



**American International
School of Niamey
Parent - Student
Handbook
*2022-2023***



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WELCOME TO THE AMERICAN INTERNATIONAL SCHOOL OF NIAMEY

Dear Parents,

Welcome to the American International School of Niamey. We pride ourselves in creating an environment where student learning comes first. We seek to challenge each student each day in single subject and multi-grade classrooms. AISN is a small school making connections between students from all grade levels creating an atmosphere where each student feels known, valued, and cared about.

Our school's mission is at the heart of what we do each day. In a truly international environment, our qualified and energetic teachers work to create an experience for you and your child that helps them to thrive academically, mentally, and socially. AISN develops students' academic skills in each of the subject areas but we also develop students' character with the intention of creating strong, ethical international leaders for the future through a caring and supportive environment.

EDUCATE STUDENTS
from diverse cultures
TO ACHIEVE EXCELLENCE
in their intellectual and personal development.

Our curriculum is standards-based (AERO standards - American Education Reaches Out) following a constructivist philosophy. This approach comes out of the belief that our students construct meaning by doing, and build their own new understanding through meaningful and engaging learning experiences. At AISN, we have high expectations for our students and we ask them to take an active role in their learning. Students not only develop their skills and abilities in a subject or area of study but also are taught to be self-reflective, active, lifelong learners.

In addition to offering the core subjects of math, science, language arts and social studies, our teachers offer specialist curriculum in PE, French, Music, Art and Service. Additionally we offer support for students with special needs in both language and learning.

AISN offers a variety of ECAs (Extra Curricular Activities) and opportunities to participate in sports and clubs in Middle & High School. We are always looking for ways to involve local artisans, local NGOs and local project work or service learning into our program. Reaching to the world beyond our school walls through the arts, leadership programs or experiences offers AISN students a unique and memorable experience while in Niger.

We believe a strong home/school partnership is the foundation for student success and we expect parents and teachers to take an active role in the home/school connection to help parents to support their child's progress. This shared responsibility is the most important work we undertake together as educators and parents. It is our goal that we provide a uniquely rewarding learning environment for the students of the American International School of Niamey.

Sincerely,

AISN



AISN MISSION

MISSION STATEMENT

- Educate students from diverse cultures to achieve excellence in their intellectual and personal development.
- Provide a dynamic and enriched American curriculum taught by qualified, dedicated, and caring staff.
- Work in partnership with families to prepare students to flourish in higher education and become responsible, productive global citizens.
- Strive towards continuous and sustained improvement in the quality of its educational services.

AISN Strategic Goals

- Provide students a safe and caring environment.
- Continually pursue academic excellence within a curriculum that meets the current academic, cultural, technological, and social needs of our diverse student body.
- Develop responsible individuals who possess the ability to think clearly, logically and independently as participating members of a self governing society.
- Provide a program of student activities designed to foster social interaction in an atmosphere of mutual respect and cooperation.
- Enhance understanding of global issues, human diversity and world cultures.
- Recruit highly qualified, motivated and sensitive staff members with training and experience appropriate to their primary assignments and provide opportunities and support for professional development.
- Accommodate the varying needs of individuals so that all students, within practical limits, achieve growth consistent with their capabilities.
- Maintain a self-sufficient financial position and contingency resources against unforeseen events.

Philosophy

AISN is committed to the pursuit of excellence in education while nurturing the learner, the learning process, and the quality of relationships among its stakeholders.

AISN is committed to fostering an active cooperation among the school constituents to meet students' general and specific learning needs, as well as a genuine appreciation of the richness of diverse gender, ethnic, and religious backgrounds within a constructivist learning philosophy. Therefore, our dynamic multicultural curriculum enhanced by the integration of emerging technologies will foster students' creativity and critical thinking skills, as well as their communication and problem solving skills. Quality education of the whole person at AISN aims at developing intellectual, cultural, social, physical and emotional growth, and prepares students for responsible, global citizenship.

AISN also believes that all staff and students should be valued as individuals, and that they have the right to a safe, healthy, and challenging learning environment. This will be achieved through developing a sense of respect and appreciation that promotes responsible world citizens.



Objectives

Guided by this philosophy the School shall exert every effort to:

1. Develop in each student a mastery of the skills of communication and learning;
2. Develop responsible individuals who possess the ability to think clearly, logically and independently as participating members of a self-governing society;
3. Develop in each student understanding and appreciation of cultural, social, scientific, economic and political ideas and practices;
4. Provide physical and health education enabling the student to live an energetic, wholesome and productive life;
5. Provide the opportunity for each student to develop and to appreciate ethical and cultural values;
6. Provide a program of student activities designed to develop competent, self-directed, responsible, social interaction in an atmosphere of mutual respect and cooperation;
7. Develop in each student interests, skills and attitudes which contribute to the worthy use of leisure time.

We at AISN value process-oriented, hands-on learning. Often, this approach is organized around a thematic topic in which various subjects are integrated for optimal learning. It would not be unusual to find students engrossed in learning about a life science topic while applying concepts and skills learned in mathematics, language arts, or even history. To the extent possible, computer technology is employed at all grade levels as a tool for researching and sharing information with others.

What Will My Child Learn at AISN?

Your child's teachers and the school website provides curriculum information that details specific curricular objectives and integrated thematic topics that will be presented during the year. Literacy is developed through a balanced program of listening, speaking, reading and writing. Instruction in reading, writing, and math is differentiated according to each child's instructional level. The math program spirals skills and concepts throughout the elementary years and emphasizes the application of skills in the context of everyday mathematical problems. Social Studies include the study of History and Society. Themes in Social Studies include: time, continuity & change; connections & conflicts; culture; people & places; society & identity; governance & citizenship; production, distribution & consumption; as well as technology & society. Science provides emphasis on scientific literacy and interdisciplinary learning. We want our students to think scientifically and while we use useful and relevant content, our goal is to emphasize understanding. Our science program opportunities are in the study of earth, life & physical sciences.

AISN BY GRADE LEVEL

PRESCHOOL

The AISN Preschool strives to create a safe and caring environment where children ages two and three are free to play, learn and develop. We take a holistic approach, focusing on social, physical and intellectual development. English is used throughout the day to help them develop conversational English skills as the children play. Children learn to share, use their imaginations, take turns, develop ideas, express their feelings and communicate with others as they explore the world around them. We strive to help them become more confident, independent and cooperative.

We mix short, structured instruction with varied unstructured activities that are interesting, educational, stimulating and fun. Our daily schedule includes a circle time where we discuss our weekly themes, arts and



crafts time, story time, music and movement and sensory play, in addition to free play, play centers and recess breaks.

Parents are our partners. We communicate regularly with parents through weekly reports and newsletters. We want to share their child's experiences and progress with them.

KINDERGARTEN

We believe that children learn through play and experimentation, therefore our program provides direct, hands-on contact with stimulating materials. The goal of this specially designed environment is to foster active and self-directed learning. Students are given opportunities at various times within the instructional day to move between activities that appeal to a variety of learning styles. These activities encourage cognitive and language development as well as creativity and fine and large motor skills. Throughout the day, a particular emphasis is placed on the social skills and language needed to thrive in a larger community. Kindergarten age students will continue the day focusing on pre-reading activities involving phonics, vocabulary building, and letter practice.

Offering students opportunities to act on individual choices, combined with participation in flexible small group instruction, honors the individual while also providing opportunities to develop cooperative learning skills. In addition, children participate in whole-class activities to practice acting as a member of a community by sharing ideas, listening respectfully, taking turns, and working together. A combination of structured and unstructured activities helps establish students' readiness for the more formalized educational experiences they will encounter later in school.

ELEMENTARY

GRADE 1 - 2

AISN believes in a modified academic program for grades one and two with age appropriate activities which differentiates instruction to all students.

The Language Arts program follows the AERO/Common Core standards and all assessment is against grade level benchmarks. The grade one/two curriculum seeks to develop pre-reading and reading skills through a thematic, integrated approach that emphasizes good literature. The curriculum is designed to help students build the background knowledge and vocabulary critical to listening and reading comprehension. The decoding skills needed for future independent reading are taught separately in the Core Knowledge Language Arts Skills Strand. The two strands complement each other, building the requisite decoding and comprehension skills that comprise fluent, mature reading. Activities with various kinds of print material range from charts and posters to big books and mini-books as well as self-selected library books. Oral language activities such as songs, rhymes, chants, and stories give students the chance to develop phonemic awareness. Students in first and second grade will begin handwriting instruction in block manuscript.

The math program also follows AERO standards and aims to develop age-appropriate math concepts using manipulative and a "hands on" integrated approach as well as math worksheets which emphasize a problem-solving approach coupled with drill and practice and small group instruction where appropriate.

Art, Music, Science, and Social Studies concepts are appropriately integrated with additional attention given to various topics.

GRADES 3 - 5



Students in the third through fifth grades continue with direct, experiential learning activities that are integrated into more formalized studies. English Language Arts follows the AERO Standards and involves a combination of language and phonetic approaches.

Spelling words come from a variety of sources, and may be taken from journal writings, curriculum units, or standardized lists. Journal writing is used as a sustained practice to promote written communication. Writing instruction is patterned after the Writer's Workshop process-oriented strategy that calls for students to self-edit, obtain feedback through peer-editing, revise drafts, and publish. Short reports on a variety of research topics are introduced. Classroom novel sets, independent reading choices, whole class books, as well as basal readers provide material for reading instruction.

Mathematics instruction emphasizes a problem-solving approach along with drill and practice, mental arithmetic, and logic to teach and reinforce computation skills.

Social studies and science are often taught as integrated units. They follow the AERO Standards, which focus on various worldwide communities and age-appropriate science topics. Students are also exposed to science through hands-on, topic-oriented modules.

MIDDLE SCHOOL

GRADES 6 - 8

These combined secondary classrooms mark the students' transition from a generally teacher-directed environment to one increasingly characterized by self-directed study and participation in specific subjects. Students will attend classes in discrete subjects taught by subject teachers.

Sixth through Eighth graders take a basic approach to teaching proficiency in Math. The Eighth graders are exposed to Algebra to give them a basic, integrated foundation before moving into the mainstream of Pre-Algebra or Algebra in Grade 9. The curriculum integrates mathematics topics and real-world interdisciplinary and cultural connections. Consistent with mathematics instruction at all levels at AISN, there is a heavy emphasis placed on helping students develop critical thinking and strong problem-solving skills. Grades 10 and 11 move into Geometry, Algebra II, or Pre-Calculus based on courses already studied and credits needed for graduation. Students who have completed those levels can choose to study Calculus or Trigonometry via distance learning.

Science units covering a diverse set of topics within the sub-disciplines of Earth Science, Biology, and Chemistry. The program offers opportunities for hands-on/minds-on science with some laboratory activities. It also focuses on integration and connections to other science subject areas as well as everyday life. Students who have completed those levels can choose to study AP Sciences via distance learning.

HIGH SCHOOL

AISN's high school program contains a core subject diploma up to and including Grade 12 within a block schedule. High school students are timetabled based on need with some choice for specific subjects. In addition to courses offered on-site, AISN is able to offer distance education courses for students who require a subject that is not on offer in the year that they are at the school. While on-line courses are an option for AISN high school students, it is not necessary to enroll in on-line courses to graduate.

GRADES 9 - 12

Core subjects are offered to our high school students in a block format. Students choose subjects from 4 separate blocks based on their level and need. Students in grades 10 - 12 may also take AP courses online. AISN has partnered with VHS (The Virtual High School) and is able to offer AP courses in a variety of



subjects. High School students will also have periods in PE and French to round out the High School experience.

LEARNING FRENCH AT AISN

AISN offers French language classes for both French native speakers and students who are learning French for the first time. Our French program also focuses on French and Nigerien culture. Whether supporting a child's mother tongue or adding an additional language, AISN students benefit from our French program.

- French for native speakers (French Adv)
- French as a foreign language (French Inter. & Beg.)
- Strong connection to the host country's culture.
- Grouped by language level

PHYSICAL EDUCATION, HEALTH & WELLNESS

AISN students take physical education throughout their K-12 experience. Physical education focuses on the development of a positive attitude towards physical fitness, lifelong active skills, and healthy living habits. Additionally students are introduced to exercise routines and sports. Outside of the regular school day, students are encouraged to participate in the AISN sports program and after school activities that promote an active lifestyle and healthy living.

STUDENT LEARNING SUPPORT

Our learning support specialist will work with parents and students who have been identified with mild to moderate learning needs. The learning support specialist will also work with classroom teachers to help support student learning within the classroom environment. English as a Second Language (ESL) instruction is offered to students for whom English-language deficiencies are compromising their ability to learn.

When concerns arise, your child's team of teachers and the school's learning support specialist will work with you to identify the issues and find solutions together. Your support of this process is essential for your child's success.

AISN GRADUATION REQUIREMENTS

To graduate from AISN, a student must meet attendance, citizenship, subject, and unit requirements. One semester of study of core subjects, if completed successfully, earns 1/2 unit of credit. A unit is one year of study, one period per day.

Specific course/credit requirements are listed below. Minimum Total Credits Required to Graduate:
22

Required Core Courses:

- English 4.0 Units
- Mathematics 3.0 Units
- Social Studies 3.0 Units
- Science 3.0 Units
- Physical Education, Health, & Electives 2 Units



- Foreign Language 2.0 Units
- Fine Arts 1.0 Unit
- Other coursework 4.0 Units

The Director may, in special circumstances waive a particular requirement should it be impossible for the student to schedule a required class, or if a student arrives with a good record, but is lacking in sufficient previous credits in a particular required area. (Adopted April 2013, Revised 2016)

HOW WE ASSESS OUR STUDENTS

AISN ASSESSMENT POLICY

This document has been developed to make clear the procedures, expectations and rules about assessment at AISN. It also outlines how students will be assessed by faculty. The first section contains the School's Assessment Policy; the remaining pages provide the assessment schedules for each subject. Assessment tasks are used to determine the grades that are achieved in the Semester 1 Report and the Semester 2 Report. Other assessment measures will also be used to assist teachers in determining the grade that best describes student achievement in a subject. Please remember that the teachers do not give grades, but students earn the grades they get.

ASSESSMENT

SATISFACTORY COMPLETION OF A COURSE The satisfactory completion of a course, requires the Director to have sufficient evidence that a student has:

- followed the course as developed
- applied themselves to the set tasks and experiences provided in the course by the school and teacher
- achieved some or all of the course outcomes.
- earned an academic grade of D- or higher

FACTORS THAT MAY PREVENT SATISFACTORY COMPLETION OF A COURSE

- excessive rate of absence or lateness to school or classes in one or more courses
- poor achievement in assessments due to lack of application, effort, or participation
- excessive poor classroom behavior that inhibits learning
- poor achievement in assessments due to failure to complete classwork and homework assignments
- failure to complete an assessment tasks
- proven case of plagiarism, copying or cheating
- earning an academic grade below a D-

What is a LEARNING OUTCOME?

Learning outcomes are the skills and/or knowledge a student should know as a result of being taught a planned lesson or unit of study. The purpose of assessment is to measure how much a student has learned at a given point in time towards those outcomes. Teachers devise and deliver assessment activities that measure each students' learning towards these outcomes at different times throughout the year. Each teacher has published a syllabus for each subject they teach indicating the following and are responsible to pass this information on to students and parents periodically:

- the topics you will be studying each semester
- overview of the assessment tasks which will take place throughout the year



- clearly defined criteria on how grades are determined
- approximately when each task will take place
- how much each task is worth

WHAT IS ASSESSMENT? Assessment means all the ways in which teachers use to measure your success as a learner. There are two types of assessment:

ASSESSMENT OF LEARNING (Summative Assessment) This type of assessment determines your understanding performance in a specific task after sufficient instruction has been given. The information gained from this type of assessment is used in the determination of the final grade.

ASSESSMENT FOR LEARNING (Formative assessment) This type of assessment gives students opportunities to improve and develop your knowledge, understanding and skills. Teachers assess achievement in ways to gain understanding of a student’s ability or knowledge, and then provide feedback as students complete this work. Teachers can use a whole range of strategies including self-assessment and peer-assessment, rewriting, review, reassessing...

Examples of assessment types may include:

ASSESSMENT OF LEARNING (Summative)	ASSESSMENT FOR LEARNING (Formative)
Unit Test	Observation of performance
Projects	Classroom Activities and Participation
Presentations	Homework assignments with feedback
Research Assignments	Pop Quiz with a review of the results
Case studies	Group or Pair Work
Examinations	Bookwork

ASSESSMENT TASK WEIGHTING FOR GRADEBOOK (MS/HS Core Subjects)

- Exams, Major Papers: 35%
- Unit Tests, Quizzes, Reports and/or Projects: 30%
- In Class Work, Presentations: 25%
- Homework: 10%

ASSESSMENT TASK NOTIFICATIONS

Summative Assessment Task Notifications will be issued to students and parents AT LEAST 2 SCHOOL WEEKS before an Assessment Task is due or delivered. The notification will outline:

- the specific outcomes the task is measuring
- how much the task is worth
- the big ideas being explored
- Instructions both verbal and written on how to prepare for or complete the task
- marking criteria, rubric, and/or guidelines

DATES AND TIMING OF ASSESSMENT TASKS

If an assessment date needs to be changed, the teacher will determine a new date and all students will be notified. Sometimes you will have to do more than one task on a given day. This cannot always be avoided, and will not be grounds for appeal as long as two weeks’ notice is given for each task.



MEANING OF GRADES

Teachers use point totals, assessment rubrics, and professional judgment in each course to determine the grade range that best describes a student’s academic achievement.

At AISN grades are a reflection of the academic level of a student’s level of knowledge and understanding within a subject. Teachers may only give grades that are a reflection of the quality of the work produced by a student. Teachers may not enter a mark of zero as a punishment for not turning in assignments or for any other punitive reasons, however they may give the student an alternate assessment if a summative task is not handed in. For dealing with students who do not hand in work please see the [AISN 4 Rules Behavior Code](#)

In general the grade descriptors are as follows:

A	The Student has an extensive knowledge and understanding of the content and outcomes of this course, and can readily apply this knowledge. In addition, they have achieved and demonstrated a very high level of competence in the processes and skills and can apply these skills independently to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, they are able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
F	The student has failed to meet the requirements for knowledge and understanding of the content related to this course at the most minimal level.

HOMEWORK

Learning at home is an essential part of good education. Regular homework is important, since it gives students the opportunity to practice at home the tasks done in class, and helps them work towards improving important skills. It helps to connect home and school by providing the opportunity for parents to see what is going on within classes. It also helps the student to become confident and independent in their learning. As a rule, homework should be meaningful and related directly to classroom instruction and assessment tasks. Homework should not be busy work, tasks without a clear connection to the development of a specific skill(s).

The time allocations for homework throughout AISN are as follows:

Year	Amount
K - 1	Daily reading, together with a small amount of skills work if appropriate.
Grade 2 - 3	Up to 20 minutes per night, including nightly reading.
Grade 4 - 5	Up to 30 minutes per night, including nightly reading.



Grade 6 - 8	Two homework assignments per night of approximately 30 minutes each, plus personal reading. On average students in these grades should spend no more than 60 minutes per night, including Saturday, doing homework. Teachers should adhere to the Homework Schedule for these grades.
Grade 9 - 10	Two to three homework assignments per night of approximately 20 minutes each, plus personal reading. On average students in these grades should spend no more than 60 minutes per night, including Saturday, doing homework. Teachers should adhere to the Homework Schedule for these grades.
Grade 11 - 12	Two to three homework assignments per night of approximately 40 minutes each, plus personal reading. On average students in these grades should spend no more than 120 minutes per night, including Saturday, doing homework. Teachers should adhere to the Homework Schedule for these grades.

Little, if any, homework should be assigned over weekends or school breaks, although long-term assignments such as research papers, or required makeup work may continue through such breaks. Teachers should be aware of when other teachers are assigning homework by referring to a published homework timetable, and should coordinate homework loads. Homework may be graded, but academic grades should be based on demonstrations of understanding and skills through quizzes, examinations, projects...

Students should be given very clear guidance on homework expectations in each subject, including both instructions for completion and deadlines. It is not to be assumed that homework should always be returned the day following it being assigned. Time is to be allowed in classes for you to complete your homework diaries, planners, etc.

All teachers are to be aware that the recommendations above are to be adhered to and, while it is normal for students across a class to take varying amounts of time to complete set homework, these times should be applied to the nominal mid-range student.

Teachers will keep parents informed of assessment dates and if students are consistently failing to complete assignments on time and other issues as they arise.

APPLYING FOR AN EXTENSION

If something serious or unexpected happens while a student is working on an assignment or project, which prevents them from completing the task by the due date, they should go to the teacher and ask for an Extension as soon as possible. Students must complete the request to the teacher in writing outlining the reasons for the extension, and include a parents/guardians signature. Computer issues and technical problems are NOT valid grounds for an extension. Students are expected to follow responsible practices when using technologies, including ensuring that equipment is reliable and that they have extra copies saved on USB or backup drive. Requests for an extension should be done at least TWO (2) days prior to the due date. Students should not ask for an extension on the day a task is due unless circumstances warrant.

ABSENCE FROM AN ASSESSMENT TASK OR EXAMINATION DUE TO ILLNESS OR MISADVENTURE

If a student is ill and will be absent on the day of an assessment task or examination, their parents/guardians must notify staff of the circumstances. A misadventure is an unavoidable personal circumstance that makes it impossible for a student to attend an assessment. Such circumstances do not include family holidays or social engagements.

Evidence requirements:



Illness - A Doctor's Certificate must be provided covering the date(s) in question and clearly stating the nature of the illness. This certificate must be presented to the teacher on the FIRST day of your return to school.

Misadventure - A letter from your parent/guardian indicating, in sufficient detail, the nature of the reason why you were not able to attend or complete the task. These documents must be submitted to the teacher on the FIRST day of your return to school.

On the FIRST day a student returns to school, **THEY MUST** see the relevant teacher(s), who will decide whether they will do a similar task or instead be given an estimated mark. (In cases where an estimate is awarded, the School Director, in consultation with the classroom teacher, will exercise their professional judgment, using all available evidence of achievement, to provide you with the most accurate estimate possible.)

FAILURE TO SUBMIT, UNDERTAKE OR MAKE A SERIOUS ATTEMPT AT AN ASSESSMENT TASK

If a student fails to complete or submit an assessment task, or fails to make a serious attempt, the teacher will contact the parents informing them (by email through edadmin "George") of the penalty involved. Parents will be asked to acknowledge that they have received this email by reply or read receipt. If a student fails to submit or make a serious attempt at a summative assessment task more than 3 times in a two week period a warning letter from the teacher will be sent home requesting a parent interview with the Teacher copied to the school Director.

CONTINUED FAILURE TO COMPLETE ASSESSMENT TASKS MAY RESULT IN NON-PROGRESSION

LATE SUBMISSION OF ASSESSMENT TASKS

If a student does not hand in a summative assessment task on time by the due date (without extension or acceptable explanation, or agreement from the teacher), the consequences may include:

- Will lose 5% of their marked grade the first day
- Will lose 10% of their marked grade if two or more days late
- May be required to sit an alternative assessment task under supervision to measure knowledge and understanding of the objectives or outcomes.
- May receive an assigned study hall from the teacher with parent notification.
- Possible in-school suspension until the task is complete

Students who continually submit assessment tasks late or have a grade that is substandard will result in loss of academic good standing along with a parent meeting and directors detention.

DISABILITY PROVISIONS *(Consult the Learning Support Specialist and the IEP if applicable)*

Students may be granted disability provisions if they have:

- visual or auditory difficulties
- learning difficulties
- fine motor difficulties
- illnesses such as diabetes
- ongoing injuries that will impact their ability to complete assessment tasks
- psychological or emotional difficulties

The student's parents/guardians must provide documentation and inform the school of their disability. Successful applicants will be granted provisions as determined by the School Learning Support Department.



These may include large print examinations, provision of a writer or reader, separate supervision, extra time, rest breaks, permission to use a computer or other assistive device for writing....

In circumstances where students have a temporary condition, such as an injury, which may affect school assessments or examinations, but is not relevant for formal consideration, they may apply to the Learning Support teacher for appropriate disability provisions. Medical or other appropriate evidence will be required.

Administration of Disability Provisions within the School

To ensure that we support our students as best we can, the following procedures should be followed:

1. Notify the teacher as soon as you receive your assessment notification if you have a disability that requires special provisions. It will be the responsibility of the teacher to communicate with the Learning Support Specialist to provide you with adequate support and provisions.
2. If a computer or assistive device is needed to provide disability provisions the student will be closely supervised. Qualifying students may not use functions such as spelling or grammar checking, or other functions which may give you an advantage over students sitting a pen and paper examination or assessment. You may not format your work beyond simple paragraphing. A computer calculator is not an approved calculator for AISN Examinations. Simple drawing programs are permitted where you are required to draw diagrams etc. for an assessment task.

HEALTH & SAFETY

FIRST AID

First aid for a minor injury is administered by the teacher or school nurse. The school does not administer medicines (either prescribed or over the counter medicine) unless parents specifically request that medication be given and permission given to the school in writing. Parents must provide the school office or the teacher with the medicine and the directions for administration in advance. Students are not permitted to keep medicine at school with them.

CONTAGIOUS DISEASES

Students having a contagious disease shall be excluded from school attendance until given a medical clearance by the Director. The Director shall notify parents in cases of serious injuries or exposure to any serious contagious diseases.

Illness and Attendance

When your child is unwell, it can be hard deciding whether to keep them home from school. These simple guidelines should help. Not every illness needs to keep your child from school. If you keep your child away from school, be sure to inform the school on the first day of their absence. Use common sense when deciding whether or not your child is too ill to attend school. Ask yourself the following questions.

- Is my child well enough to do the activities of the school day? If not, keep your child at home.
- Does my child have a condition that could be passed on to other children or school staff? If so, keep your child at home.
- Would I take a day off work if I had this condition? If so, keep your child at home.



Common Conditions

If your child is ill, it's likely to be due to one of a few health conditions. Whether you send your child to school will depend on how severe you think the illness is. Use this guidance to help you make that judgment.

Remember: if you're concerned about your child's health, consult a health professional.

- **Cough and cold.** A child with a minor cough or cold may attend school. If the cold is accompanied by a raised temperature (38° C or above), shivers or drowsiness, the child should stay home from school, visit the GP and return to school 24 hours after they start to feel better. If your child has a more severe and long-lasting cough, consult your GP. They can give guidance on whether your child should stay home from school.
- **Raised temperature.** If your child has a raised temperature (38° C or above), they shouldn't attend school. They can return 24 hours after they start to feel better and their temperature has returned to normal.
- **Rash.** Skin rashes can be the first sign of many infectious illnesses, such as chickenpox and measles. Children with these conditions shouldn't attend school. If your child has a rash, check with your GP or practice nurse before sending them to school.
- **Headache.** A child with a minor headache doesn't usually need to be kept home from school. If the headache is more severe or is accompanied by other symptoms, such as raised temperature or drowsiness, then keep the child home from school and consult your GP.
- **Vomiting and diarrhea.** Children with diarrhea and/or vomiting should definitely be kept home from school until at least 24 hours after their symptoms have gone. Most cases of diarrhea and vomiting in children get better without treatment, but if symptoms persist, consult your GP.
- **Sore throat.** A sore throat alone doesn't have to keep a child from school. But if it's accompanied by a raised temperature, your child should stay at home.
- **Chickenpox.** If your child has chickenpox, keep them home from school until all their spots have crusted over.

Tell the school

It's **IMPORTANT** to inform the school if your child is going to be absent. On the first day of your child's illness, notify the school to tell them that your child will be staying at home. Please email the school nurse Tahirou Barry <barry.tahirou@aisniamey.org> and copy your child's classroom teacher and the admin office (admin.office@aisniamey.org) by 8am..

The school may ask about the nature of the illness and how long you expect the absence to last. If it becomes clear that your child will be away for longer than expected, phone or email the school as soon as possible to explain this.

IMMUNIZATIONS

Students shall hold current immunizations for all diseases as recommended by national health agencies. A copy of the immunization certificate shall be presented during the application process or provided to the school on request. AISN strongly recommends that all students be immunized based on the understanding that an unvaccinated child is at greater risk than his/her immunized classmates.

MEDICAL FORMS & CLEARANCE FOR ATHLETES

Students who participate in extracurricular sports may require a physical exam. The Physical/Medical information on file at school can count in place of a Sports Physical, as long as it includes the physician's



statement that "This student has no physical limitations concerning normal sports participation"--or words to that effect. Physical exams are at parent expense and may be required for participation in team sports.

AISN HEAT ACTIVITY POLICY

The challenging climate of Niger requires that we adopt sensible yet pragmatic measures to protect students, teachers and staff from the negative effects of high temperatures. The following table shows the measures that shall be adopted, and actions taken, related to three temperature bands: **Green (99°F 38° C)**; **Orange (100°F-109°F 38°C - 43°C)**; **Red (110+°F 43°C+)**.

RED	110°F + (43.5C+)	Cease AISN outdoor active pursuits; reschedule sports and active outdoor ECAs to indoor/shaded facilities; swimming can continue with the strict enforcement of SunSmart policy.
ORANGE	100°F-109°F (38-43C)	15 minute drinks breaks for all outdoor activities; strict enforcement of SunSmart policy; use shade for any outdoor non-active instruction. Be alert for symptoms of dehydration.
GREEN	Up to 99°F (38C)	AISN SunSmart policy applies. Outdoor activities as normal.

In the event that there is a change of alert level, communication will be issued from the office to ensure all necessary parties are informed.

During the hot months (March - June) the outdoor temperature is monitored on a regular basis throughout the school day. Temperatures are displayed in central locations around the school.

AISN SUNSMART POLICY

The United States government describes Niger as one of the hottest countries in the world. The heat can be intense during certain times of the year and proper precautions should be taken. At AISN we want our staff and students to enjoy outdoor activities safely. We will work with all members of the school community to achieve this through:

Heat Policy - We limit outdoor activity based on the following temperature scale:

- **Green <99°F** (SunSmart Policy in effect);
- **Orange 100°F-109°F** (increased risk);
- **Red 110°F** (cease AISN outdoor active pursuits).

SunSmart Education

All students will receive:

- instruction by the school nurse or activities department in sun protection and health issues relating to exposure to the sun.
- Regular and timely discussion on the importance of hydration and sun protection in assemblies and class time, especially during the months of August-November & March-May.
- This SunSmart policy is sent to parents and available through the AISN website via this handbook.

SunSmart Protection

- Water bottles - all the fountains are filtered water. Children should bring a full water bottle to school and may refill their bottle throughout the day as needed.



- Students will be encouraged to drink water on a regular basis throughout the day.
- Students will be encouraged to wear a hat when outside for extended periods of time in direct sun while on campus.
- Students will be encouraged not to spend more than 30 minutes in full exposure during breaks.
- Appropriate hats will form an obligatory part of the outdoor dress code for school trips, sports, and ECAs, for students.
- School provides a number of shaded areas in all sections for student use.
- When timetables are created the school will make every effort to timetable outdoor lessons for periods of lowest temperature when possible.
- Hats and sunscreen will be a required parent provided item of basic school materials for students, and teachers are asked to strongly encourage students to wear a hat when outside and to apply sunscreen before coming to school and during times of exposure as necessary, especially at those times when UV levels are hazardous. (see <http://sunburnmap.com/>).

SNACK & LUNCH

AISN is fortunate to have the American International School of Niamey Recreation Center (AISN RC) located on its premises, which in addition to providing recreational opportunities for the expatriate community, houses a snack bar offering a selection of items. AISN provides students with the option of a healthy buffet school lunch that includes a hot meal with vegetables, and a salad/sandwich bar. All students from Kindergarten to Grade 12 can purchase lunch vouchers from reception. Elementary students can order their lunch from the student lunch menu during morning registration. Middle school and high school students can avail themselves of the school lunch directly in the cafeteria. Students also have the option of bringing their lunch from home.

Soda and candy are not permitted during school except during special events. Parents are requested to send healthy snacks and support the school's mission to teach healthy eating habits that includes proper selection of a balanced nutritious diet and portion control.

Nuts are not allowed at school due to possible allergic reactions. These include almonds, Brazil nuts, cashews, hazelnuts, pecans, pistachios, peanuts and walnuts.

Students are asked to remain seated while eating. Lunch is supervised by AISN teachers and staff. Children are expected to clean up after they eat and put their garbage and dishes in the allocated places.

EMERGENCY PROCEDURES

EMERGENCY DRILLS

The school has developed a number of procedures in the event of an emergency. Students participate in drills to ensure that they will know what to do in the event of a real emergency such as fire or lock-down. AISN maintains an adequate supply of food and water in the event of an emergency. (see the AISN Safety, Security & Emergency Procedures Handbook)

Please make sure that the school has your current contact details on file. You can check and update this through the online parent portal.

STUDENT ACTIVITIES & FIELD TRIPS

FIELD TRIPS



Field trips and events are considered a part of the school curriculum and all students are expected to participate. The fact that a trip or event appears on the calendar does not preclude the need to keep parents and colleagues well-informed as to the specifics of the trip. The School authorizes and encourages field trips and events for educational purposes provided such trips are properly planned and have been approved by the Health and Safety Officer.

A field trip or event is defined as an educational activity that has an identifiable educational objective and includes preparing the students for the activity, and follow-up evaluation after the trip.

Parental permission, obtained at the time of admission to the school, is required for field trips. Specific parental permission is required for trips involving an overnight stay. A standard permission form located in the Registration Packet is required for each student. This permission form is valid for field trips not to exceed ten kilometers from the school. Teachers, however, will make every effort to contact parents one week in advance of such field trips. Field trips outside of class time, or at a greater distance than described above, will require parents to sign specific permission forms.

Planning and arrangements for field trips and events will adhere to the procedures, taking into account factors such as any recent pre-visit, chaperoning arrangements, the safety and well-being of trip or event participants, disciplinary considerations and cost. The teacher in charge of the trip or event must also submit the [Field Trip/Event Approval Form](#), [Risk Assessment form](#) and Event Booking Form (for transportation requirements available from the office) to the Director (forms to be kept on file in the respective section office). Information will then be passed on to the Principal. International visits may require further consideration prior to approval being given.

On all field trips and events involving students, provision must be made for proper supervision by school personnel at a ratio of 1:10 or lower as required.

Parents must complete a [Permission Form](#) for their child which should be returned 7 days before the trip. This is in addition to the general waiver which parents sign on the school's enrolment form. The teacher in charge should give the School Business Manager a list of participants and details of the trip to be entered on the invoice before printing.

Medical

Before departure the teacher in charge will have checked the availability of medical services at the party's destination and consulted with the doctor/nurses as to health conditions in the area.

A basic first-aid kit provided upon request from the school clinic must always be carried.

An emergency supply of boiled and filtered drinking water must be carried on long road and rail journeys. A minimum of half a liter per student should be taken.

Where necessary staff should check with parents/nurse if a special medical condition is reported on the permission form by a parent/student.

Contact with School Journey Party

The teacher in charge must ensure that the school has contact addresses and telephone numbers for all places included in the itinerary.

Security / Emergency Situation on Field Trips

Before proceeding on field trips the teacher should ensure student security has been considered.



Any health and sanitation concerns should be discussed. The primary responsibility of chaperones on a school related field trip is for the students. If the group is involved in any significant event, eg fire, road accident or attack, or any event where the safety or security of the students is at risk, the following action should be taken:

1. Ensure the safety of the students by removing them from the immediate threat.
2. Try to minimize panic by keeping the group together and explaining to students what is happening. Individual students should not be allowed to contact their parents – this will be done by the school.
3. If it is not possible to evacuate the areas, seek safe housing eg hotel, rest house.
4. The teacher in charge should contact the following:
 - US Embassy Post One
 - Director
 - School Security
5. In the event of a curfew the group should abide by the official pronouncements.
6. Travel at night should be avoided if possible.

Medical Emergency on Field Trips

If a student is hurt or becomes ill then the teacher in charge should:

1. Determine the seriousness of the condition
2. Contact: the Director or, if not available, the Embassy Duty Nurse.
3. Seek medical advice from the Embassy Duty nurse in the first instance or locally if this is not possible.
4. Avoid giving medication without advice – consult the school for student's medical records.
5. Parent – contact parent or have one of the above contact the parents.

In cases requiring major medical intervention the school administration and parents will be consulted prior to any action.

WHAT TO KNOW AND APPRECIATE ABOUT AISN

- We want you to know that we are trying to create independent learners so we don't always lecture when we teach.
- We want you to know that we are focused on educating the whole student as well as the core subjects. We want students to be healthy and well prepared for a balanced life etc.
- When you have a problem with something at school, we want you to call us quickly and talk to us directly. Parents' first point of contact is the teacher. When we work together it will help improve learning. Communication directly with your child's teachers when issues arise is very important.
- We want you to know where to get the answers that you need. Teachers can solve a classroom issue, the Business Office can solve a problem about billing, and the Reception or Activities Office can help you with questions regarding school supplies, bus transportation and when students need to leave early from school. It is important to know who to go to when you have a question or to resolve issues and get the information you need. Please don't hesitate to contact your child's homeroom teacher and we can help you get in touch with the right person.
- Please contact us immediately when there is a problem, but understand that during the school day we are very busy and spend most/all of our time focused on the students. Drop off and pick up is not the time for us to meet or talk about an issue. Unannounced meetings are rarely possible and we won't speak informally to resolve a problem. We want to listen and take the time to work with you. Email us or contact the administration office to make an appointment with 24 hours notice when you need to speak with us. Your child has a planner/communication book and you can also write a note in this book.
- You need to know that your child's education and experiences and learning comes from school, friends and at home. Learning and shaping your child for the future isn't just what happens at school. We always want to support your child but we want you to understand and respect that there are a



variety of experiences and influences outside of school that impacts your child. Raising your child and preparing your child for the future goes beyond the classroom. It's a joint effort!

- We want you to talk and regularly engage with your child about school and what they are learning. We want you to ask to see your child's planner and school folder. We want you to ask your child to tell you what they have been learning. If your child gives you a vague answer or is always ambiguous about what happens at school, we want you to reach out to us so we can work more closely with your family to make sure that your child is processing what they learn in school and able to communicate this to you after the learning experience has taken place at school.
- When you show an interest in your child's school day and learning, you play an essential part in helping your child be motivated to learn at school and remember the experience.
- We want you to come to school and work with us even when there are not problems. We will organize some school, social, and sport activities and our goal is to achieve 100% parent attendance.
- We want you to know more great things about your child and how they perform at school. All students have something to improve but they also have something to celebrate.
- We will send you a quarterly report that will include information (positive and constructive) about your child's progress. If the report indicates that your child has not turned in assignments, this is a warning. Mid quarter reports are important as they give your child the opportunity to make a change at that moment and get a better result when the grading period ends and report cards are written.
- Throughout the year we celebrate student learning through performances and events. We are looking for 100% parent turn out to all our events and want to cultivate a community/audience that is attentive and appreciative of all AISN students during these events. We appreciate the audience to not have side conversations or talk throughout performances, let siblings disrupt the performance, tweet, text, or only pay attention when their child is on stage or presenting at the moment. Celebrate all AISN students with us!
- We have a website that is able to be read in many, many languages using Google Translate which is already on the site. We are working to keep this always up to date and active.

COMMUNICATION

AISN strives to ensure that parents are kept well informed about what is going on at school and the Rec Center, how to access information about the school's mission, curriculum and day to day program as well as information on your child's learning. Much of our communication is through email via our school information system Edadmin. For access to your child's subjects gradebook (MS/HS) and all student reports you can login to the parent portal. Please ensure that AISN has your correct email address and that you check your email on a regular basis.

- Online gradebook and parent portal
- Grade Level and Subject teacher communication
- Yearly calendar - A school calendar is produced each year to highlight the fixed dates, school holidays and special celebrations.
- The school newsletter, published quarterly and keeps parents informed of activities at the school and the Recreational Center, along with other featured articles.

MONITORING MY CHILD'S PROGRESS

A strong home/school partnership is fundamental to your child's success at school. Progress reports and report cards can be found at the AISN Parent Portal. In August/September, our Back to School night informs parents about the curriculum and expectations for each class or grade level. At the end of 1st and 3rd quarters parent/teacher conferences offer a special opportunity for parents to be informed about their child's progress and set goals for continued learning. Asking your child about their learning and listening to them sends an important positive message about the importance of school. These conversations can also give you important information about your child's progress. Parents are encouraged to work together with their child's teacher(s) and communicate whenever there is a question or concern. Please also feel encouraged to tell



your child’s teacher what is going well and when they are helping your child to succeed or helping you to understand more about your child’s program and learning. Our teachers aim to work in partnership and are delighted when the work between home and school is positive and supportive.

INTERNAL ASSESSMENTS

Assessment takes a variety of forms at AISN. Teachers use student work and results to pace instruction, differentiate learning activities, and to modify teaching methods in order to promote and maximize student achievement. Teachers use a variety of common assessments that link grade levels together so that they can see learning progress on a continuum. Assessment drives learning at AISN and below are some examples of common and ongoing assessments that are used at AISN. .

EXTERNAL ASSESSMENTS

In high school, PSAT tests, SAT tests, AP exams, and MAP Testing are used as standardized measures of achievement. The MAP test (Measure of Academic Progress) is a school wide assessment that gives teachers valuable information about a child’s level in reading and math and is conducted twice a year in the Fall and Spring.

REPORTING TO PARENTS

AISN teachers desire to actively engage with parents on an ongoing basis to ensure that all students succeed at AISN and that their personal and academic needs are met. Progress Reports are issued mid semester with final grades posted at the end of each semester. When you receive your child’s progress report or report card, please review your child’s marks with him or her. This is an important exercise and a good time to set goals for the upcoming quarter. While formal, minuted parent teacher conferences take place within the calendar, parents are encouraged to meet with teachers whenever they feel the need arises.

Parents are encouraged to request additional conferences at any time throughout the year.

SERVICES & SPECIAL PROGRAMS

LEARNING SUPPORT DEPARTMENT

AISN IS A MAINSTREAM SCHOOLS WITH AN INDIVIDUAL SEN PROVISION

Children with special needs are fully integrated into mainstream classrooms when beneficial to their overall academic and emotional learning, but may have a specially qualified member of staff who assists them in class one-to-one or as part of a group. Students may leave the regular class to attend smaller, more intensive sessions outside the general classroom as needed. These students may have between 3-7 sessions per week either individually or in small groups depending on the individual needs of the student. There may be additional sessions given for emotional and social learning programs on a case by case basis.

EDUCATIONAL AND LEARNING SUPPORT SERVICES

The Learning Support Department at American International School of Niamey exists to meet the diverse needs reflected in the student population by providing specialized instruction, advisory services, and academic and learning support to eligible students. AISN strives to provide the highest quality education, meeting students at their point of need and teaching them in the least restrictive environment.

TYPES OF SUPPORT WE OFFER



SEAL (Significantly English as an Additional Language) Support is designed for students who may be enrolled in our school with very little or no English proficiency and will have significant difficulty due to language. They will have up to 3-7 lessons per week, in small groups to begin at basic foundation level English and work towards intermediate proficiency. Students are evaluated on their level of progression every 3 months. (There is an additional fee for SEAL support see table below)

EAL (English as an Additional Language) Mainstream Academic Support is designed for students, at no extra cost, who have moderate English proficiency needs; social language but not at an age appropriate level in academic language that is needed to be successful across the curriculum. These students will have 2-3 lessons per week in one to one or small group sessions.

SEN Refers to students with identified special educational needs. Support for SEN students may fall under the category of learning support and may include but is not limited to learning disabilities such as Autism, Aspergers, Attention-Deficit/Hyperactivity Disorder, and Oppositional Defiant Disorder.

TESTING Support provides testing services for students in some general areas. These include MAP (measure of academic progress), KBIT2 Kaufman Brief Intelligence Test, Brigance Math and Reading Comprehension, GL Assessments: Rapid, LASS, Cops Dyslexia screeners, Autism/Aspergers questionnaires and screeners, Caroline Bowen Speech Quick Screener, Ergo and Alberta K-12 EAL baseline tests. Additional testing service may be done through an outside provider at an additional cost.

ACADEMIC SUPPORT is designed for students who do not have an identified learning disability but need some extra support in specific areas. These disabilities can include but are not limited to, speech, vision loss, hearing loss, subject specific language acquisition support, or working on specific subject weaknesses, study or organizational skills. Academic support services are covered within the regular tuition costs.

GIFTED AND TALENTED support is designed for students who have been identified as gifted and talented and need additional support or extended instruction. G&T support services may include the development of an ILP, alternate or additional subject content support, 3-5 pullout lessons per week depending upon available resources.. G&T support services are addressed on a case by case basis (dependent on resources) and may or may not be covered within the regular tuition costs.

LEARNING SUPPORT is designed for students who have an identified learning disability and need extra, specialized support outside of the classroom. These disabilities could include but are not limited to; Dyslexia, Dyscalculia, Hearing Loss, language and speech disorders, and social emotional difficulties. AISN can support SEN students with Autism, Aspergers, Attention-Deficit/Hyperactivity Disorder, and Oppositional Defiant Disorder.

The admission of any student to a support program is on a case by case basis and is determined by resources available at the time of enrolment.

Fee Table

	Included in Tuition	Additional Fee
Academic Support	X	
In School Testing	X	
EAL/Academic Support	X	
SEAL Support		X
Learning Support (SEN)		X
Educational Psychologist Testing		X

(Fees based on 35 weeks - 181 school days)

EAL/ACADEMIC SUPPORT	(3-5) sessions per week	\$0.00 per annum
ACADEMIC SUPPORT	(3) sessions per week	\$0.00 per annum
SEAL SUPPORT	(5 - 7) sessions per week	\$4,900.00 per annum
LEARNING SUPPORT (SEN)	(5 - 7) sessions per week	\$4,900.00 per annum



OUTSIDE AND E.P. TESTING.....Fees to be determined between parents and outside resources
For more information on learning support at AISN please email Ms. Mary Shannon at <mary.shannon@aisniamey.org>

EXTRA CURRICULAR ACTIVITIES

Extra-curricular activities (ECA) comprise an important program in support of our goal of fostering social interaction in an atmosphere of mutual respect and cooperation. The many extra-curricular activities have become an exciting and much-anticipated time for students. While activities are chosen to provide a range of highly active to more passive alternatives, all of them stress the value of cooperation and respect for others. Because of the social nature of these activities, friendships are formed and nurtured that contribute to the warm, helpful climate that characterizes the school. It is through these experiences that students begin to develop a lifelong interest in a rewarding pastime, hobby or sport.

AISN provides students at all grade levels with the opportunity to participate in extracurricular activities and sports throughout the year. A variety of high-interest choices are offered afternoons each week in 3 8-week sessions. Recent offerings have included swimming, tennis, African crafts, guitar, karate, basketball, kickball, soccer, softball, volleyball, cooking, Nigerien games, board games, dancing, book making, party planning, gardening, movie matinee, chess, keyboarding, yoga, dance, poetry writing, and more. These programs are organized and supervised by teachers and/or parents.

WHAT IS EXPECTED OF STUDENTS

AISN BEHAVIOR CODE

We aim to develop self-confident, self-disciplined, respectful students who possess the strength of character required to meet the challenges they will face in life beyond AISN as well as in their studies. To help us develop the necessary student behaviors to achieve this aim, we make use of a simple yet comprehensive set of four rules¹:

- ★ *Be on time*
- ★ *Be prepared to learn*
- ★ *Be committed to achievement*
- ★ *Be respectful of yourself, each other, and those with whom you learn.*

Essential Agreements

1. Without exception, student behavior shall be managed in ways that are informed, consistent, fair, respectful and in keeping with the social and emotional needs of children.
2. Teachers shall apply the 4 Rules in such a way as to balance professional judgment, fairness, consistency and common sense.
3. It is the responsibility of each and every teacher to ensure that the students they teach know, understand and respect the 4 Rules and any other classroom rules as defined by the teacher within the class.

4 Rules Consequences

The simplicity of the 4 rules is mirrored by the simplicity of the consequences that follow when the rules are not observed:

1. Celebrating good behavior is just as important as correcting inappropriate behavior. Students

¹ See Appendix A



who show exemplary behavior will be acknowledged.

2. Teacher reminders, warnings and discussions on behavior expectations is the first step. It is important that all students understand the rules and possible consequences which may include being removed from the learning environment until the student feels they can come back in and participate, private discussions with students on expectations, meeting with other members of staff, etc.
3. If, in the judgment of the teacher, a student has not respected one of the 4 rules despite support or counseling, the infraction will be noted and consequences discussed. Both parents and students will be notified by the teacher by email.
4. Repeated or multiple infractions will result in a meeting with the student and the school administration to decide on the best course of action to address the issue.
5. If a student receives more than 3 infractions within a 2 week period the parents will be contacted and a meeting with the school administration will be arranged to discuss the issue.

Serious Breaches of Discipline

The 4 Rules are designed for the day-to-day management of a positive and constructive learning environment. For serious breaches of discipline, the system outlined above is by-passed and referred directly to the Director. Serious breaches of discipline would include but are not limited to:

- Fighting, hitting, or hurting another student or member of staff
- Harassment/Bullying.
- Vandalism.
- Obscene behavior or gesturing.
- Alcohol/Drugs/Smoking.
- Not attending (cutting) class.

In the event of a teacher being unsure of any consequence of the breach of The 4 Rules, advice should be sought from the school director or deputy director.

Appendix A - Student Guidance on the 4 Rules

<i>Be on time</i>	<p>Arriving at class on time is a reasonable expectation. As is arriving on time to a scheduled meeting with a teacher.</p> <p><i>NB Of course, teachers should be mindful to finish class on time in order for the students to arrive at their next class on time.</i></p>
<i>Be prepared to learn</i>	<p>Being ready to learn means just that: having the necessary materials, preparation and 'head space' required for learning to happen.</p>
<i>Be committed to achievement</i>	<p>Completing and submitting homework tasks on time and to the best of your ability. Participating constructively in class, following directions, making positive and informed contributions. Staying on task and doing your best to get the most out of the lesson.</p>
<i>Be respectful of yourself, each other and those with whom you learn.</i>	<p>Yourself...</p> <p>Don't be the student who always 'forgets' homework or who comes up with excuses. Don't be disruptive in class or disrespect the class rules. You're better than that. Be the student who gets the most out of the opportunities you have to learn and be the best version of yourself that you can be.</p>



	<p>Each other.... You have no right to distract or disrupt anyone from their learning - ever. You have no right to take their work and pass it off as your own - ever.</p> <p>Those with whom you learn.... You learn with fellow students but you also learn with teachers. They work hard to give you the best learning environment they can achieve. All we ask is that you respect them and do your best, even if you don't like all the work they want you to do!</p>
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The ultimate goals of the School Discipline Policy shall be to assist each student to develop self-discipline and to learn to accept responsibility for his or her actions. Students shall respect constituted authority. This shall include conformity to school rules and regulations and community standards. Students shall respect the rights and privileges of others and cooperate with members of the school community.

CHEATING AND PLAGIARISM

Academic honesty is fundamental to the integrity and operation of any academic institution. The infringement of such standards can take a variety of forms such as cheating on an examination, the copying of another students' homework or assignments, or the copying or borrowing of materials from a book, article or other published source without proper recognition. Parents are encouraged to give support to students in the completion of assignments and homework but they must refrain from taking an active role in the writing of student assignments or homework.

All of these activities represent attempts to receive credit for work, which is not one's own. They are, in short, a form of stealing and academic dishonesty which, we believe, merits serious disciplinary action. The school will make every attempt to inform students fully about these issues. AISN also counts on the parents to reinforce these standards.

When a case of cheating occurs, the student will be warned, the parents informed, and the student will be given a zero on the assignment or test.

DISCIPLINARY ACTION

Disciplinary matters will be handled by the Director and the teachers. A student who commits a major violation or violates the policies listed above can expect to be suspended from school for a period depending on the seriousness of the issue, or past infractions. No student will be expelled from school without an opportunity to present his/her case.

SUSPENSION AND EXPULSION

Students may be suspended by the school Director. When a student's behavior begins to impact negatively upon the welfare of other students in the school, the Board of Trustees, upon the recommendation of the Director, may expel the student from school.

Infractions of inappropriate behavior which do not deserve suspension may be recognized by after-school or weekend detention. The Director may delegate the assignment of detention to teachers, but should always be informed of this sanction. Detentions should not be served on the same day as the offense, so that the parents may be contacted in advance to arrange transportation. Keeping students in class during recess or parts of the lunch period is not considered detention.



ATTENDANCE AND PUNCTUALITY

Consistent school attendance is of primary concern to our school and we expect students to be on time and at school no less than 80% of the school days. Every minute that children spend in school helps them learn. We begin registration at 7:55 a.m. and expect all children to arrive in class by that time. In some cases difficulties in school can be directly linked to excessive tardiness and absenteeism.

ATTENDANCE AND ABSENCES

When students arrive on campus they are required to remain on campus the entire school day. Any late arrival or early dismissal requests, parents must notify the school office by phone or in writing. Students will not be permitted to leave school without this permission. Play dates and after school plans that alter your child's regular route home should be organized in advance and permission submitted to the office in writing.

Regular school attendance is essential to the progress and achievement of the student and shall be strongly encouraged by the Director and staff. Whenever a student must miss school, parents are requested to notify the school office in writing. For family vacations, parents should notify the school at least 2 weeks in advance. If a student is absent for more than 30 days during the school year, promotion to the next grade may be jeopardized and re-enrollment may be required.

(Board Policy) 4005 ATTENDANCE ABSENCES.

Regular school attendance is essential to the progress and achievement of the student and shall be strongly encouraged by the Director and staff. Whenever a student must miss school, parents are requested to notify the school office in writing. For family vacations, parents should notify the school at least 2 weeks in advance. The Director is authorized to require a satisfactory explanation from the parents or guardians, either in person or by written note, of any student absence from a class or part of a class during a school day. (Amended April 2013)

4005.1 CREDIT AND ATTENDANCE.

If a student is absent for more than 30 (20%) (*unexcused*) days during the semester, credit or promotion to the next grade will be jeopardized. In such cases, the student shall be given credit only upon the approval of the Director. (Amended December 14, 1993)

Attendance Policy

Students' attendance is of primary concern at AISN. The following policies are designed to encourage regular attendance.

- When a student misses a day of school it is counted as an absence no matter what the reason.
- When a student misses a day of school without parent permission or notification, it is an unexcused absence.
- Excessive unexcused absences are a violation of the behavior policy and will lead to disciplinary action.
- At least 80% attendance per semester is required to attain credit for a course or promotion to the next grade level based on a 180-day school year. The decision to award promotion to the next grade will be determined by the director on a case by case basis.
- A formal administrative review will be required to grant credit where the above attendance guidelines have not been met. Continued enrollment will also be reviewed in such cases.
- When a newly enrolled student enters other than at the beginning of a marking period, the attendance percentage will be applied to the number of days the student is enrolled.



- Physical education is a part of our educational program at AISN. If a student is too ill to participate in PE then they are too ill to attend school. Students with diagnosed physical health issues must meet with the PE teacher to discuss a modified PE participation based on a doctor's recommendations.

When returning to school after being absent, a student must bring a note signed by a parent (email is acceptable), guardian or physician indicating the dates and reasons for the absence. Elementary students should hand this note to their homeroom teacher, or parents may contact the homeroom teacher via email.

EXCUSED ABSENCES

An excused absence is one caused by personal illness or some serious family situation and must be approved by the parent. With an excused absence a student may make up any missed class work or tests. The responsibility of making up missed work, which must be completed within a reasonable time, is totally the student's.

All tests, quizzes, papers, presentations... must be made up unless the teacher provides an alternative assignment to be graded. These must be completed within a reasonable time or else a zero grade may be given for that assignment.

ABSENCES DUE TO FAMILY TRAVEL

Parents and students are advised that the school strongly discourages students being absent from school at times other than the scheduled vacations.

If a student will be absent for reasons other than illness, the admin office must be informed in writing at least two weeks in advance.

Parents and students are advised that lessons and assessments scheduled during these unexcused absences may not be made up unless approved, and that teachers are not required to make special arrangements for an unexcused absence.

All unexcused absences are counted when computing the AISN attendance records and requirements.

TARDINESS

We recognise that all students have the right to education. A good education helps to give students the best possible start in life. Therefore regular attendance and punctuality is important for all students whatever their age, and is essential for every student's academic, social and personal development. At AISN it is important that our students arrive at school on time. We expect our families to support us in this and to make every effort to do so. When a student walks into class late, they are disrupting the entire class, and sending the wrong message to the teacher, other students, and parents. We understand that there are many reasons for being late and occasional tardiness will happen. However, excessive tardiness (5 or more in one quarter) may result in a written warning. If the student reaches five tardies again in the same semester (10 total for the semester), further disciplinary action will be determined and an ongoing monitoring plan will be put in place.

The school offers a bus service to families who may have trouble getting to school on time.

SUPERVISION OF MINORS WHEN PARENTS ARE OUT OF TOWN

For the safety of our children during an emergency, it is important that all students be provided with adult supervision throughout the school year. A responsible guardian must be appointed. There is an expectation that the guardian be a relative or other adult who is capable of overseeing studies and disciplinary issues, and making decisions in an emergency for those occasions when parents may be out of town.



SUPERVISION OF STUDENTS AFTER SCHOOL

The school is committed to offering quality after school activities for all students and we do our best to offer engaging and fun activities for our students. These extra-curricular activities run for one hour from 3:00pm to 4:00pm. Students are asked to sign up for these activities through the activities office. Students who are absent more than twice without notification from the parent will be removed from the activity. Students under age 14 are not allowed to stay on campus if they are not participating in an after school activity. AISN's duty of care ends at 4:00 at which time the Rec Center opens. Students under 14 may use the Rec Center only under the supervision of a guardian or parent.

AISN Student Dress Code

The emphasis of our dress code is based on appropriateness and functionality within a learning environment. The clothing worn to school must be appropriate for learning and allow a full range of motion when sitting, bending, reaching, ... without requiring continuous adjustments. Our dress code is gender neutral and applies to both males and females equally. Clothing must allow students a safe full range of motion for those activities and actions we do in school and should not pose a distraction to the wearer or others.

All Students

- Sturdy, sensible shoes, trainers or appropriate sandals are allowed. (flip flops or rubber sandals can be extremely hazardous especially when it rains. Please do not send your children to school in these shoes)
- Shirts or tops to be worn at all times. (exceptions for certain times during PE)
- No article of clothing can be overly revealing nor advocate the use of alcohol, drugs, or anything illegal.
- Bermuda or tailored Shorts, skirts, and jeans are acceptable. Dresses may be worn modestly above the knee.
- No midriff showing.
- No excessive display of underwear.
- Items of jewelry should be removed if they pose a safety hazard.
- AISN does not accept responsibility for any jewelry, watches, or devices mislaid on its premises.

PE & Sports

PE Kits (AISN Shirt and Shorts) for students are on sale at the AISN front reception. (based on availability)

All students will be required to wear the AISN PE Kit during PE lessons. (due to delays in restocking students may wear shorts and tee shirts until AISN Kits become available)

- Sports shorts or track-suit pants
- Regulation AISN sports shirt
- Trainers, tennis/sport shoes
- Shoes must be worn with sports socks
- Water bottle and hat (see SunSmart)

Breaches of Dress Code

- Should a student persistently fail to comply with the dress code, the teacher will inform the parents, who will be informed when and in what ways the student is considered in breach of dress code guidelines to arrive at a positive conclusion.
- Continual and repeated breaches of the dress code will result in the parents of the student in question being invited to come to school to discuss the problem with the school director.



Sunglasses

- Should not be worn in the classroom unless for medical reasons, but are permitted at breaks, after school, or on school trips.

Mobile Phones

- Mobile phones must be kept switched off during class time unless being used for teaching and learning, and with the permission of the teacher.
- Mobile phones may be switched on and used during free time. They may also be used on campus after school.

Lost Property and Labeling

- We strongly advise that all student clothing/property is labeled with his or her name.
- The school has a Lost Property system that endeavors to reunite items with their owners. Please note that unclaimed Lost Property will be donated to charity at the end of each semester.

SCHOOL SUPPLIES

Students need to be responsible and prepared for class. Stationery and **basic supplies** are provided by the school up to grade 2. The administration office has a variety of school supplies on sale for purchase by students when needed and while supplies last.

SEARCHES

A search of school property - including but not limited to student lockers and backpacks - may be made at the discretion of the Director if a reasonable suspicion arises that items considered illegal, dangerous, obscene, disruptive, that have been stolen, or may be a general nuisance to the educational process, are being kept at School.

Personal searches will be made only by a person of the same sex in the presence of an additional adult of the same sex as the person being searched.

A written report will be made to parents and the Director as soon after the search as is practically possible. Every effort will be made to conduct searches in the presence of a parent.

BUS BEHAVIOR STANDARDS

Bus transportation to and from the school is available to all students contingent on students following the Rules of Buses below. An annual fee is charged for using the bus. AISN students on the buses are expected to follow the same standards of behavior as required at school.

RULES FOR BUSES

- Be on time and go promptly to the buses at dismissal.
- You must remain seated on the bus.
- Do not lean out of the windows or doors of the bus.
- No student may sit on the engine or dashboard at any time.
- Nothing is to be thrown out of the bus at any time.
- Nothing should be thrown inside the bus.
- Respect the property of others and the comfort and safety of everyone on the bus.
- Be polite and courteous to all: drivers, monitors, and other students.



- Use common sense and general respect for everyone on the bus. Older students should model appropriate behavior.
- Listen to and follow the instructions from the driver and/or the monitor. The driver's job is to concentrate on driving safely, so don't speak to him unless it is an emergency. The bus driver will file a written report of repeated or serious conduct infractions to the school administration.
- Parents will be held responsible for any damage to or vandalism of bus property.
- Cellular phones are only to be used in emergencies by the driver.
- If a student is going to be dropped off at a different stop or if they will not be riding the bus as usual, they must present a note signed by parents to the reception office.

SUSPENSION PENALTIES FOR BUS VIOLATIONS IN ELEMENTARY SCHOOL:

- First offense: warning from the Director.
- Second offense: suspension from the bus for up to one day.
- Third offense: extended suspension or expulsion from the bus for the remainder of the year.

WITHDRAWAL & REQUEST OF REPORTS OR TRANSCRIPTS

Parents must inform in writing the Registrar Office about pending withdrawals as soon as possible. During the school year, two weeks' notice of withdrawal is necessary to prepare official reports or transcripts. If a child withdraws at the end of the year, reports or transcripts will be available with the final report card. If records are required before the actual withdrawal date, parents should use their copy of the most recent report card or request an unofficial copy with predicted grades.

Report cards and transcripts will be withheld in the case of students who have outstanding financial obligations to the school, or who have failed to discharge any other incurred obligations, which in the opinion of school authorities are just and reasonable.

Parents may request an unofficial copy of their child's reports or transcripts. Official reports or transcripts will not be released to the parents unless there are extenuating circumstances. Parents may request official reports or transcripts be sent to another educational institution or related organization.

SCHOOL HOURS

Registration begins promptly at 7:55 am and pickup is at 3:00 every day. Students arriving at their homeroom after 7:55 am will be marked as late. After school activities, when they occur, run until 4:00 pm. Students under the age of 12 may not stay on campus unless involved in an ECA or Supervised Club. Students under 12 at the Rec Center after 4:00 must be supervised at all times by a parent or guardian. (see Rec Center by laws below)

REC CENTER ACCESS

When the Rec Center opens the school is closed. Non parent Rec Center members are not allowed on campus or in classrooms and must confine their activities to the sports facilities, playgrounds, pool area and restaurant.

All AISN students are members of the AISN Rec Center. Students 12 years and older are permitted to stay after school and use the Rec Center facilities but may not remain in the classroom areas (campus) of the school. Students under the age of 12 years may only use the Rec Center facilities if they are supervised by a parent or guardian. An older sibling beyond the age of 14 who is also an AISN student may act as a supervisor provided they supervise their sibling. Failure to properly supervise students will result in their loss of AISN Rec Center Privileges.



The Rec Center facilities are NOT monitored by teachers and students are expected to respect the Rec Center rules and staff. Members who do not follow Rec Center rules will be asked to leave and may be banned from the use of the facilities for a period of time.

ARRIVAL AND DISMISSAL

Children should not be on campus without parental supervision prior to 7:30 am. Students arriving after 7:30 am should go directly to their classroom or other supervised outdoor area upon arrival on campus. Students who arrive on campus after 8:00 am must check in at the main reception prior to going to class.

Students who are picked up by parents or drivers, should be met promptly at the end of the school day.

Parents or drivers arriving at school before 3:05 pm should please follow the instructions of school personnel for traffic circulation, respect the rights of others and be sure not to block traffic.

Please be prompt for pick-up if your child does not use the bus. If a student who is under 12 and is not involved in an after school supervised activity and remains after the bus leaves, must go to the office. The first 15 minutes a student spends after school is free. After that, parents may be charged a rate for care services.

In case of extreme emergency when it is impossible to pick up your child at the appropriate time, please call the school so that other arrangements can be made.

Elementary students may remain after school only under the direct supervision of an adult (sports, drama, music, library, tutoring, etc.). Late buses at 4:00 p.m. are provided on days when after school activities are offered for students who are bus clients.

DISMISSAL / AFTER-SCHOOL PICK-UP CHANGES

Any changes regarding dismissal and/or after-school pick-up must be sent in writing to the admin office (admin.office@aisniamey.org) at the admin reception with a copy to your child's classroom teacher. In rare circumstances, parents may phone in a request to inform the school of a change in transportation (+227 2072 3942). Please make these calls as early as possible and never later than 12:00 pm.

PERMISSION TO LEAVE SCHOOL BEFORE DISMISSAL

Occasionally, it might be necessary for a student to leave school before the end of the day. Parents must send a note to the child's homeroom teacher stating the reason for early dismissal. Parents/students must see the main reception to receive an early dismissal permission slip and complete the sign-out book before leaving campus.

TELEPHONE ACCESS

While we encourage children to be responsible, we understand that everyone forgets things now and then. Children may use the phone to ask for forgotten items to be brought to school. The office phones should be used only with the permission of the classroom or subject teacher and the office assistant. All calls must be brief.

LOST AND FOUND

The lost and found is located outside the main office. All unclaimed items will be donated to a charity at the end of each quarter. Please mark all lunch boxes, book bags, and sweaters with your child's name and class.



PARTICIPATION IN SCHOOL LIFE

Parents are encouraged to be an active member of the AISN community. The AISN is a great place to start. Regular emails will come to you or you can email PTA@aisniamey.org for more information.

A strong home/school partnership is essential for your child's success at school.

Parents are welcome at AISN at any time. It is important that you sign in either at the Main Gate or at the Main Office. For everyone's security we need to identify who is on campus at any particular time. To diminish classroom interruptions, parents should not visit classrooms without making previous arrangements with the teacher. If you need to speak to a teacher on short notice, contact the Reception Office to make an appointment.

Top tips for success

- Talk with your child about what they are learning at school.
- Discuss a variety of topics in your child's mother language and encourage your child to read both in English and in his/her mother language.
- Give your child time and space to complete their homework each day.
- Meet early and often with your child's teacher if he or she is having any difficulties.
- Check your middle school or high school students' online gradebook in the parent portal to keep up with how they are doing.

Expectations for Parents

All are expected to project a positive image of the School and to act in an ethical manner in all their dealings with the community as well as strive to be involved in the school community in its work for the benefit of the school and its students. The combined efforts of students, parents, teachers and administration are necessary to the achievement of these goals. Parents will be expected to cooperate fully in the achievement of good student conduct and attitudes. Parents can create strong bonds and connections with the school in the following ways:

- communicate often with your child's teachers.
- work with your child's teachers to find solutions for your child.
- ensure that your child has regular attendance at school.
- avoid lateness
- foster independence at all grade levels
- check your child's homework daily
- read all school notices
- foster good work habits
- help instill student pride, confidence and a positive attitude in their school and their teachers.
- support school policies on behavior and attendance during school, sports games, and evening and weekend events
- provide the time and environment for students to complete homework
- encourage students to take responsibility for completion of all homework assignments
- monitor and communicate to teachers about the level of difficulty students experience with homework
- initiate and encourage discussions with students on local, world or family issues, in a manner that significantly engages students and stimulates thinking
- bring problems, concerns, and criticism directly to the appropriate teacher first, and then if necessary to the Director for clarification or resolution.
- take an active role helping to shape the AISN PTA, volunteer activities, and school events.
- share and convey with honesty, problems your child has had or experienced regarding learning, behavior, emotional problems or changes in the family situation (divorce, separations, death...).
- dedicate time and thought to the continual improvement of AISN and discuss them with the director.



Parent Teacher Association

AISN seeks to create and support a strong Parent Teacher Association to foster strong communication between families, support families in transition and those that are new to AISN, and fundraise and plan school wide events. Parents are expected to take an active role in the school community and can volunteer to assist in a variety of ways. Volunteer opportunities include the following:

volunteer opportunities may include but are not limited....

- room parent
- classroom volunteer or assistant
- lead an after school activity
- chaperone field trips/attend Week Without Walls
- plan and support special events
- start a community activity
- serve on the board of trustees
- help lead our parent teacher association
- read with younger students

WHERE CAN I GO FOR HELP?

read and review...

- this Parent - Student Handbook
- the school's website www.aisniamey.org
- curriculum booklets or teacher curriculum information from Back to School Night
- grade level announcements and information from your child's teacher
- the school's yearly calendar

attend...

- back to school night
- parent conferences
- school events
- monthly Board meetings and especially the general meetings in October and April

ask...

- at the front Reception / main gate
- send an email or note to you child's teacher
- schedule a conference with your child's teacher
- make an appointment with the Director

FEEDBACK, CONCERNS & GRIEVANCES



AISN welcomes constructive criticism of the school and encourages parents and students to express ideas and suggestions about the school in order to improve the quality of the school and help the school do its work more effectively.

The school, at all levels, will seek to respond to constructive criticism, concerns or complaints in the spirit of openness and willingness to improve. Anonymous complaints will not normally be considered.

AISN believes that all complaints and concerns, either between the School and the community or between the school and a parent, are best resolved at the level at which they arise. If resolution is not possible at such level, a member of the community or the parent concerned may request a meeting with the Director.

What to do if you have a problem or concern regarding the education of your child?

- share your feedback or concern with the teacher with which the problem or concern exists
- send an email to the teacher or schedule a conference to sit down and identify the problem and to agree on solutions or next steps
- schedule a follow up meeting to check back that the problem has been resolved
- make an appointment to discuss unresolved concerns with the Director

Policy Section 3 Series 3000 - Appendix G

COMPLAINTS

If any stakeholder has a complaint against any faculty or staff member of AISN the process is to try and work it out with those involved and come to an understanding. If you then feel that your complaint has not been resolved, the next step is to meet in person with the Director. He or she will assist in achieving a positive resolution that is based on school policy and that has the best interests of the school and its students at heart.

GRIEVANCES

Should the above process not prove satisfactory, the complaint is considered a grievance and a more formal process may be undertaken, with any appeals against administrative decisions being conducted according to the following procedures:

1. In the event of a grievance, the stakeholder will, in writing, describe said complaint or grievance and submit it to the Director.
2. The written document will be reviewed by the Director, who will then schedule a conference with the grievant within five working days of document receipt to discuss the complaint or grievance.
3. The Director will then meet with the Board of Trustees within five working days of the step-two conference to ascertain the charges and provide a final resolution on the matter.
4. If the stakeholder is not satisfied with the resolution reached by the Director and the Board of Trustees, he/she may submit an appeal in writing within five working days. The written appeal and



the minutes of the Board/Director meeting must be forwarded to the full Board of Trustees for further review.

5. The Board of Trustees shall meet within five days of the Chair's receipt of the appeal, in Executive Session, to consider the appeal. The Board may decide to uphold the appeal, with instructions to the Director on how to resolve the issue, or to deny the appeal. A written decision should be made and transmitted to the grievant and the Director within ten days of the Executive Session.
6. In the case of an appeal against dismissal of a member of the professional staff, the employee can request a hearing with the Board of Trustees at their earliest convenience.

The final ruling of the Board of Trustees on the matter will be final and the matter cannot be appealed.

Grievances involving the School Director

If you have a complaint involving the Director that you can't resolve through discussing with him/her, you can escalate it in writing to the chairman of the school's board of trustees. To resolve the grievance, step 1 - 6 apply.

FREQUENTLY ASKED QUESTIONS

What if...

My child forgets schoolwork or lunch at home?

Students should be responsible for their school work, materials and lunch, but these items can be brought to the front reception where your child can pick them up.

My child is leaving school with someone else?

It is extremely important that our students are safe and accounted for, therefore it is the parents' responsibility to send a note to the Office/Registrar and Homeroom Teacher explaining the change of plans. Parents may also phone in a request to inform us of a change in transportation. Please make these phone calls as early as possible in the day. Students need to obtain an "exit pass" to leave school with an alternative driver or another family. Students who try to exit the gate without a pass will be requested to return to the main reception to gain permission from their parents to leave with an alternative arrangement. To avoid delays at the gate, kindly inform the school's office directly.

My child is staying with another person while I am traveling?

Both the homeroom teacher and Office MUST be notified in writing when your child is being left under the supervision of someone else while you are traveling. Parents must provide specific details regarding who has permission to make decisions regarding transportation/pick-up and emergency health decisions.

My child is ill and unable to come to school?

Please call the main reception so the teacher can be informed and asked to organize classwork and homework assignments to be picked up at the office.

My child wants to stay after school?

Parents or drivers need to collect students within 15 minutes of the dismissal time or students who are under 12 years old will be sent to the front reception and parents will be notified accordingly. Parents who do not pick



up their child in a timely manner may be charged a fee. Students who are 14 and older who wish to stay after school should stay in the Rec Center area and not in a classroom or campus.

My child's older sibling has to stay after school?

Elementary students may be left under the supervision of an older sibling 14 years of age or older. Unsupervised students will be sent home if the older sibling is not actively supervising or present.

I need to speak with my child's teacher? Send a note with your child or send an email to your child's teacher. Urgent messages can be taken by phone and delivered by the administrative assistant.

Contact Information

Mailing Address

B.P. 11201

Niamey, Niger

U.S. Address

M.O. Director AISN

2420 Niamey Place

Dulles, VA 20189-2420

Phone: (227) 20-72-39-42

admin.office@aisniamey.org

Monday-Friday, 8 am to 4 pm.

Please call the Administration office to schedule a time to meet



AISN REC CENTER POLICY & BYE-LAWS

AMERICAN INTERNATIONAL SCHOOL OF NIAMEY RECREATION CENTER POLICY

Board Policy 5017 FOOD SERVICES AND REC CENTER FINANCIAL MANAGEMENT .

The “Rec Center” is integral to the overall school operations and its finances are co-mingled. It serves both students and the Niamey community at large.

AISN RECREATION CENTER BYE – LAWS

The AISN Recreation Center operates in support of the AISN Association and the School’s mission. The American International School of Niamey Recreation Center, hereby known as the AISNRC shall provide both educational, sports and recreational facilities to the members of the AISN Association and Recreation Center members in good standing.

These Bye-Laws detail the day-to-day rules and regulations of the AISNRC. The school director may initiate any of the following disciplinary procedures against any Member failing to abide by these bye-laws:

- A. written warning
- B. membership suspension
- C. expulsion from AISNRC Membership
- D. any exception to the Bye-Laws will be considered by the school director on a case-by-case basis.

GENERAL REGULATIONS

BYE-LAW No. 1. All persons entering the AISN premises with the intention of using the AISNRC facilities are hereby notified that such persons enter AISN Premises entirely at their own risk and that no liability whatsoever is accepted by the AISN Association, the school director, or members of AISN Staff, or any agents of AISN for either:

- A. the death or personal injury to any person entering the premises or
- B. the loss of or damage to any property brought onto the premises.

BYE-LAW No. 2. The aim of the AISNRC is to provide both educational and recreational facilities to the AISN Association and its paid membership. Members and their guests may use the AISNRC areas for other activities but must give way to any school sponsored curricular or extracurricular events.

BYE-LAW No. 3. Children have access to AISNRC as dependents or guests of Club Members. The control and welfare of children on AISNRC premises remains at all times the duty of their parents. Children under the age of 12 may be present in the AISNRC only while accompanied by a parent or responsible guardian.



AISN HOUSE REGULATIONS

BYE-LAW No. 4. Members of the AISNRC, their families and guests, are not permitted to bring dogs onto the AISN premises except with special permission from the School Director.

BYE-LAW No. 5. Private parties at AISNRC may be held with prior approval from the director or their designate provided that:

- A. The host plus a minimum of 5% are Members of the AISNRC
- B. A list of guests together with the prevailing non-refundable guest fee is paid prior to the event (events may be rescheduled free of charge)
- C. Food and Drinks will be sold at menu prices and no other items may be brought in from outside the Club (except in the case of infants) unless agreed by the school director.

BYE-LAW No. 6. Smoking between the hours of 7:30am and 4:00pm, Monday to Friday (excluding school holidays) is prohibited. Smoking in any enclosed area is prohibited at all times. Smoking is allowed after 4:00pm in outdoor designated smoking areas where provision are made for ashtrays and disposal of cigarette butts.

BYE-LAW No. 7. The AISNRC facilities hours of operation:

- Buvette & Pool:
 - Closed on Mondays.
 - Tuesday - Thursday 4:00pm - 8:00pm
 - Friday 4:00pm - 10:00pm
 - Saturday 10:00am - 10:00pm
 - Sunday 10:00am - 8:00pm.
- Gym at the Annex
 - Closed on Mondays.
 - Tuesday - Thursday 9:00am - 1:00pm & 4:00pm - 8:00pm
 - Friday 8:00am - 6:00pm
 - Saturday - Sunday CLOSED
- Basketball:
 - Closed on Mondays.
 - Tuesday - Thursday 4:00pm - 8:00pm.
 - Friday 4:00pm - 10:00pm.
 - Saturday 10:00am - 10:00pm.
 - Sunday 10:00am - 8:00pm.

Hours may vary during special advertised events & may be subject to change without prior notice.

BYE-LAW No. 8. All Members except AISN Faculty and Staff members are expected to settle their account at the time of purchase. No individual billed item may be outstanding for more than 30 days.

MEMBERSHIP REGULATIONS

BYE-LAW No. 9. Description and Categories of Membership



- A. All tuition paying students and their immediate family (Father, Mother, and siblings under age 18) are considered full members of the AISNRC at no charge.
- B. All full and part-time AISN Faculty and Administrative Staff are considered full members of the AISNRC at no charge.
- C. A discount of 20% may be applied to any organization prepared to guarantee a minimum of 20 individual annual single and/or family memberships as detailed below. This discount applies to membership fees only and excludes any other special offers.
- D. Membership may be purchased in the following categories:
 - a. **Annual Full Membership (Family)**
Full use of the AISNRC for 2 adults, one designated nannie, and their children under the age of 18 for one year (200,000 CFA)
 - b. **Annual Full Membership (Single)**
Full use of the AISNRC for a single adult (over the age of 18) for one year (90,000 CFA)
 - c. **Annual Student Membership**
Full use of the AISNRC for a single student between the ages of 14 & 18. (60,000).
Students may not sign in guests and application must be authorized by a parent.
 - d. **6 Month Full Membership (Family)**
Full use of the AISNRC for 2 adults and up to 4 of their children under the age of 18 for 6 months (130,000 CFA)
 - e. **6 Month Full Membership (Single)**
Full use of the AISNRC for a single adult (over the age of 18) for 6 months (60,000 CFA)
 - f. **3 Month Full Membership (Single)**
Full use of the AISNRC for a single adult for three months (40,000 CFA)
 - g. **1 Month Non-renewable pass**
Full use of the AISNRC for a single adult for one month (30,000 CFA)

BYE-LAW No. 10. Members are required to pay a Guest Fee for any non-members they invite to the AISNRC. The current fee is 3,000 CFA per guest Monday through Sunday (guest children under 14 yrs are free). A guest ticket entitles the guest to make use of the AISNRC facilities for that particular visit. No guest will be permitted to enter the Club premises until the guest fee has been paid. Members must be present at the AISNRC for the duration of their guests' visit and when the member leaves their guests must also leave. A member may sponsor no more than 5 guests on any one day without prior approval from the school director. The member may invite any one guest no more than a maximum 3 times per any calendar month.

APPENDIX A to AISN BYE-LAWS

MEMBERSHIP APPLICATION PROCESS

The American International School of Niamey welcomes applications from individuals and families who are members of the local community and intend to contribute to the club.

Applicants are invited to collect a hard copy of the form from Ms Debbie in the AISN Activities office or from the main reception at the front gate. All applications must have the following documents attached. Any application that does not meet these requirements will NOT be accepted / processed.



Mandatory:

- A. A full and complete AISNRC Membership application form (valid email and contact number **must** be provided).
- B. Copy of passport photo page for all family members - adults & children.
- C. Two passport sized photographs for each family member - adults & children. Names should be written on the back of the photo.
- D. Signed copy of the bye-laws; one copy per membership.

Once an application has been accepted, the Activities Coordinator will issue the applicant with a Membership pack. The pack will include:

- A. a receipt acknowledging that the club has accepted the application;
- B. a copy of the signed bye-laws.