none"> the classification of mini-beasts their habitats their purpose how they coexist Concepts: form, perspective and responsibility Subject focus: Science-Living Things, Social Studies – Resources and the environment

	<p>Central idea: Our health is affected by the choices we make.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> the variety of health choices available to people how people can make responsible choices factors that influence our health-nutrition, exercise, rest, hygiene. <p>Concepts: connection and responsibility Subject focus: PSE – healthy and safety, Science-Living Things</p>	<p>Central idea: People migrate according to their needs.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> why people move the similarities and differences between immigrants, refugees and expatriates customs and traditions that people maintain after relocating. <p>Concept: causation and reflection Subject focus: Social Studies – Continuity and change through time & Social organization and culture, Language Arts</p>	<p>Central Idea: People pass on their beliefs and culture through the sharing of stories.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> the elements of stories including folktales, fairy tales and fables why and how we tell stories telling stories from different perspectives <p>Concepts: form and perspective Subject focus: Language Arts, Social Studies – Social organization and culture</p>	<p>Central Idea: Materials have properties that determine their use.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> the properties of materials including their state of matter how the use of materials is based on their properties how materials can be reused <p>Concepts: form, function and causation Subject focus: Science-materials and matter</p>	<p>Central Idea: There is a process to making every product.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> stages of production jobs and people involved at different stages of production the environmental impact of production, distribution and consumption <p>Concepts: function and change Subject focus: Social Studies – Human systems and economic activities</p>	<p>Central Idea: The survival of animals is dependent upon our life style choices.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> what animals need to survive how our choices affect animals conservation of living things in Zambia our responsibility to the survival of animals <p>Concepts: connection and responsibility Subject focus: Science -Living things, Social Studies – Resources and the environment</p>
G3	<p>Title: Heroes in Our Midst</p> <p>Central Idea: Anyone can be a hero.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> what makes a hero why we need heroes why some people are heroes (beliefs, culture, time, situations, etc.) how we can become heroes <p>Concepts: connection, perspective and reflection Subject focus: Social Studies – Social organization and culture, Language Arts</p>	<p>Title: Outer Limits</p> <p>Central idea: Space has intrigued mankind throughout history.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Earth's place in the solar system how space phenomena have been explained through myths and legends past, present and future space exploration <p>Concepts: connection and perspective Subject focus: Social Studies – Continuity and change through time, Science- Earth & Space</p>	<p>Title: Art Smart</p> <p>Central idea: Ideas and feelings are expressed and interpreted through visual arts.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> types of visual art and artists the purpose of visual arts how we interpret art <p>Concepts: form and perspective Subject focus: VA, Language Arts</p>	<p>Title: Get Into Gear</p> <p>Central idea: Machines affects our lives in different ways.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> simple machines and how they work how simple machines make up complex machines the effects of machines on our local Zambian community <p>Concepts: form, function and change Subject focus: Science -Forces & Energy, Social Studies – Human systems and economic activities</p>	<p>Title: The Buzz of the City</p> <p>Central Idea: Cities are complex environments that share many basic systems.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> why and how a city develops the systems required for a city to function effectively. the interdependence of systems within a city a case study of Lusaka <p>Concepts: function, connection and causation Subject focus: Social Studies – Human and natural environments & Resources and the environment</p>	<p>Title: The Nitty Gritty of Life</p> <p>Central Idea: Soil is an essential element of life.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> soil and its living and nonliving components what makes soil essential how soil is affected by man and the elements how we can preserve and improve the soil <p>Concepts: form and responsibility Subject focus: Science-Living Things & Earth and Space, Social Studies – Human and natural environment</p>
G4	<p>Title: All Systems Go</p> <p>Central idea: The human body is a complex machine dependent upon its systems.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> the systems of the body how the systems work together to make up a whole our responsibility in maintaining our body systems what happens when a system fails or malfunctions <p>Concepts: function, connection and causation Subject focus: Science -Living Things</p>	<p>Title: Putting Us On The Map</p> <p>Central Idea: While the impact of exploration has been varied, the desire to explore is as old as humankind.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> explorations of the world and beyond reasons why people explore how people explore the impact of explorations <p>Concepts: function, change and perspective Subject focus: Social Studies – Continuity and change through time</p>	<p>Title: Believe It Or Not!</p> <p>Central idea: Expression of beliefs is all around us.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> values and beliefs factors that influence values and beliefs (culture, education, religion) how people express their beliefs and values <p>Concepts: form, causation and reflection Subject focus: Social Studies – Social organization and culture, PSE – self-concept & interaction with others</p>	<p>Title: Watt's Up!</p> <p>Central Idea: The way that we use energy sources to produce electricity today will affect our future.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> types of energy that are used to generate electricity how electricity is produced how electricity affects our lives. conservation of energy sources <p>Concepts: causation and change Subject focus: Science-Forces & Energy, Social Studies – Resources and environment</p>	<p>Title: Supply and Demand</p> <p>Central idea: The supply of goods and services should meet the demand.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> supply and demand goods and services how supply meets demand the impact of unbalanced supply and demand <p>Concepts: form and connection Subject focus: Social Studies – Human systems and economic activities</p>	<p>Title: Let's Get Along</p> <p>Central idea: Although conflict exists at every level, finding peace should be possible.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> peace and conflict the different perspectives involved in conflict what it takes to create/preserve peace the consequences of peace and conflict <p>Concepts: causation, perspective, responsibility Subject focus: Social Studies – Social organization and culture, PSE – interactions with others</p>
G5	<p>Title: Choice and Change</p> <p>Central idea: There is more to puberty than meets the eye.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> the physical and emotional changes during puberty the relationship between physical changes, emotions and choices factors that influence our choices the connection between puberty and our responsibilities <p>Concepts: function, change and responsibility Subject focus: PSE – self-concept & health and safety, Science-Living Things</p>	<p>Title: Digging Up the Past</p> <p>Central Idea: Every relic holds a story.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> how we find out about the past the elements of civilizations the criteria used to interpret artifacts the validity of interpretation of historical evidence. <p>Concepts: connection, perspective and reflection Subject focus: Social Studies – Continuity and change through time, Language Arts</p>	<p>Title: Twist My Arm</p> <p>Central Idea: Persuasion is a powerful force in our lives.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> different persuasive strategies perspectives in persuasion the power of persuasion <p>Concepts: form, connection and perspective Subject focus: Language Arts, Maths, Social Studies – Social organization and culture</p>	<p>Title: The Changing Earth</p> <p>Central idea: The physical Earth is always changing.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> the history of the constantly changing Earth the causes of changes to the physical Earth the effects of the changes to the physical Earth how and why we monitor the Earth <p>Concepts: function, causation and change Subject focus: Science -Earth & Space</p>	<p>Title: Chaos Creates Confusion</p> <p>Central idea: People's decisions and actions determine the success of organizational systems.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> successful organizational systems how people make decisions the connections between decisions, actions and organizational systems the responsibilities of members of organizational systems <p>Concepts: function, causation and responsibility Subject focus: Social Studies – Human systems and economic activities, Maths</p>	<h1>Exhibition</h1>

Admission to the School

In most cases, children in Play School to Kindergarten are placed in age appropriate classes. A child must be two by 1 September to enter Play School, three by 1 September to enter Pre School, four by 1 September to enter Reception, and five by 1 September to enter Kindergarten.

From Kindergarten onwards, some students are assessed before they join the school to ensure that they are put in a class matched to their abilities. Others who are transferring from similar international schools, who are making good progress are placed age appropriately. The placement is provisional and students are monitored during the first few weeks to ensure the placement is the best for the child. Once a student has been placed, they follow the natural progression of grades. However, automatic admittance for students from the Early Learning Centre is not guaranteed into Kindergarten. An evaluation will take place for all students entering Kindergarten to ensure that they are ready for this grade.

Assemblies

Assemblies are held approximately every 6 weeks. They provide an opportunity to share work, celebrate accomplishments, welcome new students and say farewell to friends who are departing. Assemblies begin at 7:35am and are held in the covered court. Parents are most welcome to attend all school assemblies. Please check the school newsletter for notification of assembly dates.

Attendance

If your child is absent, please inform the school office or the class teacher. You may send a note or telephone the office on 260509/10.

Research as well as experience suggests that regular school attendance is a critical factor in a child's academic and social growth and development. Students who are chronically absent from school miss important instruction and educational activities. While learning is in no way confined to the school's premises or times, we appreciate your efforts to minimize the number of school absences for your child.

We have noticed an increase of student absenteeism directly before and after school holiday periods. Families who leave Lusaka before school is closed or return to Lusaka after school has re-opened must do so with the clear understanding that the decision will affect their child's education.

If an early departure or late return is unavoidable, we ask that you please inform the primary principal in writing well in advance of your departure. This will ensure that all necessary staff members are informed. Our emphasis on group work makes it very difficult for teachers to provide students work to complete while they are away from school. Absences for the purpose of travel or the extension of a vacation may result in a negative effect on your child's progress.

Birthday Policy

Parents may send a birthday snack to school to share with the class during morning or lunch recess. Please arrange this with your child's teacher. Birthday party invitations will be distributed at school only if all the children in the class are invited or all of the boys/ all of the girls.

Bus Service

The School runs a bus service. This service will pick your child up from your house, and deliver him or her back to your house at the end of the school day.

The buses are owned by the school, are well maintained and have seatbelts which are compulsory for all students using this service.

The cost for the bus service is US\$1270 for a one-way trip, and US\$1815 for a return trip per year.

Please note that this service only operates in the major residential areas and there are limited spaces available. For more information please speak to Faith Dube in the school office.

The US Embassy also runs its own school bus service for its employees and other diplomats. For more information, please contact Carolina Castillo on telephone 264417 who coordinates their service.

Dress Code

There is no uniform at the school for regular classes. However, we ask that children are dressed appropriately for school. This means:

- No spaghetti straps, bare midriffs or mini shorts.
- Shoes or sandals must be suitable to run in – no flip flops, high heeled or slip on/off shoes or sandals.

Students in Kindergarten to Grade 5 are required to wear the school PE uniform and sports shoes on the days that they have PE. Students may wear their uniform to school or they may bring it to school and change before PE. If students have PE before first break – we recommend that they wear their kit to school and change into normal wear after PE if they wish. Students in grades 3, 4 and 5 must bring a clean shirt to change into after PE. On swimming days, all students must wear appropriate PE kit in case the weather is not suitable for swimming. Sports shoes must be worn on all PE and swimming days.

The sports uniform must be worn when competing in inter-school sporting activities. Sports uniforms are available from the PTA store. Opening times of the PTA store are advertised in the Leopard's Tale.

A minimal amount of jewellery is permitted but discouraged and the school will not accept responsibility for any loss of jewellery worn to school.

The wearing of makeup is not permitted in the Primary School.

Hats: All students are required to wear a hat during break times, PE classes, outdoor activities and after-school activities.

Early Dismissal

Should your child need to depart from campus prior to the end of the school day, please send a note from home requesting an early release. This note should be given to your child's homeroom teacher who will then forward it to the school office. When collecting a child early, please instruct him or her to meet you in the office and not at the car or in the classroom. It is important that in case of an emergency we have an accurate record of who is present.

Field Trips

Field trips are an integral part of the curriculum at the American International School and give students the opportunity to take advantage of unique opportunities for learning about Zambia and Africa. In the Primary school, most field trips are for the day, but Grade 4 and Grade 5 students go further afield and spend a couple of nights away from school. Grade 2 and Grade 3 students spend one night at school. **If your child is unused to spending a night away from home, we encourage you to give him/her the opportunity to get used to doing this so they can fully participate in the overnight trips.**

Parents will be informed when field trips will be taking place, and particularly for the younger children be invited and encouraged to join the trip. A form will be sent home giving information about the trip at least a week in advance, and parents are asked to complete and return a slip giving permission for their child to take part. Any child who does not have a completed permission slip will not be able to join the trip. Children are not permitted to call their parents to get permission – they must remember to return their slip.

As field trips are an **integral part** of the curriculum, all students are expected to attend these. If a child can't participate in a field trip, they must stay at home, as the school cannot be responsible for supervising or providing work for the child during this period. The cost of these field trips are included in the tuition fees.

Fire and Emergency Procedures

In the event of a fire or emergency whilst students are at school, an alarm is sounded. Students will then leave their classrooms and make their way down to the covered court where a register is taken to ensure that all students are present. This procedure is practiced regularly to familiarize students with the routine.

If there is an emergency, or civil unrest during the course of the day, parents will be contacted by the office and asked to pick up their children as soon as possible. For emergencies and situations where parents need urgent information at night, or early morning, there is a telephone tree which is sent out regularly with the Leopard's Tale,

the school's newsletter. This divides the school up and the leader of each section will telephone you and inform you of any urgent information. To ensure that these procedures work efficiently, please let the office know as soon as possible of any changes in telephone numbers.

Food Service

Students in Reception and above have a break at 9:30 on Monday to Thursday and 10:00 on Friday. Lunch is at 11:50 on Monday to Thursday and there is no lunch break on a Friday as school finishes at 12:30. Students in Play School, Pre School and Pre K have one break during the course of the day, the time of which is flexible, depending on the children's needs.

In all cases, parents can either send in food and drinks with their children in the morning, or can purchase these from the Tuck Shop. A menu for the tuck shop is included in the Leopard's Tale sent out every week. For children in early childhood classes, please send a note to the teacher explaining what you would like from the Tuck Shop and the correct money. It will then be purchased for your child in time for their break. Older students should order their lunch by including their name, class and what they want in an envelope with the correct money enclosed. These will be taken to the tuck shop early each morning. Students can go to the Tuck Shop at first break and select and purchase their own snacks and drinks.

Please note that children do exert themselves during recess, PE classes and after school sporting activities. Particularly in the warmer months they get thirsty very quickly. Please have your child bring sufficient drinks to school to avoid dehydration (medical advisors recommend one to three litres per day). The drinks must be in large non-breakable containers. Canned or fizzy drinks are not permitted at the school. The school does have water fountains available for student use. The water is from a borehole and is safe to drink.

Going to the Office

Students must ask for permission from their teacher before going to the office during school hours. In the office, they should ask for Mrs Shantall Adonis to assist them, or to see the school nurse, Mrs Jennifer Anunsacion.

Health and Safety

If your child shows any signs of illness you should keep them at home, both for individual recovery and protection of other children and staff at school. **If a child has a fever, a contagious condition, or lice, they should be kept at home.**

All families are asked to complete a medical form at the beginning of each year, or when they start at the school. These forms give the school contact information in case your child falls sick or has an accident at school. If your child is sick, the teacher will bring him or her to the sick room where he or she will be attended to by the school nurse. If necessary, parents, or other persons mentioned on the medical form will be contacted to pick up the child.

In the event of an emergency, the school will contact Speciality Evacuation Services (SES), who will send an ambulance and paramedic to the school. Parents will also be contacted and arrangements made to either come to the school, or meet the ambulance at their clinic.

Home-School Communication

A child is more likely to succeed in school when parents and teachers work together to support the child's learning and to strengthen the child's school experience. There are many ways to do this:

- Attend scheduled information sessions held to inform parents about the curriculum. The first session is a PYP Information Day which takes place during the school's Open Day on 9 September.
- If you personally pick up your child after school, that time of day may be a good opportunity to check in with your child's teacher (or to at least agree on a time for a conference).
- Parent conferences are scheduled for all families on Tuesday 13 October and student led conferences on Wednesday 24 March. A parent or teacher is encouraged to arrange a conference at any time there is a need. Please contact the teacher or the school office to schedule a conference.
- One good way to stay in touch with your child's teacher is through your child's homework. If you have any questions, concerns, or comments, write a note on the homework.
- The Leopard's Tale, the school's weekly newsletter which is sent to your e mail address every Thursday, provides information about the school and events taking place.
- A teacher newsletter will be sent home on a regular basis. This will give you information about the curriculum the class is studying and any special procedures or requests.
- Teachers are keen to have parents involved in the classroom. If you are interested in being involved in some way, please speak to your child's teacher.

When there is a problem

..... go directly to the teacher concerned. If the problem concerns your child, go to the teacher or other staff members who are directly responsible. Our experience has been that nearly all questions or concerns are best addressed and resolved in this way.

..... after you and the teacher work at solving the problem, if you or the teacher feel that the matter has not been reasonably resolved, then you and the teacher should seek the help of Mr Sean Areias, the Primary Principal. If the matter is still not satisfactorily resolved, it should be taken to Mr Chris Muller, the Director. After that, if

further review is needed, there is an established procedure to refer the matter to the School Board.

Suppose you have a general concern? If you have a concern about a program or policy, please talk directly to the staff member responsible. For example, see the After-School Activities Coordinator, Ms Claire Arcenas, about that program. If you are concerned about a matter of school-wide curriculum and school policies, you and the Director should discuss it. Again, if the matter can't be satisfactorily handled at the most direct level, then participants should seek help at the next level.

The purpose of this procedure is to place you with the people who have the most direct responsibility and the most current information so that problems can be solved as quickly and effectively as possible.

Homework

Homework and work-sent-home play an important role in the educational program for our children. However, the purposes and amounts of homework will vary with the child's level of maturity.

Pre-School – Grade 1

“Homework” is minimal for this age group. Children at this age who are actively learning in the school day do not normally need additional work at home after school. However, we encourage parents to read to and with children, especially at this age. Our teachers will send books home for this purpose. Parents are asked to consult with their child's teacher for suggestions about additional material for such reading. Parents are also encouraged to select books from the library, which is open all day. Sometimes the teacher will assign homework to a child of this age because of a special need, such as absences. On a regular basis the teacher will send home work so that parents can learn what the child is doing in class and more meaningfully confer with the teacher. Other work will be kept in the child's portfolio to show their development over the year. The portfolio is used throughout the year and sent home in June.

Grades 2 - 5

At the Grade 2 level the above purposes are maintained; homework is assigned when needed for special reasons and completed work is sent home for contact with parents.

However, some assignments are made on a regular basis for all children primarily for the purpose of helping them understand that homework is one of their school responsibilities. This regular homework may be a weekly spelling list, a writing assignment or a mathematics assignment. At this and at all grade levels we continue to encourage parents to read with their children.

At the Grade 3 and 4 levels homework becomes a daily routine that, in general, may take thirty minutes or more at home. This is an “average” that can vary by day and by child. “Project work” may involve homework for more than one night. In addition

to the goals stated above, at this grade level homework has a primary purpose of providing opportunities for the child to practice, apply and creatively apply what has been learned in class.

In Grade 5 homework takes a greater role in extending learning through practice, application, and manipulation of what has been learned. Homework also serves as a means to promote independent study habits. At Grade 5 students may have, in general, an hour of work after school. Again this is an “average” that will vary by day and by student. Projects and reports may require work for over a week or more. Parents can help students by helping them manage their time when completing these longer projects.

Parents' Role

In most cases the child should be able to complete an assignment independently. If a child has undue problems (has not grasped concepts behind the assignment or takes too much time), please contact the teacher. One easy way for a parent to do this is to attach a note to the assignment. Each teacher's homework procedure will differ to some degree. If parents have any questions or concerns about homework, they are encouraged to discuss them with the child's teacher. If there are concerns about the overall load or pattern of homework for a particular child, please contact the child's class teachers, who will serve as a coordinator with all of the child's teachers.

Library

All children will go to the Library with their class once a week and take out books and learn library/media skills. Parents are also encouraged to borrow books and read with their children. Please ensure that your child's library books are looked after as parents will be billed for any books lost or damaged. The Library is open from 7.30 to 4.30pm Monday to Thursday and until 2.30pm on Fridays.

Lost Property

Please ensure that all property brought to school is **clearly labelled**. Inevitably, some personal items are lost during the course of the school day. Property which is found will be taken to the lost property box in the covered court. This box is locked away each evening. At times the contents of the lost property box will be displayed at the waiting hut so that parents can find any missing items. Items of a more valuable nature, such as watches, calculators and jewellery, will be taken to the school office. Periodically, any unclaimed items will be donated to charity.

Medication

If your child has to take medication during the school day on a regular basis, please give the medication and clearly written instructions to either the school nurse or your child's class teacher. However, please understand that although teachers will do their best to remember to administer medication, they are extremely busy and at times they may forget.

If your child is ill and has to take medication during the day, they should stay at home. At times, children are not ill but still need to take some medication during the day. If

this is the case, parents should leave written instructions with the medication with the nurse and tell the child to go to the nurse to be given their medication. Teachers aren't responsible for dispensing this type of medication to children.

School Hours

Students must arrive at school between 7:15 and 7:25. School finishes at 1200 for Play School, Pre School and Pre K, and 1400 for Primary classes. However, school finishes for Kindergarten upwards at 1230 every Friday. On Mondays to Thursdays there are after-school activities which all finish at 1500.

Timings for Play School and Pre School children are fairly flexible, but please ensure that students in Pre K and above arrive at school on time. It is very disruptive for latecomers to join a class.

School Rules

American International School's philosophy of discipline is based on this school goal:

“3. Students will develop a sense of respect, responsibility, understanding, and concern for others. Student behavior will reflect self-discipline based on that sense of respect.”

We believe that especially at our school, with our international, multi-cultural community and setting, the rule of speaking and behaving respectfully to others is a good basis to help students develop a sense of responsibility and self-discipline. The rule is also a sound standard for our students to use to make decisions about their own behaviour.

We do have some specific rules, which are kept as simple as possible. They are:

Always:

1. Speak and behave respectfully to others.
2. Greet and help visitors and newcomers.
3. Inside: Shoes on.
Hats off.
Sit up (on chairs or carpet, not desks or tables).
4. Go into a room only when a teacher is there.
5. Walk (do not run) on walkways, and let others pass.
6. Play on playgrounds (not on walkways).

Playground:

1. No grabbing or holding.
2. Play only in your assigned area, and then pick up equipment when you have finished using it.
3. Eat only in your assigned area, and clean up after yourself.
4. Wear a sun hat and shoes or sandals that are strapped to the feet.

On the Bus:

1. Act safely:
 - Stay seated.
 - No loud talking, throwing objects, or rowdy behavior.
 - Do not put any part of body outside windows.
2. Use a seatbelt and re-buckle it when you leave the bus.
3. Keep the bus clean.
4. No eating or drinking on the bus.

(The above bus rules apply to all students who ride the bus for field studies and other activities).

Individual teachers will also have rules specific to their classes and facilities which will be explained to students.

Tardiness

Please try to avoid bringing students to school late as this is disruptive to the other students in the class and the teacher. Parents bringing students to school consistently on time set a good foundation for responsible actions. If a student is late for school, they must come to the office for a late slip before proceeding to class.

Transportation

The following are practical ways in which you can make your child's transportation to school safe and smooth.

1. Arrival and Pick-up Time (for all children)

If your child does not use the school bus, please arrange for your child to arrive **after 7:15 am but before 7:25 am**. This is to ensure that your child is supervised when he or she arrives, and to ensure that your child arrives before classes start at 7:25 am. Please arrange for your child to be picked up **promptly** when he or she is finished for the day (this will vary for children in Grade 1 upwards who are in After-School Activities) as children are not supervised after school.

2. The Waiting Hut (for Kindergarten and older)

Children from Kindergarten upwards may be dropped off and picked up from the "Waiting Hut" (the thatched hut at the top of the driveway). We have a Safety Supervisor who will be waiting at the hut to ensure the children's safety when they get in and out of your car. Please ensure that your child only gets in and out of your car in front of and with the help of the Safety Supervisor. Please do not have your child get in or out of your car while you are waiting farther back in line.

3. The Walkway (for all children)

If you park your vehicle when you drop off or pick up your children, please walk with your children to and from the vehicle on the walkway only, not in the parking area.

4. A Note to Change Transport (for all children)

If you would like to have your child go home with another person (someone other than yourself or your usual driver), please send a note to your child's Homeroom Teacher explaining this and giving the name of the person who will pick up your child in the afternoon. If you wish to identify an alternative driver for the entire school year, one note from you will suffice. However, for your child's safety, we are not able to release a child to another person unless we know you have authorized this change. Similarly, if your child rides the school bus and if you would like him or her taken to a destination other than your home, please send a note to your child's Homeroom Teacher authorizing this. Again, for your child's safety, **we will not be able to change destinations without written authorization from you.**

5. Pick up time

Students in Play School, Pre School and Pre K finish school at 12:00pm every day. From Kindergarten, school finishes at 2:00pm, except on Fridays where school finishes at 12:30pm.

For Parents of Play School, Pre-School & Pre K Children

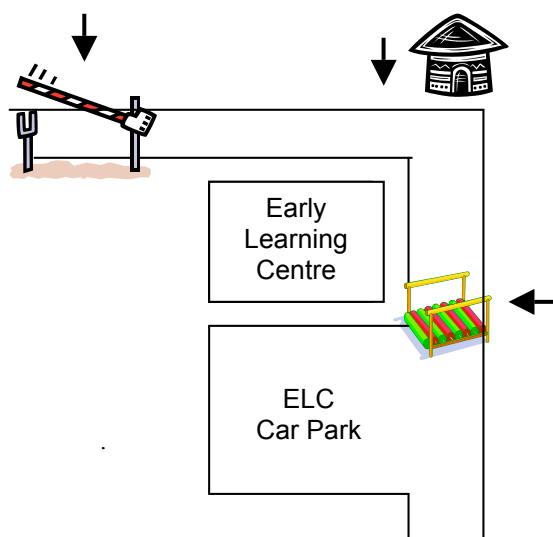
1. Parking

Parents of Play School, Pre-School and Pre K children (or their designated drivers) must walk their children to their classrooms each morning and pick them up from the classrooms.

To avoid serious congestion which can make the parking area unsafe, please use the parking spaces near the early learning centre or adjacent to the sports field. Please park only within the lined parking spaces and do not "double park" along the side of the driveway.

2. Walking to Class

When walking to and from your car, please do use the walkways and only cross over the road either by the boom near the main office, by the waiting hut, or across the bridge over the storm drain.



3. Picking-Up Children

Please go to the classrooms to pick up children at 12:00 noon. Unless you have made prior arrangements with the teacher for an early pick-up, please wait until 12:00 before taking children, so they can complete all their class activities.

4. Special Supervision

As school finishes for Play School, Pre-School and Pre K at 12:00pm, which is substantially earlier than the closing time of 2:00pm for Kindergarten to Grade 5 on Monday to Thursday, we offer an after school care service for students who have an older sibling. This after school care provides supervised playtime, lunchtime (your child needs to bring their lunch) and nap/rest time, between 12:00 and 14:00, Monday to Thursday. There is a charge for this service and parents must sign up for which days their child will attend. Children should be picked up from the Early Learning Centre playground at 14:00. For more information, please contact the Primary Principal.

Valuables

Students should not bring large amounts of money, computer games or expensive toys to school. If children bring cell phones they need to be turned off during the school day and **kept in the child's bag**. Unfortunately, the school cannot take responsibility for items that go missing. The loss of any valuable items should immediately be reported to Mrs Martina van Vlaanderen in the main office.

Visitors

Please make prior arrangements with teachers and office staff before bringing visitors to school as this can be disruptive to the class.

Withdrawal from the School

The American International School needs three months notice of the withdrawal of a child. This must be in writing and failure to do so will mean that a refund cannot be given.

A child who leaves will be asked to complete a checklist to ensure that all books and equipment have been returned. Parents will also be asked to complete a form giving information on the next school the child will be attending. On completion of these forms, parents will be given a package containing copies of all school reports whilst the child was at school, a Leaving Certificate, a profile of the school, and, for students in Grade 2 upwards, a transcript. If there are any Special Services files, these will also be included.