



**American International
School of Niamey
Parent - Student
Handbook
*2026-2027***



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1. WELCOME TO AISN

A. Welcome from the Director

Dear AISN Families,

Welcome to the American International School of Niamey!

AISN is a small, diverse international school where we want every student to be known, valued, supported, and challenged. Our size allows us to build strong relationships across



grade levels and to create a community in which students, families, and staff know one another well.

Student learning is at the center of what we do. Our teachers work to provide engaging and meaningful learning experiences that help students grow academically while also developing independence, confidence, character, wellbeing, and a sense of responsibility toward others.

We also believe that education works best when families and schools work together. We hope this handbook helps you understand not only our policies and procedures, but also how we approach learning, communication, and our partnership with you.

We are very glad to have you as part of the AISN community and look forward to a wonderful school year together.

Warmly,
Director
American International School of Niamey

B. Mission & Vision

Our Mission

AISN cultivates a safe, purposeful and distinguished learning community where every student is empowered to grow and contribute as responsible global citizens today.

Our Vision

Every student will become a confident, compassionate, and capable lifelong learner, ready to thrive in an ever-changing world.

C. Our Strategic Priorities

Our mission and vision guide our work across six areas:

1. Student Learning, Excellence & Growth

We provide a safe, caring and supportive learning environment; pursue academic excellence through rigorous and relevant learning; support individual student needs; and promote student wellbeing and growth.

2. Character, Responsibility & Global Citizenship

We help students become independent thinkers and responsible members of their communities while developing an understanding of different cultures, perspectives, and global issues.

3. Staff Excellence

We recruit, support and develop qualified, motivated and culturally responsive educators who are committed to student learning.

4. Family & Community Partnership

We build strong relationships with families and maintain clear, consistent communication between home and school.



5. Curriculum, Innovation & Continuous Improvement

We maintain a dynamic curriculum and help students develop the critical thinking, digital literacy, creativity and problem-solving skills needed in a changing world.

6. Financial Sustainability & Institutional Stability

We manage the school's resources responsibly so that AISN can continue to provide a strong and sustainable educational program.

D. Our Approach to Learning

At AISN, we believe students learn best when they are actively involved in their learning.

Our approach is standards-based and student-centered. Students learn through a combination of direct instruction, inquiry, discussion, collaboration, practice, problem-solving, projects and hands-on experiences. This means that effective teaching at AISN does not always look like a teacher standing at the front of the classroom lecturing.

We want students to develop strong academic knowledge and skills, but we also want them to become increasingly independent learners who can ask questions, think critically, solve problems, communicate effectively and reflect on their own learning.

We educate the whole child. Academic achievement matters, but so do physical and emotional wellbeing, relationships, character, creativity, independence and preparation for life beyond school.

E. Understanding AISN: Our Partnership with Families

A strong partnership between home and school is essential to student success. There are a few things we especially want AISN families to know:

We are developing independent learners.

Students will not always be given answers immediately or taught only through lectures. Teachers may ask students to investigate, discuss, collaborate, make choices, solve problems and learn from mistakes.

We care about the whole child.

Our responsibility extends beyond core academic subjects. We want students to be healthy, confident, compassionate, responsible and prepared to live balanced and meaningful lives.

Please communicate with us directly and early.

When a concern arises, we would much rather hear from you and work together to resolve it. For classroom or learning concerns, your child's teacher should normally be your first point of contact.

Go to the person who can best help you.

Teachers can usually resolve classroom and learning questions. The Business Office can assist with billing and financial matters. Reception and the Activities Office can help with school logistics such as transportation, supplies, activities and early dismissal. If you are



unsure whom to contact, your child's homeroom teacher or the school office can point you in the right direction.

Give important conversations the time they deserve.

Arrival and dismissal are busy supervision times and are generally not the best time for a meaningful conference. If something requires discussion, please contact the teacher or office so that a meeting can be arranged and the issue can receive proper attention.

Be involved in your child's learning and our community.

Ask your child what they are learning, read school communications, monitor their progress, attend school events when possible, and help us celebrate and support the students who make AISN such a special community.

We will not always agree on every decision, but we share the same goal: helping every AISN student learn, grow and thrive.

2. LEARNING AT AISN

A. Our Academic Program

AISN provides an American-style, standards-based education within an international context. Our curriculum is primarily guided by the **AERO (American Education Reaches Out) Standards**, which provide a framework for learning and progression across grade levels.

Our small-school environment allows teachers to know students well, differentiate instruction, and provide opportunities for students of different ages and grade levels to learn together while still working toward appropriate grade-level standards.

Students are expected to take an active role in their learning. Across subjects, teachers use a combination of direct instruction, discussion, inquiry, collaboration, independent work, projects, practice and hands-on learning.

B. Preschool & Kindergarten

Our early childhood program provides a safe, caring and engaging environment where young children learn through play, exploration, movement, conversation and increasingly structured learning experiences.

Students develop early literacy and numeracy skills while also building independence, communication, creativity, motor skills and the social-emotional skills needed to participate successfully in a learning community.

As students progress toward Kindergarten, the program gradually introduces more structured academic learning while maintaining developmentally appropriate opportunities for play, choice and exploration.



C. Elementary School

The elementary program builds strong foundations in literacy, mathematics, science and social studies while encouraging curiosity, independence and a love of learning. Instruction is differentiated so that students can receive appropriate challenge and support. Students learn through whole-class instruction, small groups, independent work, projects, discussion and hands-on experiences.

Elementary students also participate in specialist subjects including French, Physical Education and the Arts.

D. Middle School

Middle School is an important transition between elementary and high school. Students are expected to take increasing responsibility for their learning, organization and behavior while continuing to receive guidance and support from their teachers.

The program develops strong academic foundations in English Language Arts, mathematics, science and social studies while providing opportunities for French, Physical Education, the Arts and other learning experiences.

Students learn to manage multiple subjects and teachers, meet deadlines, think critically, collaborate effectively and prepare for the increased independence expected in high school.

E. High School

AISN's High School program prepares students for graduation, higher education and future pathways.

Students complete courses across the core academic areas while working toward AISN's graduation requirements. Depending on their grade level, academic preparation and graduation plan, students may also have opportunities to complete Advanced Placement (AP), online or other approved courses.

Because AISN is a small international school, student schedules may be individualized to accommodate previous coursework, graduation requirements, college prerequisites, and appropriate academic challenge.

F. Learning French at AISN

French is an important part of learning and living in Niger. AISN offers French instruction for students with different levels of language proficiency, including students learning French as an additional language and students who already have strong French-language skills. Students are grouped according to proficiency and educational needs at the discretion of the school. The French program develops language skills while also strengthening students' connection to Nigerien and Francophone cultures.

G. Physical Education, Health & Wellness

Physical Education is part of the AISN program throughout the school years.



Students develop physical fitness, movement and sports skills while learning habits that support lifelong health and wellbeing. Students are expected to participate actively and to come to PE dressed in clothing and footwear appropriate for safe physical activity. Students may also have opportunities to participate in sports and extracurricular activities outside the regular school day.

H. AISN Graduation Requirements

To earn an AISN High School Diploma, students must successfully complete the school's attendance, citizenship and academic requirements.

A minimum of 24 credits is required for graduation.

I. Required Credits

- **English:** 4 credits
- **Mathematics:** 3 credits
- **Social Studies:** 3 credits
- **Science:** 3 credits
- **Foreign Language:** 2 credits
- **Physical Education, Health & Electives:** 2 credits
- **Fine Arts:** 1 credit
- **Other Coursework/Electives:** 6 credits

One semester of a successfully completed full-year course generally earns 0.5 credit, while one full year earns 1 credit, depending on the number of hours of instruction per week.

The Director may approve adjustments to individual graduation requirements in exceptional circumstances, particularly when students transfer to AISN with different previous course requirements or when a required course cannot reasonably be scheduled.

J. Assessment

Assessment helps teachers, students and families understand what students know, what they can do, and what they need to learn next.

AISN uses both formative assessment and summative assessment.

Formative assessment happens throughout learning and may include classwork, discussion, observation, practice activities, homework, quizzes, drafts, peer or self-assessment and teacher feedback.

Summative assessment evaluates learning after a period of instruction and may include tests, projects, presentations, reports, research assignments, major papers or examinations.

Assessment should provide meaningful evidence of student learning and help teachers make decisions about instruction and support.

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

Elementary Achievement Levels

In Elementary School, student achievement is reported according to progress toward grade-level standards. The following descriptors help families understand what each achievement level means.

Achievement Level	What It Means
Exceeding	The student consistently demonstrates understanding beyond the grade-level standard and can apply learning independently in more complex or unfamiliar situations.
Meeting	The student consistently demonstrates the knowledge and skills expected at this grade level and can usually apply learning independently.
Approaching	The student demonstrates some of the expected knowledge and skills, but is not yet consistently meeting the grade-level standard. The student may still need additional practice, support or guidance.
Not Meeting	The student is not yet demonstrating the foundational knowledge and skills expected at this grade level and requires significant additional support and practice.

Meeting is the goal. A rating of *Meeting* means that a student is successfully achieving grade-level expectations. Students do not need to be *Exceeding* to be considered successful.

Middle & High School Core Subject Grade Weighting

For Middle and High School core academic subjects, grades are calculated using the following weighting:

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



Teachers communicate assessment expectations and provide students with appropriate information and preparation for major assessment tasks.

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.

K. Homework

Homework may be assigned to reinforce learning, practice skills, complete unfinished work, prepare for future learning or extend classroom learning.

The amount and type of homework will vary according to the student's age, subject and learning needs.

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.

These times are general guidelines and reflect the approximate amount of time a student working at grade level may need to complete assigned homework. Individual students may need more or less time depending on the assignment, their learning needs, pace of work, or whether they are strengthening skills that are still developing.

If homework is consistently taking significantly longer than these guidelines, families are encouraged to contact the teacher so that the school can better understand the student's needs and provide appropriate support.

Students are expected to complete assigned work responsibly and on time. Families can support students by providing an appropriate place and routine for homework while encouraging students to take increasing responsibility for managing their own work. Homework should support learning rather than simply measure compliance.

L. Monitoring Student Progress

AISN monitors student progress using multiple sources of information. These may include:

- classroom assessments and observations;
- student work and projects;
- teacher feedback;
- report cards and progress reports;
- conferences with students and families; and
- external or standardized assessments used by the school.

No single assessment provides a complete picture of a student's learning. Teachers consider multiple forms of evidence when evaluating progress and determining appropriate next steps.

M. Reporting to Parents

Families receive regular information about their child's learning and progress throughout the school year.

Teachers may communicate through report cards, progress reports, conferences, email, learning platforms or direct contact with families.



Parents are encouraged to contact their child's teacher whenever they have questions about academic progress rather than waiting until a formal reporting period.

3. STUDENT SUPPORT

A. Our Approach to Student Support

AISN recognizes that students come to school with different strengths, experiences, languages and learning needs. Our goal is to provide appropriate support so that students can access their learning, make meaningful progress and participate as fully as possible in the AISN community.

Support may take place within the classroom, in small groups, individually, or through consultation with teachers, families and outside specialists.

When concerns arise, the school works with families to understand the student's needs, identify appropriate strategies and determine what additional support may be necessary.

AISN is a small mainstream international school. While we work hard to support a range of learners, the level of support we can provide depends on the individual needs of the student, available staffing and resources, and whether AISN can reasonably provide an appropriate educational program for the student.

When the school determines that additional support is necessary for a student to access the educational program safely and successfully, AISN may require that support as a condition of enrollment or continued enrollment. This may include EAL or SEAL services, Learning Support, a one-to-one aide, an outside assessment, or another intervention recommended by the school.

AISN will discuss concerns and recommendations with the family and work collaboratively to determine an appropriate plan. If a family chooses not to participate in support that the school considers necessary, AISN will meet with the family to determine whether the school can continue to meet the student's needs appropriately.

B. English as an Additional Language (EAL)

AISN provides English as an Additional Language (EAL) support for students who are developing the English-language skills needed to access the curriculum successfully.

EAL support is primarily integrated into the student's regular learning program. Teachers and support staff work together to help students develop academic English while continuing to participate in grade-level learning.

Students may be identified for EAL support through admissions information, teacher observations, language assessments and other available evidence.

C. Supported English as an Additional Language (SEAL)



Some students require a more intensive level of English-language support in order to access the AISN academic program.

Supported English as an Additional Language (SEAL) provides additional targeted support beyond the regular EAL program. The type, frequency and structure of support are determined according to the student's language proficiency and educational needs.

The school will communicate with families when SEAL support is recommended and will periodically review the student's progress and level of support.

D. Learning Support & GHERA

AISN works in partnership with GHERA to strengthen the support available to students with additional learning needs.

Learning Support may include consultation with teachers and families, observation, targeted interventions, development of individual learning goals or plans, recommendations for classroom accommodations and strategies, and coordination with other specialists when appropriate.

Students may be referred for Learning Support when teachers, families or school staff identify concerns about a student's academic progress, learning profile, behavior, attention, development or ability to access the curriculum.

Support is individualized. Not every student receiving Learning Support will require the same services or level of intervention.

When appropriate, AISN may ask parents to provide consent for relevant information about their child to be shared with GHERA so that specialists can advise the school regarding that individual student's needs.

E. Individual Learning Plans

When a student requires ongoing accommodations, interventions or individualized learning goals, AISN may develop an Individual Learning Plan or similar support plan.

The plan may identify:

- the student's strengths and areas of need;
- specific learning goals;
- classroom accommodations or modifications;
- interventions and support strategies;
- responsibilities of the school, student and family; and
- how progress will be monitored.

Plans are reviewed and adjusted as the student's needs change.

F. One-to-One Aide Support

In some circumstances, AISN may determine that a student requires dedicated one-to-one aide support in order to participate safely and successfully in the school program. The need for an aide, the amount of support required and the aide's role will be determined by the



school in consultation with the family and relevant specialists. Because the amount of support required varies significantly between students, one-to-one aide support is priced according to the amount of time and level of support the individual student requires. The school will discuss the expected cost with the family before one-to-one support is put in place.

G. Educational & Psychological Assessments

Sometimes additional assessment is necessary to understand why a student is experiencing difficulty or to identify their particular strengths and learning needs.

AISN may recommend an educational, psychological, speech/language, occupational therapy or other specialist assessment when more information is needed to develop an appropriate support plan.

Where available, these assessments may be coordinated through GHERA or another qualified provider. Unless otherwise communicated by the school, the cost of external assessments or specialist services is the responsibility of the family. Families are asked to share relevant assessment reports with AISN so that recommendations can be considered when planning support at school.

H. Student Support Services & Fees

Support	Fee	What It Provides
EAL – English as an Additional Language	\$500/year	Additional English-language support for students who need help accessing the curriculum in English.
SEAL – Supported English as an Additional Language	\$1,000/year	More intensive English-language support for students requiring additional intervention.
Learning Support / GHERA	Included for SEAL	Consultation and support from AISN and GHERA, including recommendations, learning plans, accommodations and interventions.
One-to-One Aide	Varies	Individual support when required. Cost is based on the amount of time and level of support the student needs.
Educational-Psychological Assessment through GHERA	\$1,850	A comprehensive assessment to better understand a student's learning strengths and needs and inform appropriate support.



		A working English level is required for an EdPsych Assessment with GHERA
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Fees listed in this handbook reflect the current school year and may be updated by the school. Where there is any difference between this handbook and the current Board-approved fee schedule, the current fee schedule takes precedence.

I. Working in Partnership

Effective student support requires cooperation between the student, family, teachers, support staff and, when appropriate, outside specialists. Families are expected to communicate openly with the school about information that may significantly affect their child's learning and to participate in meetings and recommended support processes.

AISN will communicate concerns with families and involve them in decisions regarding significant additional support. Our goal is always to work together to help each student become increasingly independent, confident and successful as a learner.

J. School Counsellor & Student Wellbeing

AISN's School Counsellor supports students' social and emotional wellbeing and helps students navigate challenges that may affect their experience at school.

Students may meet with the School Counsellor for support with concerns such as friendships and relationships, adjustment to school or life changes, stress, emotions, conflict, family circumstances or other personal concerns.

The School Counsellor may also work with teachers and families to support a student's wellbeing and, when appropriate, recommend additional support or outside services.

Parents are welcome to contact the School Counsellor if they have concerns about their child's social or emotional wellbeing or believe their child may benefit from additional support.

4. THE SCHOOL DAY

A. School Hours

The AISN school day begins promptly at 8:00 a.m. Students should be in their homeroom and ready to begin learning by this time.

Regular dismissal is at 3:00 p.m.

Extracurricular Activities (ECAs) and other supervised after-school activities may run until 4:00 p.m. on scheduled days.

B. Arrival

Students should not arrive on campus unsupervised before 7:40 a.m.



Beginning at 7:40 a.m., students may enter campus, leave their belongings in their classroom and proceed to the designated supervised outdoor area until the school day begins. Students should be in their homeroom and ready to begin the day by 8:00 a.m.

Students arriving after 8:05 a.m. are considered late and must report to Office Reception before going to class.

C. Attendance & Absences

Regular attendance is essential for student learning. Students are expected to attend school every day unless they are ill, participating in an approved school activity, or absent for another legitimate reason.

Parents should notify the school when their child will be absent and provide the reason for the absence.

Families are strongly encouraged to plan vacations and personal travel during scheduled school holidays whenever possible. Extended or repeated absences can significantly affect student learning and may affect a student's ability to successfully complete a course or grade level.

Health-related guidance about when students should remain home is provided in the *Health, Safety & Security* section of this handbook.

D. Tardiness

Students arriving after 8:05 a.m. must report to Reception and receive a late slip before going to class.

Occasional delays happen; however, repeated tardiness disrupts both the student's learning and the beginning of the school day for others. The school may contact families when a pattern of lateness develops.

E. Dismissal

Regular dismissal is at 3:00 p.m.

Students should leave campus promptly with their parent, guardian, authorized driver or other approved adult unless they are participating in a scheduled ECA or another supervised school activity. Students under the age of 14 may not remain on campus unsupervised after dismissal.

F. Authorized Pick-Up & Custody Information

Families are responsible for keeping the school informed of the adults authorized to collect their child. Students will be released according to the family's authorized dismissal arrangements.

Any change to a student's normal pick-up arrangement should be communicated according to the dismissal-change procedures below.



Parents or guardians must inform AISN in writing of any custody arrangement, court order or other legal restriction that affects who may collect, contact or have access to a student. The school may request relevant documentation when necessary.

AISN cannot act on a custody or access restriction that has not been communicated to the school.

G. Changes to After-School Pick-Up

If your child's normal dismissal arrangements change, please notify the school in writing by 12:00 p.m. whenever possible.

Please email the school office and copy your child's classroom or homeroom teacher.

For a rare last-minute change that cannot reasonably be communicated by email, families may contact the school office.

The school may not be able to accommodate dismissal changes received at the last minute, particularly if a student has already left the classroom or boarded transportation.

H. Permission to Leave School Early

Students who need to leave school before regular dismissal must be signed out through the Office Reception.

Parents should notify the school in advance whenever possible. Students will only be released according to the family's authorized arrangements. Students should not leave campus during the school day without permission from the school.

I. Late Pick-Up

AISN understands that occasional delays occur.

The first 15 minutes after dismissal are provided without charge. After that time, families will be charged 1,000 FCFA for each additional 15-minute interval that a student requires supervision. This fee applies to all families with children under 12 years of age.

Repeated late pick-up may result in a meeting with the school to establish an appropriate dismissal plan.

J. Extracurricular Activities (ECAs)

AISN offers extracurricular activities that provide students with opportunities to explore interests, develop skills, participate in sports and activities, and build relationships beyond the classroom. ECA offerings vary throughout the year according to staff availability, student interest and available resources.

Students participating in an ECA or other supervised after-school activity remain under the supervision of the designated activity leader until the activity ends.



Families are responsible for arranging timely pick-up when the activity finishes. The Late Pick-Up Policy also applies on ECA days. Students should be picked up promptly when their ECA ends. The first 15 minutes after the activity ends are free; after that, the late-care fee of 1,000 FCFA per 15-minute interval applies.

K. Supervision After School

AISN's responsibility for student supervision is connected to the school day and organized school activities.

Students under 14 years old may remain after regular dismissal only when they are:

- participating in an ECA or other supervised school activity; or
- directly supervised by their parent, guardian or another responsible adult.

When a supervised school activity ends, students under 14 who have not yet been picked up must remain in the school's designated supervised waiting area until collected by a parent, guardian or authorized adult. They may not remain elsewhere on campus or move independently to the Rec Center.

L. Rec Center Access After School

All AISN families are members of the AISN Recreation Center.

The Recreation Center is a separate recreational space and should not be considered an extension of school-day supervision.

Students who are 14 years old or older may remain independently in the Rec Center area, subject to the Rec Center's rules and guidelines.

Students under 14 must be supervised by a parent, guardian or responsible adult while using the Rec Center after 4:00 p.m.

M. School Bus

AISN provides school transportation according to established routes and availability.

Students using school transportation are expected to follow all school behavior expectations while waiting for, entering, riding and exiting the bus.

Families are responsible for ensuring that the school has accurate transportation and dismissal information for their child. Any change to a student's normal transportation arrangements should be communicated to the school according to the dismissal-change procedures above. A late bus is available at 4:00 p.m. for students participating in ECAs or other approved after-school activities.

N. Supervision of Minors When Parents Are Out of Town

Parents or guardians who will be away from Niamey while their child remains in school must ensure that the child is under the care of a responsible adult.



The school should be informed of the temporary guardian's name and current contact information so that the school knows who is responsible for the child and who may be contacted in an emergency.

The temporary guardian should understand the child's school schedule, transportation arrangements and any relevant medical or emergency information.

5. STUDENT LIFE & EXPECTATIONS

A. AISN Behavior Code

AISN is committed to maintaining a safe, respectful and purposeful learning environment. Students are expected to make choices that support their own learning, the learning of others and the wellbeing of the school community.

Our four basic expectations are:

1. Be on time.
2. Be prepared to learn.
3. Be committed to achievement.
4. Be respectful.

These expectations apply throughout the school day, during ECAs, on school transportation, on field trips and during other school-sponsored activities.

B. Essential Agreements

Students are expected to:

- treat others with respect and dignity;
- follow reasonable instructions from faculty and staff;
- use appropriate language and behavior;
- respect school property and the belongings of others;
- keep their hands, feet and belongings to themselves;
- contribute positively to the learning environment;
- use technology responsibly and only when permitted; and
- behave in a way that supports the safety and wellbeing of the community.

Expectations are taught and reinforced according to students' ages and developmental needs.

C. Behavior & Consequences

AISN believes that discipline should help students understand the impact of their choices, take responsibility, repair harm when appropriate and make better choices in the future.

Teachers address most minor classroom and playground concerns directly with students.

When behavior is repeated, more significant or requires additional support, consequences and interventions may increase.

Depending on the situation, responses may include:

- a reminder, redirection or restorative conversation;
- reflection or loss of a privilege;
- communication with parents;



- an individual behavior plan or additional support;
- referral to the Director or other designated staff member;
- detention or another appropriate consequence;
- suspension; or
- in the most serious circumstances, expulsion.

The school considers the student's age, circumstances, previous behavior, seriousness of the incident, impact on others and safety of the community when determining an appropriate response.

D. Serious Breaches of Discipline

Some behaviors require immediate administrative involvement because of their seriousness or potential impact on the safety and wellbeing of others.

These may include, but are not limited to:

- fighting or physical aggression;
- bullying, harassment, discrimination or intimidation;
- threats of violence or serious harm;
- possession of a weapon or dangerous item;
- possession, use or distribution of alcohol, tobacco, vaping products or illegal substances;
- theft or significant intentional damage to property;
- serious or repeated defiance;
- leaving campus without permission;
- serious misuse of technology;
- significant academic dishonesty; or
- other conduct that substantially threatens the safety, dignity or functioning of the school community.

AISN may respond immediately when necessary to protect students and staff while the situation is investigated.

E. Disciplinary Action

Consequences are determined by the school based on the circumstances of each incident. The same behavior may not always result in exactly the same consequence because student age, intent, impact, history and other relevant circumstances may differ.

However, AISN aims to apply its expectations fairly and consistently. Parents will be informed when a behavioral concern is significant, repeated or requires formal disciplinary action.

F. Suspension & Expulsion

Suspension may be used when behavior is sufficiently serious, when previous interventions have not been successful, or when temporary removal from school is necessary for safety or to allow the school to respond appropriately.

Expulsion is reserved for the most serious circumstances or situations in which the school determines that continued enrollment is no longer appropriate. Decisions regarding



suspension or expulsion are made according to AISN policy and applicable governance requirements.

G. Academic Integrity: Cheating & Plagiarism

Students are expected to submit work that accurately represents their own learning. Cheating, copying, plagiarism, unauthorized collaboration and presenting another person's work as one's own are forms of academic dishonesty.

The inappropriate use of artificial intelligence to generate or substantially complete work may also constitute academic dishonesty when AI use has not been authorized by the teacher. Teachers will make expectations for collaboration, outside assistance and AI use clear for individual assignments.

When academic dishonesty occurs, the school will respond in a way that addresses both the academic work and the student's responsibility for the behavior. Students may be required to redo or complete an alternative assessment in order to provide genuine evidence of their learning. Repeated or serious academic dishonesty may result in additional disciplinary consequences.

H. Student Dress Code

Students should come to school clean, appropriately dressed and ready to participate in the school day.

Clothing should:

- be appropriate for a school environment;
- allow students to participate safely in learning and activities;
- appropriately cover the body;
- not display offensive, discriminatory, violent, drug-, alcohol- or tobacco-related language or images; and
- not create an unnecessary disruption to the learning environment.

For Physical Education, students should wear clothing and footwear appropriate for safe physical activity. AISN does not require or sell a specific PE kit.

The school may ask a student to change or modify clothing when necessary for safety or appropriateness.

I. Phones & Personal Devices

AISN is a phone-free school campus for students.

Student mobile phones should be switched off and stored away while the student is on campus. Phones may not be used during class, recess, lunch, passing time, free periods or other school activities unless specifically authorized by the school for an exceptional reason.

Other personal electronic devices — including tablets, laptops, smart watches, headphones and gaming devices — may only be used when a teacher specifically authorizes their use for classroom learning.



Personal devices may not be used during recess or other recreational periods. Families who need to contact their child during the school day should contact the school office.

AISN is not responsible for personal devices that are lost, damaged or stolen on campus.

J. Money & Student Transactions

Students may not buy, sell, trade, lend, collect or exchange money with other students on campus unless the activity has been specifically authorized and supervised by the school. This includes informal sales, loans, betting, paid favors and transactions involving personal belongings.

School-approved purchases, fundraising or other transactions must take place through the appropriate school or Rec Center process.

K. School Supplies

AISN provides the basic school supplies required by students at every grade level. Students are expected to take reasonable care of materials provided by the school. When a school-provided item is lost or damaged through misuse or poor care, the family may be required to purchase or pay for a replacement.

Once AISN has provided a required item, the school is not responsible for repeatedly replacing items that a student loses or damages. Families may still be asked to provide personal items such as a reusable water bottle, hat, sunscreen or other items intended for individual use.

L. Lost Property

Students are responsible for keeping track of their personal belongings. Found items should be placed in the school's designated Lost and Found area. Families are encouraged to clearly label students' belongings. Unclaimed items may periodically be donated or disposed of after families have been given reasonable notice.

M. Searches

AISN reserves the right to inspect school property used by students, including desks, lockers, bags or other spaces, when there is a reasonable concern involving student safety, prohibited items, theft or a serious violation of school rules. When appropriate, searches will be conducted respectfully and with consideration for the student's privacy and dignity.

N. Bus Behavior

The school bus is considered an extension of the school environment. AISN's behavior expectations therefore apply while students are waiting for, boarding, riding and exiting school transportation.

Students must follow the driver's and supervising adult's instructions, remain appropriately seated, respect others and avoid behavior that could distract the driver or create an unsafe situation. Repeated or serious unsafe behavior may result in the temporary or permanent loss of school transportation privileges.



O. Student Activities

AISN encourages students to participate in activities beyond the classroom, including sports, clubs, performances, service opportunities, community events and other extracurricular experiences. Participation in activities is a privilege and students are expected to represent AISN positively and follow school expectations. Activities offered may change throughout the year depending on student interest, staffing, facilities and available resources.

P. Field Trips

Field trips and educational visits extend learning beyond the classroom and are considered part of the AISN educational program. Students participating in a school trip remain subject to AISN's behavior and safety expectations throughout the activity.

Families will receive information about trips requiring specific preparation, permission or payment. Students may only participate when required permissions and documentation have been completed. AISN conducts appropriate planning and risk assessment for school trips. Additional requirements may apply depending on the destination, activity, transportation and age of the students.

6. HEALTH, SAFETY & SECURITY

A. First Aid & Medication

Minor injuries and illnesses are managed by the school nurse or an appropriate staff member. If parents have provided Permission to Treat, the school nurse may administer approved over-the-counter medication and first aid when appropriate.

Prescription medication may only be administered with specific written permission from a parent or guardian indicating the required dosage and frequency. Medication must be provided directly to the school office or school nurse in its original packaging with clear instructions.

Students may not keep or independently carry medication at school unless a specific medical arrangement has been approved by the school.

Parents will be contacted when an injury or illness requires additional medical attention or when the school determines that a student should go home.

B. Illness & Attendance

Students should remain home when they are too unwell to participate comfortably in the normal school day or when their illness could reasonably be passed to others.

When deciding whether a child should attend school, families should consider:

- whether the child is well enough to participate in normal school activities;
- whether the child may have a contagious condition;
- whether the child has a fever, significant vomiting or diarrhea, unusual rash, severe cough or other symptoms requiring medical attention; and
- whether rest and recovery at home would be more appropriate.



When in doubt about a child's health, families should consult a qualified health professional.

C. When Students Should Stay Home

As a general guideline:

- **Fever:** Students with a temperature of 38°C or above should remain home. They should be fever-free and feeling well enough to participate before returning.
- **Vomiting or diarrhea:** Students should remain home until symptoms have stopped and they are well enough to participate normally in school.
- **Significant cough or cold symptoms:** Mild symptoms may not require absence, but students should remain home when symptoms are accompanied by fever, significant fatigue or illness.
- **Rash:** An unexplained rash may require medical evaluation before a student returns to school.
- **Chickenpox or other contagious illness:** Students should remain home for the medically recommended exclusion period.
- **Lice:** Students identified with lice should receive appropriate treatment before returning to school.

AISN may request medical clearance before a student returns following a significant contagious illness or when there is a reasonable health concern.

D. Reporting an Absence

Parents must notify the School Office when their child will be absent due to illness. Please notify the School Office by 8:00 a.m. on the first day of the absence and include the child's classroom or homeroom teacher and School Nurse. Current families are provided with appropriate contact information through AISN's internal communication channels.

E. Contagious Diseases

Students with a contagious illness may be excluded from school when necessary to protect the health of the school community.

AISN may require medical clearance before a student returns to school. When the school becomes aware of significant exposure to a serious contagious disease, AISN will communicate with affected families as appropriate while respecting individual medical privacy.

F. Immunizations

Families are expected to provide current student immunization records during the application process and to update those records when requested by the school. AISN strongly encourages families to follow the immunization recommendations of their qualified healthcare providers and relevant public health authorities.

G. Medical Information & Athletic Clearance

Families are responsible for ensuring that the school has accurate and current medical information for their child, including allergies, medical conditions, medications and emergency information.



Students participating in extracurricular or competitive sports may be required to provide medical clearance confirming that they can safely participate.
Any required physical examination is the responsibility of the family.

H. AISN Heat Activity Policy

Niger's climate requires AISN to take particular care when planning outdoor learning, sports and activities.

The school monitors temperatures during periods of extreme heat and adjusts outdoor activities according to three levels:

RED	110°F + (43.5C+)	Active outdoor AISN activities will stop or be moved to an appropriate indoor or shaded environment. Sports and active outdoor ECAs will be rescheduled, modified or relocated. Swimming may continue when conditions are appropriate and SunSmart precautions are strictly followed.
ORANGE	100°F-109°F (38-43C)	Outdoor activity may continue with additional precautions, including: ● regular water breaks; ● use of shade whenever possible; ● strict SunSmart precautions; and ● increased monitoring for signs of dehydration or heat-related illness.
GREEN	Up to 99°F (38C)	Normal outdoor activities may continue with AISN SunSmart precautions.

The school will communicate changes in heat-alert levels when necessary.

I. AISN SunSmart Policy

AISN wants students to enjoy outdoor learning and activities while developing habits that protect them from heat and excessive sun exposure.

Students should:

- bring a reusable water bottle to school each day;
- refill and drink water regularly;
- wear a hat during extended outdoor activities;
- use shaded areas whenever appropriate; and
- use sunscreen appropriate for their individual needs.

Hats and sunscreen are parent-provided personal items.

Teachers and staff regularly remind students about hydration, sun protection and safe participation in outdoor activities. When possible, the school schedules outdoor activities during cooler periods of the day and provides access to shaded areas. During periods of extreme heat, AISN may modify, relocate, shorten or cancel outdoor activities.



J. Snack & Lunch

Students may bring food from home or purchase available food through the AISN Recreation Center snack bar or school lunch service. Families are encouraged to provide nutritious food and snacks that support students throughout the school day. Soda and candy are not permitted during the regular school day except for school-approved special events.

K. Nut-Aware Campus

Because members of our community may have serious food allergies, nuts and nut products are not permitted at school. This includes peanuts and tree nuts such as almonds, Brazil nuts, cashews, hazelnuts, pecans, pistachios and walnuts. Families should carefully check food sent to school and inform the school of any significant food allergy or dietary medical concern. Students should not routinely share food with one another.

Lunch periods are supervised by AISN faculty and staff. Students are expected to remain appropriately seated while eating, clean their area when finished, and dispose of garbage and dishes in the appropriate places.

L. Child Protection & Safeguarding

AISN is committed to providing a safe environment for all children. All faculty and staff share a responsibility to protect students and to take concerns about a child's safety or wellbeing seriously.

AISN faculty and staff are required to follow the school's Child Protection and Safeguarding procedures when they become aware of or have reasonable concern about possible abuse, neglect, exploitation, inappropriate conduct or another situation that may place a child at risk.

Students and parents may report a safeguarding concern directly to the Designated Safeguarding Lead, School Counsellor or Director. Concerns involving a member of AISN staff should also be reported through the school's safeguarding procedures.

Information will be handled sensitively and shared only as appropriate. However, AISN cannot promise complete confidentiality when information must be shared to protect a child or fulfill the school's safeguarding responsibilities.

M. Visitors to Campus

AISN welcomes parents and guardians as members of our school community. During the school day, all parents, guardians and other visitors must follow current school and campus security procedures and report to Office Reception when visiting the school.

Visitors should not enter classrooms or other student areas during the school day without authorization. Parents wishing to meet with a teacher should arrange a suitable time whenever possible rather than interrupting instruction or student supervision.

All visitors are expected to follow AISN's child protection, safety and behavior expectations while on campus.



N. Emergency Procedures

AISN maintains procedures for responding to emergencies that may affect students, staff or the school campus. Depending on the situation, the school may initiate procedures such as evacuation, shelter-in-place or lockdown. During an emergency, students are expected to remain with their teacher or supervising adult and follow staff instructions immediately.

The school will communicate with families as soon as reasonably possible when an emergency affects normal school operations. For safety reasons, families should not come to campus during an active emergency unless instructed to do so by the school. Parents should follow official AISN communications regarding student safety, dismissal or reunification.

O. Emergency Drills

AISN conducts emergency drills throughout the school year so that students and staff know how to respond appropriately in different situations.

Drills may include fire evacuation, lockdown, shelter-in-place or other emergency procedures. Staff, students and visitors on campus are expected to treat all drills seriously and follow staff instructions promptly.

P. Field Trip Safety & Emergencies

AISN conducts appropriate planning and risk assessment for school-sponsored trips and activities. Teachers consider transportation, supervision, communication, medical needs, emergency procedures and risks associated with the destination and activity.

Families are responsible for providing accurate medical and emergency information before a trip. In an emergency, AISN staff will prioritize the immediate safety and medical needs of students and will contact families as soon as reasonably possible.

7. FAMILIES & COMMUNICATION

A. Communication

Strong communication between home and school is an important part of supporting student learning. AISN encourages families to communicate directly and early when they have a question, concern or need assistance. In most situations, the person closest to the issue is the best person to contact first. Families should also make sure that the school has current email addresses, telephone numbers and emergency contact information.

B. How AISN Communicates with Families

AISN uses several methods to share information with families, depending on the purpose and urgency of the communication.

These may include:

- email;
- school WhatsApp communications;
- newsletters and school announcements;
- report cards and progress reports;



- parent-teacher conferences;
- individual communication from teachers or school staff; and
- emergency or urgent school communications.

Families are responsible for regularly checking official school communications and informing the school if their contact information changes.

If AISN must close unexpectedly, delay opening, dismiss students early or make another significant change to the normal school schedule, the school will communicate with families through its official communication channels as soon as reasonably possible.

Families are responsible for monitoring school communications and ensuring that AISN has current telephone numbers, email addresses and emergency contact information.

C. Expectations for Parents & Guardians

AISN asks families to work with us as partners in their child's education.

Parents and guardians are expected to:

- communicate respectfully with faculty, staff, students and other families;
- contact the school directly when questions or concerns arise;
- begin with the teacher when the concern relates to the classroom or learning;
- attend meetings when important academic, behavioral or support concerns need to be discussed;
- read important school communications;
- support regular attendance and punctuality;
- keep contact, medical and emergency information current;
- support school expectations and policies; and
- encourage their child to take increasing responsibility for their own learning and behavior.

We recognize that families and the school may not always agree. Our expectation is that concerns are discussed respectfully and with a shared focus on the student's wellbeing and education.

D. Parent Involvement

AISN encourages parents and guardians to participate actively in the life of the school.

Throughout the year, families may have opportunities to volunteer, support school events and activities, welcome new families, serve as Room Parents, or participate in other community initiatives.

AISN may also establish or re-establish a Parent Teacher Organization (PTO) when there is sufficient interest from families. Information about opportunities to become involved will be shared with the community during the school year.

E. Give Important Conversations the Time They Need

Arrival and dismissal are busy supervision periods for teachers and are generally not appropriate times for a meaningful parent conference. A quick exchange of information is fine, but if an issue requires discussion, please arrange a meeting or contact the teacher by email. This allows staff to give your concern the time, privacy and attention it deserves.



F. Resolving a Concern or Grievance

When a concern arises, AISN encourages families to follow a simple process:

1. **Start with the person closest to the issue.** For most classroom concerns, this is the teacher.
2. **Communicate directly and respectfully.** Explain the concern and allow the staff member an opportunity to understand and respond.
3. **Allow reasonable time for follow-up or resolution.**
4. If the concern remains unresolved, contact the appropriate administrator or the Director.

Going directly to the person involved usually allows concerns to be understood and resolved more quickly than discussing the issue through other families, students or unrelated staff members.

Serious concerns involving student safety, safeguarding, harassment or another matter that would make the normal process inappropriate may be reported directly to the Director or the appropriate designated school staff member.

If a concern cannot be resolved through the process above, a parent or stakeholder may submit a formal grievance in writing.

Formal grievances and appeals are handled according to AISN Board policy. Concerns involving the Director may be referred directly to the Chair of the Board of Trustees.

G. Monitoring Your Child's Progress

Parents are encouraged to remain actively involved in their child's learning.

Depending on the student's age, this may include reviewing school communications, checking planners or learning platforms, discussing assignments and upcoming assessments, reviewing progress reports and report cards, attending conferences and contacting teachers when questions arise.

As students grow older, families should gradually encourage them to take greater responsibility for communicating with teachers, monitoring their own work and asking for help when needed.

H. Who Should I Contact?

I need help with...	Contact
Learning, assignments, grades or classroom concerns	Teacher first
EAL, SEAL or Learning Support	Learning Support Teacher
Tuition, billing or payments	Finance Office



Attendance or tardiness	School Office Secretary
Early departure or dismissal changes	School Office Secretary + Teacher
School bus / transportation	School Office Secretary
School supplies or lost property	School Office Secretary
Activities, ECAs or events	School Office Secretary
Health, illness or medication	School Nurse
A classroom concern that has not been resolved	Director
A serious school-wide, safety or safeguarding concern	Director / Designated Safeguarding Staff
Forms, policies or general questions	School Office Secretary
Not sure who to contact?	School Office Secretary
A grievance about the School Director	School Board Chair

I. Withdrawal, School Leaving & Student Records

Families planning to withdraw a student from AISN should notify the School Office in writing as soon as possible.

During the school year, families should provide at least two weeks' notice whenever possible so that the school has sufficient time to prepare reports, transcripts and other school-leaving documentation.

Families may request a school-leaving letter. Official transcripts and school records may be sent directly to the student's new school or other educational institution upon request. Families needing records before the student's final day should contact the School Office to discuss what documentation can be provided.

Families are responsible for settling outstanding tuition, fees, charges and other financial obligations to AISN before withdrawal is finalized.

Release of official school records may be subject to the school's financial-clearance requirements.

J. Contact Information

American International School of Niamey
B.P. 11201, Niamey, Niger



School Website:

www.aisniamey.org

Office Hours:

Monday–Friday, 8:00 a.m.–4:00 p.m.

8. POLICIES, FORMS & IMPORTANT LINKS

AISN maintains additional policies, forms, procedures and reference documents that support the information provided in this handbook. Current versions of relevant documents will be provided directly to parents and guardians of students enrolled at AISN, either at the beginning of the school year, when they are needed, or upon request.

These documents may be updated from time to time to reflect changes in school procedures, legal requirements or operational needs. Enrolled families will be informed of significant changes that affect their children or their responsibilities as members of the AISN community