



Jerusalem
American International School

General Information Booklet
2007-2008

GENERAL INFORMATION BOOKLET

TABLE OF CONTENTS

GENERAL INFORMATION BOOKLET	2
FOREWARD	3
MISSION STATEMENT	4
HISTORY AND STRUCTURE OF THE SCHOOL.....	5
ACADEMIC PROGRAM	5
THE SCHOOL BOARD	6
THE SCHOOL BOARD AND THE SUPERINTENDENT	6
PARENTAL INPUT TO THE SCHOOL BOARD	6
GENERAL POLICIES AND INFORMATION	7
ADMISSIONS POLICY	7
ADMISSIONS PROCEDURE	7
STUDENT ADMISSIONS AND RE-ENROLLMENT	8
GUARDIANSHIP	11
TUITION.....	11
FINANCIAL ASSISTANCE POLICY	11
STUDENT RECORDS	11
STUDENT RIGHT OF PRIVACY	11
SCHOOL HOURS	11
EXCUSED ABSENCES	12
SCHOOL SUPPLIES	12
HEALTH IMMUNIZATION RECORDS.....	12
MEDICAL MATTERS	13
DISCIPLINE POLICY	14
AFTER-SCHOOL ACTIVITIES PROGRAM.....	14
APPROPRIATE ATTIRE	15
OTHER IMPORTANT INFORMATION.....	15
SPECIAL SERVICES	15
LIBRARY	16
THE ELEMENTARY SCHOOL.....	17
SPECIAL SUBJECTS.....	19
HOMEWORK POLICY	19
PERSONAL ITEMS	20
CLASS PARTIES	20

GENERAL INFORMATION BOOKLET

2007-2008

FOREWARD

On behalf of the Jerusalem American International School in Israel (JAIS), we welcome you to the JAIS Community for 2006-2007 and encourage you to get involved in the life of the school. With your assistance, we can maintain the high standards of JAIS and continue our pursuit of excellence.

This handbook concerning philosophy, purpose, operational procedures, and policies of JAIS, has been prepared as an informative guide for students and parents. Familiarize yourself with its contents and keep it handy as a reference. The handbook endeavors to answer many routine questions. If you have concerns that are not addressed in the handbook, we encourage you to telephone the office or visit us for assistance. Specific questions about an individual student's program or your child's progress in a given class should be directed first to the teacher. For general policy questions or concerns, please contact the office and we will do our best to assist you.

The JAIS Board Policy Manual is a publication approved by the AIS School Board. The procedures and operating policies in this Parent Information Handbook are considered as an adjunct to AIS School Board Policy. Administrative decisions prevail where policy does not exist. This handbook reflects administrative procedures as generated from the School Board Policy Manual.

We believe you will find JAIS to be a high quality, caring, educational institution. In our continuous search for excellence, we welcome your support and suggestions for improvement. We wish you all a successful and rewarding year.

Marsha Aaronson
Superintendent

Susan Guggenheim
Principal

CORE VALUES

We believe:

- Our community's strength resides both in its unity and in its diversity.
- Each person as a member of the human family has a responsibility to contribute to the common good of society.
- A community is strengthened when individuals take responsibility for their own choices and actions.
- Each person is of equal worth and has the right to be treated with respect, compassion, and honesty.
- Human accomplishment is achieved through rigor, perseverance and commitment to life-long learning.
- A safe and nurturing environment is essential for human development.

MISSION STATEMENT

Through a rigorous and dynamic American international curriculum, JAIS and AIS, private secular schools in Israel, inspires each student to cultivate a respect for diversity, develop a passion for life-long learning, achieve academic potential, assume leadership, contribute actively to society, and resolve conflict through dialogue and understanding.

HISTORY AND STRUCTURE OF THE SCHOOL

The Jerusalem American International School in Israel (JAIS) is a private, co-educational institution that offers an American educational program in English to students of all nationalities. It is located in San Simone in the Israel Goldstein Youth Village, a residential area in Jerusalem.

The school is a non-profit, tax-exempt American corporation, ultimate control of which rests with the members of the Corporation. The Corporation and the parents of children enrolled in AIS elect a School Board, which sets school policy and oversees school operations through the superintendent. JAIS parents elect an ex-officio board member to be part of the School Board.

JAIS was established with the assistance of the American Embassy and State Department in 2001, with only 8 students. The school now enrolls over sixty students and employs a faculty and staff of over fifteen educators. The school has a library/computer lab, art room, music room, playing fields and playground facilities. JAIS also utilizes the Cultural Arts Center, swimming pool, gymnasium, tennis courts, and basketball courts that are located on campus.

JAIS has a culturally diverse student body with students from almost every continent of the world. About 25% are of American origin; 60% are third country nationals; 15% are Israelis. Many of the families are associated with the diplomatic community, news media, United Nations or relief organizations.

The faculty represents the international and Israeli nature of the school. Because of the large pool of English-speaking teachers living in Israel, we are able to maintain a high standard of locally hired teachers. The remaining faculty comes to JAIS from other American schools around the world or from public schools in the U.S.

ACADEMIC PROGRAM

The school's basic curriculum is academic and college-preparatory. Many parents come to a country like Israel and enroll their children in a school such as JAIS and always wonder, what will happen to my child academically, how will my child fit when they re-enter the school back in the US or another country? To support this continued effort on school improvement, we are pleased to report that we have strong test scores. Our students score well above average in the core subjects of language arts and math.

Periodically, the school undergoes an extensive self-evaluation process leading to ten-year accreditation of the AIS and JAIS program by the Middle States Association of Colleges and Schools in the United States. The school was re-accredited for ten more years in April 1998 and is currently beginning the next ten year accreditation process.

THE SCHOOL BOARD

The AIS School Board consists of seven representatives, four of whom are required by the by-laws to be affiliated with the US Embassy. The School Board meets each month and has general policy-making authority with very specific responsibilities for the financial planning for the school.

JAIS has an ex-officio school board member who attends the monthly meetings. This representative is elected by the parents each year at the Annual PTA General Meeting held in the spring. Board members serve staggered, two-year terms.

THE SCHOOL BOARD AND THE SUPERINTENDENT

The roles of the School Board and of the Superintendent have been established as policy. The School Board's major responsibility is in the areas of finances and planning. The Board approves a detailed budget each year and must approve thereafter any budget modifications. The School Board hires the superintendent, and takes a major role in negotiating the teachers' contract. The Board also plays a primary role in the planning and conception of all major capital improvements in the school.

In accordance with its by-laws, the School Board delegates the major responsibilities for educational policymaking and administrative actions to the superintendent.

The superintendent has the authority and discretion to make most of the strictly educational decisions with respect to curriculum, staffing, student regulations and activities, and special services. Overall responsibility relating to the hiring and retention of school personnel has been given to the superintendent.

Each year the superintendent presents to the School Board an outline of the major new objectives, directions or changes that will be pursued in the coming year. The Board gives its general approval to these goals and objectives, with suggestions and modifications. Then, over the course of the year, the superintendent reports back to the Board with respect to progress in each of these areas. These goals and objectives are posted on the AIS Website for your perusal.

During the course of the year, the superintendent brings to the School Board educational matters that he feels are critical to the school's success, of strong community interest, or of major concern from the point of view of public and community relations.

Within this general frame of operation, the School Board may and does, at any time its members feel appropriate, raise issues regarding any and all aspects of the school's operations and policies.

PARENTAL INPUT TO THE SCHOOL BOARD

For many years the School Board has maintained a consistent policy whereby any parent may bring concerns, suggestions or ideas to the board at its regular monthly meeting. Before taking a concern to the whole board, we ask that parents talk with the teacher, then the principal, then the superintendent and then to the board. If it is a suggestion, you may mention it to the

principal or the superintendent and they can take it to the Board. By going through the administrative steps, a parent can often achieve their aim more expeditiously. The procedure for addressing or bringing a concern to the Board is a simple one: parents need only contact the superintendent no later than two days prior to the board meeting, indicating the matter to be discussed and arranging a time to appear before the Board.

The Board strongly encourages parents at all times to bring concerns, problems, or situations that trouble them directly to the staff or administration of JAIS for resolution. Should parents wish further consideration of any matter that is decided by the staff or the administration, they may bring that matter directly to the Board after following the process as outlined above. Or, parents may also, at any time, bring non-curricular suggestions directly to the Parent/Teacher Association.

GENERAL POLICIES AND INFORMATION

ADMISSIONS POLICY

Enrollment is open to students of all nationalities and backgrounds. Admission decisions are made on the basis of an examination of school records and a personal interview. English-speaking students who demonstrate grade level academic achievement and emotional adjustment are admitted subject to availability of space. Students who are limited by academic, emotional, or physical difficulties or who are not proficient in the English language will be screened more thoroughly and admission will be dependent on the likelihood of the student benefiting from the school program. All students are admitted or re-admitted on an annual basis dependent on the school's determination of their capacity to succeed.

By charter, AIS and JAIS give preferential enrollment to dependents of U.S. citizen employees of the U.S. government or contract employees for whom the U.S. government directly pays tuition. Such children who otherwise meet admission standards will be admitted.

ADMISSIONS PROCEDURE

1. Applicants must complete the Family Registration Form and the Student Application Form.
2. Applicants must submit records from their previous schools.
3. Applicants must meet with the appropriate school personnel for an initial interview and testing.
5. New students in grades Kindergarten through 5th must submit a one-time registration fee. Returning students must submit a deposit (to be deducted from the tuition invoice) to assure a place in the school. All amounts are payable by dollar check or shekel equivalent. There is a registration fee for Pre-K. When students enter Kindergarten, the difference between the Pre-K registration fee and the Kindergarten registration fee must be paid.
6. Applicants must have the Personal Health History Form completed before being admitted to class.

STUDENT ADMISSIONS and RE-ENROLLMENT

General Overview of Policy and Procedures

Admission, enrollment and annual re-enrollment to JAIS are not automatic. The underlying philosophy of the admissions policy and procedures is to ensure a quality English language education with an American influenced curriculum. Through a selective admissions procedure, JAIS will provide sufficient facilities and educational materials, an appropriate student/teacher ratio, and a balanced mixture of nationalities. This will require the maintenance of an American philosophy, as well as the educational, cultural, and social benefits of a balanced mixture of nationalities.

In keeping with the By-Laws of the WBAIS, which encourages enrollment of children of American citizens, Israeli nationals, and third country nationals living in Israel, the following admission policy and procedures have been established:

- a. An English-speaking student who provides a minimum of two consecutive academic years of records (if in first grade or higher), which document appropriate grade level academic achievement and emotional adjustment, is admitted to JAIS (providing there is room at the particular grade level) after admissions screening by the school counselor or principal.
- b. A student who is limited by academic, emotional, or physical difficulties or who is not proficient in the English language, will be screened by appropriate school personnel (counselors, special educators, ESOL teachers) and admitted or re-admitted to JAIS provided the student can significantly benefit from our program and the student's needs can be accommodated within the context and resources of JAIS. The profile of a student who falls into this category is:
 1. Intellectual capacity should be within normal range as measured by instruments acceptable to JAIS.
 2. Overall academic achievement (as measured by instruments acceptable to JAIS) must be within two years of grade placement.
 3. Some strength must be exhibited in learning-style assessments, as in a typical learning disabilities profile of strengths and weaknesses.
 4. Social and emotional development, as diagnosed, should be such that the student is able to function productively in a classroom and school-wide environment. The child must exhibit behavior that demonstrates sufficient attention span, concentration, positive social interaction, and ability to cope with school behavioral expectations so that he/she may benefit from instruction.

In the case of a non-native English speaker: Due to the difficulty of obtaining some of the information needed (i.e. testing materials), previous grades and reports may take on added importance when assessing a student's profile. If there is a concern about their ability to succeed, the student may be required to have psycho-educational testing done externally to allow testing to be done in the student's native language.

In the case of a student in need of Special Education services: Due to the difficulty of obtaining some of the information needed (i.e. testing materials), previous grades and reports may take on added importance when assessing a student's profile. If there is a concern about their ability to succeed, the student may be required to have psycho-educational testing done externally to allow testing to be done in the student's native language by an objective party.

By charter, WBAIS and JAIS give preferential enrollment to dependents of U.S. citizen employees of the U.S. Government or contract employees for whom the U.S. Government directly pays tuition. Such children who otherwise meet admission standards will be admitted.

In keeping with the By-Laws of the WBAIS, which encourage enrollment of children of American citizens, Israeli nationals, and third country nationals living in Israel, the following enrollment priorities have been established

1. All current JAIS students (re-enrolling) who fit the academic and social profile of the JAIS student body;
2. Official U.S. dependents whose parents or guardians are employed by the U.S. Government (USG) and/or under contract from the USG must be granted admission;
3. Other U.S. citizen dependents;
4. Immediate family members of students in attendance;
5. Children of recruited-hire faculty and staff;
6. Children of local-hire faculty and staff;
7. Students transferring from other international schools or schools with an English-speaking, U.S./international curriculum;
8. Students transferring from other countries who have no other schooling alternative;
9. Other international students who need and have the capacity and desire for this form of education.

Admissions/Withdrawal Procedures

All admissions and withdrawal procedures will be handled through the office according to our admissions policy and procedures.

Admissions to classes

All attempts will be made to give faculty a full day's notice of the arrival of a new student in order to allow the faculty member time to gather the requisite materials. In all cases, a new student will be tested for reading, writing and math abilities, and when appropriate, social/emotional maturity. For all students, the student's cumulative folder with his/her previous school records and the testing results is available in the office. All teachers who will come in contact with the student receive notification before a student comes to class.

Student retention in grade level

When a faculty member, parent, administrator or counselor have serious concerns about a particular child's ability to be successful in the next grade, those concerns should be communicated to the parents, clearly and unambiguously, no later than the end of February. By this time, the student's lack of achievement will have been discussed with the parents so information regarding a student who is experiencing difficulty does not come as a shock to the parent. The parents must be apprised that retention is one option,

among several, discussed by the Student Services Team (SST). A final decision to retain will be ratified by the appropriate principal and will be communicated to the parents in writing prior to the end of the school year.

Though we do everything possible to provide opportunities for children to be successful in school and to progress at a regular rate through the school program, there are some children who, for one reason or another, are unable to move along with the majority of their classmates. At JAIS we attempt to maintain grade level academic standards. Consequently, these children must be considered for retention when they lag so far behind their classmate that, in the best judgment of the school, their inability to cope with the academic work of the following grade is of greater concern than the social and emotional effects of being retained.

The following guidelines should assist you in making the final recommendations on retention:

Students may be considered for retention in the present grade who: (1) consistently produce failing work in both reading and math, (2) consistently produce borderline passing work in most areas of the curriculum, or (3) for other specific identifiable reasons (immaturity etc.) may be judged unable to cope with the next grade.

The decision to recommend retention on the basis of failing work is shared by the SST, the teacher, and the administration. It stems from a general assessment of the child's progress in acquiring knowledge and skills. This general assessment should include evaluation of the on-going day-to-day written and oral work, other specialist intervention as well as the use of test results. When a student is receiving Resource Room services or has an identified educational blockage, retention may not be the best option for the student.

In each case where the decision to retain or promote a child is not clear-cut, the appropriate principal and the Superintendent will confer with the Student Services Team and the teacher/s. It is the Student Services Team as a whole that makes the ultimate decision to recommend retention, not the teacher. The decision to retain should be based on the student's capacity to perform across the curricular spectrum, not just from the results from an individual class.

The parents of each child who has been recommended for retention will be sent a letter informing them of the recommendation and asking them to contact the principal if they wish further discussion of the matter. Ideally, the school and parents should agree on the decision to retain a student. The final decision may be appealed to the Superintendent and ultimately to the School Board.

School Initiated Non Re-enrollment

The philosophy of the Jerusalem American International School in Israel is to attempt any and all interventions necessary for a student's continued enrollment through grade six (6). If all appropriate interventions have been attempted, then the school reserves the right to **NOT** re-enroll a student. Every attempt will be made to notify the family of this decision as soon as possible. In all cases, this should NOT be the first warning that the student's enrollment is in jeopardy, rather the last letter in a series of written documentation and parent conferencing.

GUARDIANSHIP

In order to be enrolled at JAIS, a student must be living with either a parent or a legal guardian. Students not living with parents must complete the appropriate form concerning the school's guardianship policy. Advance notice must be given to the school of any change involving arrangements where parents are not present. Failure to abide by these requirements could lead to student dismissal.

TUITION

Seventy-five percent of the school's operating budget is generated by tuition. Tuition and fees are adjusted each June to compensate for changes in the school program and inflation.

FINANCIAL ASSISTANCE POLICY

JAIS maintains a financial assistance program offering financial support to a limited number of students of proven financial need who contribute positively to life at JAIS. Application forms are available in the school offices and may be submitted to the superintendent for review.

STUDENT RECORDS

A student and his/her parents are entitled to supervised access to the student's file, excluding confidential letters of recommendation. These are confidential and no other person should be allowed to look at the cumulative folder without parents' permission. Departing students' records may not be released until all financial obligations to the school are settled.

STUDENT RIGHT OF PRIVACY

JAIS respects the rights of students and their families to privacy regarding personal matters. While recognizing the need to engage in personal conversations with students, teachers and administrators respect the importance of avoiding intrusiveness into the lives of students and their families. In the case where a school official sees or hears about an incident that is injurious to the student's health and welfare, the School invokes the right of in-loco-parentis and will offer this information to the parent or legal guardian. Parents concerned about students' rights issues are entitled to bring such concerns to the attention of the superintendent.

SCHOOL HOURS

The school calendar indicates the days on which we have school. Pre-K hours are 8:00 until 12:45. Kindergarten through sixth grade meets on Monday through Thursday from 08:00 until 15:00 and on Friday from 8:00 until 13:30. Occasionally, school is dismissed early for teacher meetings, parent-teacher conferences, or holidays. Parents are expected to consult the calendar and the weekly newsletter to be aware of these early dismissal days.

For an additional fee, an extended day is offered to Pre-K students from 12:45 until 15:00 Monday through Thursday and until 13:30 on Friday.

EXCUSED ABSENCES

We, at JAIS, believe that attendance at school and in class is of utmost importance. Students gain from the input of their classmates, class discussions, and explanations by the teacher. Students who are absent from class miss a key component of the overall educational experience. With this in mind, the following guidelines concerning attendance are strictly enforced:

Absences are considered excused for the following reasons only: sickness, death in the family, medical appointments, religious observation, or a family emergency.

All other absences are unexcused and the teacher is not expected to supply work for the student to do while away. On returning to school, the parents may be required to pay for extra tutoring so that the child can learn the material s/he missed.

When students are absent from school, parents must call the elementary school office. Upon return to school, students must bring a note signed by their parents as to reason and dates. Students absent from school for three or more days due to illness must submit a doctor's certificate upon their return.

SCHOOL SUPPLIES

All students (K-6) are expected to have their own school supplies. The teachers will provide you with a list of what each student should purchase.

HEALTH IMMUNIZATION RECORDS

All JAIS students must submit a health record at the time of admission verifying the fulfillment of all immunizations and medical certificates required of dependents in compliance with U.S. Department of State regulations and JAIS regulations. An annual updating of immunization records is also required.

JAIS requires that by the age of (6) six years, each child will have received:

- ❖ Series of (4) four diphtheria, tetanus, pertussis (DPT).
- ❖ Series of (4) four polio vaccine.
- ❖ At least one measles, mumps, rubella (MMR) vaccine and a second dose of MMR by the 6th grade or at eleven years of age, whichever is first. (The second dose of MMR is routinely recommended at four to six years of age, or at eleven or twelve years of age, but may be administered at any visit, provided that at least one month has elapsed since receipt of the first dose).
- ❖ BCG vaccine or tuberculosis test.
- ❖ Hepatitis B vaccine is considered optional, as is haemophilus B.

If a student is over six years old, and not previously vaccinated with DPT, all the above are required, with the exception of pertussis.

Verification of the above is required by presenting an immunization certificate from a licensed physician or International Immunization cards.

Exemptions:

1. A student shall be exempted from the immunization requirements if a statement signed by a licensed physician is submitted stating that immunization is contra-indicated or may be injurious to the student or members of their household.
2. Submission of a statement signed by the parent or guardian that immunization is against their beliefs based on religion or conscience.

In the event of an outbreak of disease against which immunization is required, no exemptions will be recognized and all students who are not immunized will be excluded from school for a time specified by health authorities.

MEDICAL MATTERS

Insurance

The school does not carry medical insurance for students. It is recommended that parents ensure adequate medical insurance is provided either by their employer or personally.

Health Guidelines

1. Please keep your child at home when he/she is not feeling well. We do not have a proper infirmary for isolating youngsters who arrive at school ill.
2. A child with a temperature of 37.5 Celsius or 99.5 should not be sent to school until his/her temperature has been normal for 24 hours without the use of medication.
3. Children with stomach viruses, diarrhea or who have vomited should be kept home until they are symptom free for 24 hours.
4. It is essential that parents provide us with the name and telephone number of an alternative adult who can be reached in case of emergency, as requested on registration and medical forms.
5. Students returning to school after an absence must present a note from home to their teacher. Following an extended illness with a communicable disease, the note should be from the attending physician.
6. The principal should be immediately informed if a youngster contracts a communicable disease.
7. Students needing medication during school hours should furnish the principal with a copy of the MD's prescription.

HIV/AIDS Policy

School policy and procedures concerning serious and/or communicable diseases (such as infectious hepatitis, tuberculosis, chicken pox, measles, herpes, etc.) shall be based upon current knowledge about known risk factors and modes of transmission, and shall reflect concern for the sick individuals as well as group welfare within the school community.

HIV/AIDS POLICY

- ❖ The AIDS policy for the Jerusalem American International School, Israel, is based on the best available medical advice. It reflects the current state of scientific knowledge as it pertains to AIDS and the infection by the HIV virus (Human Immune deficiency Virus). Additionally, the school is alert to local laws and will adjust its policy accordingly when the laws conflict with its practice.
- ❖ There will be a comprehensive AIDS and HIV infection educational plan for students. This educational plan will be repeated annually.
- ❖ The school will address AIDS related issues in the context of overall sexuality and human relationships.
- ❖ Based on current knowledge of HIV transmission modes, the school will not quarantine or otherwise restrict the personal liberty of infected persons.
- ❖ The confidentiality of HIV infected persons will be maintained.
- ❖ Unless local law states otherwise, the school will not institute HIV screening programs for students, staff, or faculty.
- ❖ HIV infection will not be sufficient reason for dismissal of students, staff, or faculty. Alternate employment assignments or educational plans for infected persons should not normally be necessary.
- ❖ The school will not tolerate offensive behavior toward HIV infected persons or toward persons "suspected" of HIV infection. The school is assured by current medical opinion that HIV infected persons pose no threat to the health of their companions and/or associates.
- ❖ The school accepts no legal responsibility for persons that acquire HIV infection. However, the school will provide the leadership in educating all those associated with JAIS so that they understand fully the means by which one avoids being infected by this viral infection.

JAIS believes that the most effective way of dealing with the HIV/AIDS epidemic is through prevention education. Accordingly, developmentally appropriate instruction will be provided in a systematic manner, at all grade levels. Parents are welcome to examine instructional materials. Children whose parents object to their participation in this program have the right to participate in an alternative study program approved by the administration.

DISCIPLINE POLICY

The school will at all times attempt to instill in students behavioral norms based upon respect for the learning institution, its staff, other students and themselves. When disciplinary infractions do occur, the teachers and administration will assume an obligation to take corrective measures appropriate to the severity of the misbehavior and in agreement with accepted practices of behavior modification and school control.

AFTER-SCHOOL ACTIVITIES PROGRAM

A program of after-school activities is offered to students in grades Kindergarten and up. Sports, arts and crafts, music and other activities will begin once the school year is under way depending on student and parent interest.

APPROPRIATE ATTIRE

While we do not require our students to wear school uniforms, we do expect students to appear in school in appropriate attire.

- Students should dress in a manner that does not detract from the institutional setting. Inappropriate language, slogans or depiction of alcohol or drug use are not acceptable.
- Immodest attire, extreme or distracting dress or appearance is unacceptable. Short shorts and low-cut tops or tops with midriff exposure, and “muscle” shirts are unacceptable.
- In addition, all students are expected to wear the school-issued T-shirt for P.E.

OTHER IMPORTANT INFORMATION

1. Students are not allowed to leave school grounds without permission.
2. Please inform the school office of intended withdrawal at least a week in advance.
3. While the school may provide basic material required for various projects and activities, (see school supplies section) students are expected to provide much of their own supplies. Class teachers will provide more detailed lists during the first days of school.
4. Parents are requested to label all lunch boxes, gym shoes, coats, etc. to help identify lost property.
5. Arrangement for student visitors from other countries should be made 24 hours in advance with the principal. Visitors are expected to fully participate in all classroom activities. Permission to stay longer than two days must be brought to the attention of the superintendent for final approval.
6. Cell phones and other electronics such as video games and audio players are not permitted in class. Students may only have their cell phones on during lunch or recess. At all other times they must be off and stored in their backpacks. If there is a need to contact your child in an emergency please call the office or the principal’s cell phone.

The school will not be responsible for the loss or theft of such items.

SPECIAL SERVICES

Special Education

The special education program focuses on mainstreaming the student with special needs. Diagnostic services, based on testing and classroom observations, are used to determine a student's strengths, weaknesses and learning styles. Teachers collaborate to implement appropriate teaching strategies and modifications for students. The school may recommend a full diagnostic assessment by the special education specialist or require outside testing or other support services by a professional.

Counseling

Counseling is available to students Pre-K-6 for both individuals and groups who need assistance with various school-related issues.

English Language Learners (ELL)

Beginning in Kindergarten, students for whom English is a second language may meet individually or in small groups for special instruction in basic language skills. The main

objective of our ELL curriculum is to integrate these students into the regular academic program as quickly and as comfortably as possible. There is an additional fee for these services.

LIBRARY

Students use the library regularly for selection of recreational reading and for research and assigned projects. Students are expected to return books after one week.

THE ELEMENTARY SCHOOL

The program of studies in the elementary school is designed to equip every child with the basic learning skills s/he will need in order to be a responsible and contributing member of the school community. Mathematics, reading, language arts, social studies and science are the foundations of the school's academic program. In addition, formal and informal opportunities are provided for children to express themselves creatively through art, music and physical education, with attention given to appropriate integration of the various subject areas. Students also receive computer instruction. A foreign language is taught beginning with Pre-K.

Every effort is made to identify and meet individual needs and interests of students. Because all children differ in their learning styles, teachers utilize a variety of teaching strategies and methods.

Grades Pre-K Through Sixth are essentially self-contained classes with one teacher responsible for each group of students.

The staff pursues close and frequent communication with parents through regular parent-teacher conferences, class newsletters and informal communication. Report cards are issued three times a year beginning in Kindergarten. Parents are encouraged to contact the school staff whenever any question arises.

Pre-K

The Pre-K program for three and four year old children provides a fun and enriching hands-on experience in a nurturing environment. Through structured as well as unstructured activities, children experience a comprehensive early childhood program. Utilizing an integrated theme approach, students develop in the areas of social/emotional skills, language arts/literacy, mathematics, science, social studies, health, safety, creative arts, and physical education. Each child's curiosity and love for learning is enhanced.

Students enrolling in the Pre-K program must be three (3) years of age on or before September 1 of the year of admission.

Kindergarten

The Kindergarten program provides for the children a vital bridge between their early childhood educational experiences and the challenges of elementary school. The aim of the Kindergarten program is to further the development of reading, writing, speaking, science, social studies and mathematics skills through concrete, hands-on, and literature-based activities. Lessons are centered around thematic units which tie together knowledge throughout the curriculum. In order to support self-esteem, understanding, and cooperation, differences in ability are not only expected, but accepted, and the contributions of each student are valued.

Students enrolling in the Kindergarten program must be five (5) years of age on or before September 1 of the year of admission.

Grades One Through Six

Reading and Language Arts

At the primary level children learn to read by developing strategies to enable them to effectively use both sight and sound approaches. A variety of materials are used, including teacher-made materials and novels aimed at exposing children to good literature. Upper elementary classes use a literature-based approach to the teaching of reading. Junior Great Books are introduced at all levels.

Various language activities encourage students to become effective language users in both oral and written expression. The writing process is one of the strategies used to help students improve both the quantity and quality of their writing. Work on spelling, grammar and usage and handwriting are integrated into the writing program.

The mathematics program for grades 1 - 6 is designed to meet the special needs of students at JAIS Israel. Through the use of manipulative and other materials and technology, as well as varied teaching strategies, students are taught to think mathematically. A wide variety of topics based on the National Council of Teachers of Mathematics standards are covered with special emphasis on problem solving and applications, mental math, and computation.

Social Studies

The social studies program in grades 1-6 emphasizes history and geography skill development. The themes for the combination classes alternate every other year. Some of the themes for the first/second grade include Communities, Antarctica, the Dairy Farm, and Maps. Some of the themes for the third/fourth graders include Ideas and Inventions, Ecology, and Biomes in both social studies and science. They also learn about Maps and Globes. Some of the themes in fifth/sixth grade include Native Americans Maya, Aztec, Incas, Archeology, Civil Rights, Discovery and Exploration, the Colonial Period and the Revolutionary War.

An awareness of Israel, its culture, and its role in the Middle East is addressed at all grade levels, with appropriate topics taught in conjunction with the overall social studies and/or science program.

Science

Science instruction in grades K-4 offers the Lawrence Hall of Science, FOSS program's approach to life, earth and physical science at all levels. The hands-on, minds-on inquiry approach accompanied by current science events, research skills, project work and field trips is enhanced by the integration of math and science in the program. "The Voyage of the Mimi" is another integrated program that is used in grades three and four.

The fifth/sixth grade science program is also inquiry based with an emphasis on the scientific process. Some of the themes will include a focus on the Human Body, Cells, Nutrition, Ancient Medicine, Solar Energy/Light, and Heat.

Health

The health program provides knowledge and skills that promote healthy habits and reinforce the basic value of wellness. Concepts studied through age appropriate activities include: nutrition, human growth and development, disease prevention, personal and mental health, family life, safety and accident prevention, and community and environment.

SPECIAL SUBJECTS

Specialists in the various areas teach the following subjects:

Foreign Languages

The study of a foreign language is begun in Pre-K and continues through grade six.

Physical Education

Physical Education is an integral part of a total educational program that seeks to provide each individual with the opportunity to achieve his or her own potential and to acquire physical education skills. The physical education program is designed to provide experiences that help develop a life-long attitude toward physical activities important in a well-balanced individual.

Major goals of the program are: appreciation and enjoyment, health-related fitness, skill-related fitness, as well as social, emotional and intellectual growth, with much emphasis on teamwork, sportsmanship and cooperation.

Swimming is an integral part of the physical education program. A certified swimming instructor or coach who is a staff member at the pool teaches swimming.

Art

The art program is a vital link in developing the creativity and imagination of our students. At the elementary level students are encouraged to experiment freely with a variety of media, especially "the found object". They are trained to observe the visual environment, to communicate through visual forms, and to develop outlets for the release of emotion.

Music

In the music program children are taught the basic musical concepts and skills providing them with an enriching means of self-expression. Through singing, movement and integrated listening activities which include music history and appreciation, students receive a diverse and well-rounded music experience at all grade levels, as well as opportunities to perform. The students begin to learn the recorder in third grade.

Information Technologies

Word processing, keyboarding, multimedia, Internet, problem solving, using databases and simulations, and graphics are major components of the informational technologies program, which is an integral part of the K-6 curriculum. Students will work both in the lab and in the classroom on integrated projects as well as acquiring and reinforcing basic skills.

Co-Curricular Activities

The academic program in the elementary school is enriched by a wide variety of activities. Each class takes at least two field trips during the school year, which complement regular class activities. Among some of the other activities are assemblies, a holiday show and a Halloween Carnival.

HOMEWORK POLICY

At the elementary school level, the nature of the subject matter, age and/or academic maturity of the child and interpretation of the curriculum dictate specific homework expectations by the

classroom teacher. Parents will be informed of the teacher's specific homework policies at the beginning of each year. However, the following general school policies are as follows:

- Basic daily homework assignments reflect the day's studies either as practice/drill exercises or the completion of work begun in class. At the lower elementary grades it may be simply to read a list of new words or tell a story to parents. At the upper elementary grades the homework expectations become progressively more demanding.
- Recognition is given to the normal differences in time needed by individual students to complete particular assignments.
- Long-term homework assignments such as research papers or special projects will be accompanied by a written explanation to the students and parents outlining the assignment expectations.
- A special homework notebook is recommended for all students. The notebook should be used to record assignments and as a tool in the process of learning how to be an organized, responsible and independent learner.
- No specific number of homework hours or minutes can be required of each student, each day. The individualized methods of elementary school instruction do not lend themselves to such rigid expectations; however, homework is an important part of the learning process at JAIS and students will be required to complete tasks at home regularly.

PERSONAL ITEMS

It is requested that all students' personal belongings: backpacks, lunchboxes, sweater, hats, sweatshirts be labeled with their name and classroom. This will facilitate returning "lost" items to their owner.

CLASS PARTIES

Although every attempt is made to maximize teaching time, some class parties are appropriate. Birthday parties are held in Pre-K and Kindergarten. Guidelines for these parties will be provided by the classroom teacher. In other grades, parents may send in a special treat (cupcakes, cookies, etc.) for the birthday child to share at snack or lunchtime. Class parties may be held to celebrate important holidays. Room mothers may assist in provision of refreshments.

****Students are not to issue invitations in school to private parties at their home unless all their classmates are invited.**