



Jerusalem American International School
Family Handbook
2018-2019

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Forward

On behalf of Jerusalem American International School in Israel (JAIS), we welcome you to the JAIS Community for 2018-2019 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 Policy Manual is a publication approved by the WBAIS School Board, which governs JAIS. The procedures and operating policies in this General Information Handbook are considered as an adjunct to WBAIS 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.

Mike Downs
Head of School at WBAIS

Jill Stubbs
Head of School at JAIS

Description

JAIS is an independent, secular, coeducational school serving students in preschool through eighth grade which provides a rigorous American-international education in a culturally diverse and student-centered environment.

Mission

JAIS seeks

- to cultivate individual excellence through critical thinking, creativity, and initiative
- to nurture a community built upon diversity and mutual respect
- to capitalize on the unique setting of our locale to encourage students to become active and responsible global citizens

Values***Excellence***

Motivating students to take personal responsibility for their learning, find inspiration through academic inquiry, and embrace the challenge of reaching their full potential

Community

Nurturing a sense of community built on shared responsibility, empathy, and active participation in society through the practice of supporting others

Respect

Recognizing the worth and dignity of ourselves and others through reflection and active inclusion

History and the Structure of the School

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

The school is a branch of the Walworth Barbour American International School in Even Yehuda, which is a non-profit, tax-exempt American corporation; ultimate control therefore rests with WBAIS. The Corporation and the parents of children enrolled in AIS elect a School Board, which sets school policy and oversees school operations through the Head of School at AIS. The Chair of the JAIS Board is an ex-officio member of the WBIAS Board.

JAIS was established with the assistance of the American Embassy and State Department in 2001, with 8 students. The school now enrolls approximately 85 students from preschool through middle school and employs a faculty and staff of 25 educators. The school has a library, computer lab, art room, music room, playing fields and playground facilities. JAIS also utilizes the auditorium, swimming pool, gymnasium, tennis courts, fencing room and basketball courts that are located on the Goldstein campus.

JAIS has a culturally diverse student body with students from almost every continent of the world. Although it changes every year, about 40% are American; 25% are European; 25% other nationalities; 10% are local. Many of the families are associated with the U.S. Consulate/Embassy, diplomatic community, news media, United Nations or relief organizations.

The faculty represents the international nature of the school. Because of the large pool of highly qualified 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 and private schools in the US.

Academic Program

The school's curriculum is based on both American and international standards, including Common Core AERO+ standards that many international American schools utilize. Many parents come to a country like Israel and enroll their children in an international school such as JAIS and 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?" JAIS regularly evaluates its program through an international accreditation process via the Middle States Association of Colleges and Schools; in December of 2016 JAIS successfully completed the MSA re-accreditation process which is valid until December 1, 2023. Twice a year our students take a norm-based standardized test (MAP - Measures of Academic Progress) to ensure that our program suits the needs of our students and is challenging and rigorous. JAIS has had great success with students transitioning to both American and European school systems.

Number of School Days

By WBAIS Board Policy, JAIS maintains a target of 180 days of school per year. In the event that there are additional days that the school needs to close, JAIS will either implement online learning protocols or make every reasonable attempt to make-up the missed days later in the year.

Emergency Closing of School

Due to circumstances not always in our control (snow, major city wide events, municipal elections, or civil strife) we may need to temporarily close the school.

JAIS takes the decision to implement an emergency closing very seriously. We understand the level of inconvenience caused to parents as well as the interruption to the learning process. With that in mind, the basis for a decision to close school revolves solely around safety. If we need to close school on a scheduled day, it is because we have assessed that we are putting community members (students, parents and teachers) at risk by having them come to school.

In making the decision due to weather, we first consider what course of action the municipal schools are taking. If they are closing, we close. If they are opening, we assess the situation based on our community's needs and the safety of our students. We collect weather information from a variety of sources and consult with schools similar to ours. If time permits, we may consult with our van service provider, the WBAIS Head of School, JAIS Advisory Board and PTA. We then make our best decision and communicate it by 5:00 a.m. that day via text message, email and the website.

Diversity at JAIS

As an institution, JAIS is non-partisan and secular. As a school, we seek opportunities to grow and learn. JAIS highly values its location in a culturally rich region of the world, and is composed of families from over 40 countries. We learn from the many resources available to us - religious and cultural institutions, historic sites and family traditions. In Jerusalem, achieving the delicate balance between being non-partisan and seeking learning opportunities is something we continually work towards.

Our community service projects address multiple segments of the population. We choose to work with places that are primarily service institutions and as a school-wide program, we deal with agencies that serve a variety of populations, although each individual agency may not be completely balanced in its services. Field-study opportunities may take place in areas that some see as controversial, but may be relevant to gaining deeper understanding of a concept. Our school performances may

have songs of traditional or religious meaning but we attempt to steer clear of “sacred” content.

As a school, we recognize that there will always be a tension in trying to achieve a perfect balance. While we may not always achieve a perfect balance, we embrace that tension in the service of our goals of learning, growth, and enrichment by the diversity within our community and the world around us.

Swimming

The JAIS swimming program is an integral part of our physical education program. The program is led by trained instructors and aims to develop students’ swimming ability. Each student is expected to participate weekly in swimming. During the colder winter months, it is important to ensure your son or daughter has a dry towel and warm clothing such as sweatpants and a sweatshirt with a hood for the walk to and from the pool.

Students on Campus After School Hours

No student is permitted to be on school grounds after hours unless he or she is participating in a scheduled event with an adult chaperone or a parent who is actively supervising. Students and parents who do stay after hours will have limited use of the campus and facilities and follow general safety guidelines. The library is available for families after school Monday through Thursday from 3 to 4 PM when after-school activities are running. JAIS is not responsible for students after regular teaching hours. The office closes at 4:15 PM on days when there are ASAs (3:15 PM pm days with no ASAs) and at 1:45 PM on Fridays. If parents or students are on campus after these times, you will need to exit the campus via the top gate, as there may not be someone in the office to let you out through the side gate.

The JAIS Advisory Board and the WBAIS School Board

The JAIS Advisory Board consists of up to seven members. Two members are affiliated with the US consulate, two members are community members with American citizenship, three are community members with citizenship from a variety of countries. Up to two faculty representatives are invited to be non voting teacher members. The JAIS Head of School attends each board meeting as an ex-officio member.

The JAIS Advisory Board meets regularly (about eight times a year) to conduct business in an open session. Such meetings are posted on the school calendar. Parents are welcome to attend, but should give prior notice. Minutes of all open sessions are available upon request. Confidential matters are addressed in private executive session.

The JAIS board makes recommendations to the WBAIS school board. The WBAIS 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 on a regular basis (about eight times a year) and has general policy-making authority with very specific

responsibilities for the financial planning for the school. One member of the JAIS Advisory Board serves as an ex-officio WBAIS board member and attends the monthly meetings.

Parental Input to the JAIS Advisory Board

Before taking a concern to the board, we ask that parents speak with the teacher, then the Head of School. If concerns remain, parents should then speak with the WBAIS Head of School at AIS, then the JAIS Advisory Board, and then the WBAIS Board. If it is a suggestion, please mention it to the Head of School and they can take it to the Board. By following these administrative steps, a parent can often achieve their aim more expeditiously and help JAIS to maintain clear lines of communication. The procedure for addressing or bringing a concern to the Board is a simple one: parents need only contact the Head of School no later than one week prior to the Board meeting, indicating the matter to be discussed and arranging a time to appear before the Board.

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 readmitted on an annual basis dependent on the school's determination of their capacity to succeed.

By charter, JAIS gives 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 for the current school year.
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 8th must submit a one-time registration fee of 10,000 NIS as part of the tuition, and returning students a

10,000 NIS deposit (to be deducted from the tuition invoice), all amounts payable by bank transfer, dollar or shekel check, or in NIS cash.

The one-time registration fee for preschool is 2,500 NIS. When students enter kindergarten, the difference between the preschool registration fee and the kindergarten registration fee must be paid, which is 7500 NIS.

6. Applicants must have the Personal Health History Form completed before being admitted to class.
7. Applicants must turn in the appropriate recommendation forms from the previous school.

Please see WBAIS Admissions Policy for more specific language regarding student admissions and tuition.

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 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), and all years of school records 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.
- 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, ELL teachers) and admitted or readmitted 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. If overall academic achievement (as measured by instruments acceptable to JAIS) is not within two years of grade placement then further testing may be

required to determine if JAIS is able to create an appropriate program for the student.

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 assessed, 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 some cases, it may be possible to have an aide assist students who struggle in the classroom environment. This is at the discretion of JAIS and expense of the family.

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 her/his 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. JAIS utilizes WIDA materials and standards for assessing the English fluency of non-native speakers.

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 according to the following criteria:

1. All current JAIS students (re-enrolling) who fit the academic and social profile of the JAIS student body and have submitted their re-enrollment forms and deposit on time;
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. Other international students who need and have the capacity and desire for this form of education;

9. Students transferring from other countries who have no other schooling alternative;

Admissions/Withdrawal Procedures

All admissions and withdrawal procedures will be handled through the JAIS office according to our admissions policy and procedures. Please inform the school office of intended withdrawal at least a week in advance.

Admissions to Classes

In order for a smooth transition, JAIS needs at least a full day's notice before the arrival of a new student in order to allow our faculty members time to gather the requisite materials. JAIS reserves the right to set a later start date for students in order to facilitate a smooth entry and transition. In all cases, a new student will be tested for reading, writing and math abilities, and when appropriate, social/emotional maturity. 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, 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 by the administration, clearly and unambiguously, whenever possible, by 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 surprise to the parent. The parents must be apprised that retention is one option, among several, discussed by our learning support team. A final decision to retain will be ratified by the head of school 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 classmates that, in the best judgment of the school, their inability to cope with the academic work of the following grade are of greater concern than the social and emotional effects of being retained.

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

Students may be considered for retention in the present grade who: (1) consistently produce work significantly below grade level, (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 learning support team, 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 learning support services or has an identified learning issue, 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 head of school will confer with the learning support team and the teacher/s. It is the learning support 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 head of school 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 head of school at AIS and ultimately to the school board.

School Initiated Non Re-enrollment

The philosophy of the JAIS is to attempt any and all interventions necessary for a student's continued enrollment through grade eight. If a reasonable series of 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. Except in unusual circumstances, 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.

Special Services

Learning Support:

The learning support 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 require a diagnostic assessment or other support services by a professional. JAIS accepts students with mild to moderate special needs on a case by case basis. Acceptance is contingent on the ability to create a quality program to address the student's academic, social, and environmental needs.

Counseling:

Limited counseling is available to students in preschool through 8th grade for both individuals and groups who need assistance with various school-related issues. If a student requires more extensive counseling services, they are referred to professionals in our community.

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. This program is required for students who are not yet fluent in English at the grade level they are enrolled in. There is an additional fee for these services.

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

Approximately 67% 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.

Fees for 2018-2019 are:

Tuition by Grade Level	Non-Sponsored Rate (Employer does not support any tuition or education-related costs)	Sponsored Rate (Employer pays or reimburses tuition costs)
Preschool Ages 3 and 4	43,800 NIS	45,050 NIS
Kindergarten through 4 th	63,650 NIS	65,500 NIS
Middle School (5th through 8th grades)	73,000 NIS	75,150 NIS
Current JAIS Middle School Students applying to WBAIS for high school	Inquire about WBAIS High School Fees	
Additional Program Fees		
ELL - English Language Learners Program	17,500 NIS	
Learning Support/Special Education Support	17,500 NIS	
Van Service	12,100 NIS	
Capital Fund Levy (Grades K-8)	4,000 NIS	

A one-time Pre-school *registration fee* of 2,500 NIS (plus a 2,500 NIS tuition deposit) is required of each new student. If the student continues to kindergarten, the difference (7,500 NIS) between the pre-K registration fee and the kindergarten registration fee must be paid.

A one-time *registration fee* of 10,000 in addition to tuition is required with each new application in grades kindergarten through eighth grade. A 10,000 NIS deposit is required for returning students and will be deducted from the tuition. Fees are billed on an annual basis. Fees must be paid prior to admission unless special arrangements have been made with the Head of School at AIS's office. (Parents may make arrangements to pay on a bimonthly or monthly basis.) In no case may students remain in school if full tuition payments are not received within 30 days of their due date.

If a student who has been registered decides not to enter school, the deposit will be refunded, less 40% NIS. If the school does not accept a student, the full deposit of 10,000 NIS will be refunded. Any portion of the semester attended encumbers the entire semester fee. There is no refund for van fee at any time. Also, there are no refunds in the case of a temporary school closure due to *force majeure* or circumstances beyond the control of the school, such as a political evacuation.

In the case of late entrance, tuition is charged on a short-rated basis of 1.5 times the daily tuition rate up to a maximum of the tuition for the semester. This is calculated by determining the daily rate of admission (number of days in school year divided into tuition) times 1.5 and multiplying that number by the days attended.

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 office and need to be submitted to the head of school for review with the financial aid committee, usually by May.

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 may invoke its responsibility *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 head of school.

School Hours

The school calendar indicates the days on which we have school. Preschool through eighth 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 newsletter to be aware of these early dismissal days.

Tardiness

Students are expected to report promptly to homerooms when at school. Morning announcements, notices and reminders are important to help students organize their day and keep up with their responsibilities. Students who are habitually tardy can expect consultations with parents and development of a plan to set goals for on-time arrival and consequences for continued tardiness.

Absences

We at JAIS believe that attendance at school and in class is of utmost importance. Students gain from interactions with classmates, class discussions, and explanations by the teacher. Students who are absent from class miss a key component of the overall educational experience. A minimum of 30 school days' attendance per term is required before a report can be issued.

Absences are considered "excused" for the following reasons only: illness, death in the family, medical appointments, religious observation, or a family emergency. If a child misses three or more days due to illness a doctor's note is required.

All other absences are unexcused and the teacher is not expected to supply work for the student to do while away.

Parents must call or email the school office when students are absent from school . Students absent from school for three or more days due to illness must submit a doctor's certificate upon their return.

Transportation

Transportation services are offered as a service and courtesy to parents and are not an official part of the school. We make every reasonable effort to safeguard children and work cooperatively with the contracted provider. However, JAIS is not responsible for accidents which may occur through no fault or negligence of the school. The vans are considered an extension of school and all school rules apply.

When dropping off your child in the morning, parents should not stop in the middle of the street or double park. Parking should be in a designated spot and should not block the street or a neighbor's driveway. If your child is not going home with the usual

adult/mode of transport, then a note or email is required (by 12 o'clock at the latest) to your child's teacher and appropriate office personnel, notifying the school about the change. If you are making a change in van transportation, prior approval is needed from Miriam. **Students who are not signed up for the van service may not ride on the vans.**

School Supplies

All students (preschool - 8) are provided with school supplies. Occasionally, a family may need to purchase supplies for a special project, and students may be asked by their teachers to purchase a basic list of supplies to supplement materials provided by the school. Each middle school student is required to have access to a computer and Internet connection at home. The school will provide laptops and/or computers for use in school.

Health and 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 contraindicated 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: Parents are responsible for costs associated with medical services their child receives outside of school. The school does not carry medical insurance for students. Parents must ensure adequate medical insurance is provided either by their employer or personally.

Health Guidelines from the JAIS Family Handbook:

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 head of school would appreciate early notification if a youngster contracts a communicable disease.
7. Students needing medication during school hours should furnish the head of school with a copy of the doctor's prescription and notify Miriam.

Infectious Disease Policy

School policy and procedures concerning serious and/or communicable diseases (such as infectious hepatitis, tuberculosis, chickenpox, 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.

Healthy Eating & Dietary Restrictions

JAIS encourages all students to make healthy eating choices. We aim to be a candy and sugary drink-free environment. If your child has any dietary restrictions (such as peanut allergies,) please share that information with us and our health aide will communicate the needs with appropriate school personnel.

Peanut-Free Campus Policy

In accordance with regulations developed by the Israeli Ministry of Education, JAIS is a peanut-free campus. Please make sure that children do not bring any food to campus which contains peanuts or peanut derivatives, including candy or snack foods such as "Bamba." If we see any foods containing peanuts on campus, we will send it home with a note.

Epipen Policy

Parents are asked to give permission for the administration of emergency medications and treatment in the event they cannot be reached in an emergency. Parents of students with known serious allergies should also receive, sign and return a copy of the FARE Action Plan (Food Allergy & Anaphylaxis Emergency Care Plan) which provides an overview of best practices for allergy-related emergencies.

After-School Activities Program

A program of after-school activities is offered to students in grades preschool and up. Sports, arts and crafts, music and other other cultural activities will begin once the school year is underway.

Appropriate Attire

We require our students to wear school uniforms, consisting of a polo shirt with the JAIS logo. We expect students to appear in school in appropriate attire. Students must wear a school polo shirt at all times. Uniforms are mandatory for all grades preschool through grade 8.

JAIS recommends that a minimum of the following items should be purchased for the year:

1. 5-6 shirts per child - Please purchase at least one red JAIS polo shirt per elementary child for field trips.
2. 2 sweatshirts/hoodies per child - these are worn in the colder weather and in class when the air conditioners are on.
3. Pants or skirts can be chosen by the family but they must be longer than the child's fingertips when their hands are by their sides. No tank tops, low cut tops (no low necklines) and no mid-lines or underwear may be showing. Shirts must be long enough so that when arms are raised, waists/stomachs are not showing. All shirts must have sleeves and must appropriately cover the student. They should be modest and the appropriate size to be loose and comfortable, particularly with the hot days in Jerusalem. Low necklines are not appropriate uniform choices. JAIS t-shirts can be worn over a turtleneck, dress, etc. Shorts should be longer than their fingers when putting their hands to their sides.

For swim days, we recommend that all students wear a modest swimsuit, covered by sweat pants and sweatshirt for walking to and from the pool. Boys and girls with hair longer than an inch should wear a swim cap. Goggles and fins are acceptable and towels are a must.

Crocs and flip-flop shoes are not allowed to be worn on campus due to safety issues (with the exception of walking to and from the pool.) Strong, athletic type sandals

are permitted (ie: Keens, Teva, etc.) Students should wear sneakers and comfortable clothing on PE days. We request that shoes with hard, black soles are not worn on PE days, as they scuff the gym floor.

Final determination of uniform appropriateness is at the discretion of the administration.

Any student that does not follow JAIS uniform policy will be asked to call their parents to bring the appropriate attire or required to purchase a shirt in the office, or teachers will notify parents.

For non-uniform dress days:

- 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 skirts are unacceptable.

Parents are requested to label all clothes, lunch boxes, gym shoes, coats, etc. to help identify lost property.

Library

Students use the library regularly for selection of recreational reading and for research and assigned projects. The students are expected to return the books after one week (with an option to renew them). Parents may check out additional books from the library to read to their children. Families are responsible for the cost to replace lost or damaged books.

Elementary Homework Expectations

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. For example, lower elementary students may simply be asked 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.
- 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. 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.

Middle School Homework Expectations

In the Middle School, homework expectations become more demanding. Parents and students will be informed of teachers' specific homework policies at the beginning of the school year. However, some general school policies are as follows:

- As in the elementary grades, homework assignments will normally be focused on reviewing or extending learning, rather than learning new skills or concepts independently. But middle school students may be asked to do independent reading or research which includes new concepts. Students should be encouraged to ask teachers for support if they find homework assignments confusing.
- 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.
- Students who are absent are expected to call a classmate for assignments or check the posting on the Google Classroom where homework assignments are listed.
- No specific amount of homework is required of each student each day. The individualized methods of 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. Recognition is given to the normal differences in time needed by individual students to complete particular assignments.

Personal Items

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

Elementary Class Parties

Although every attempt is made to maximize teaching time, some class parties are appropriate. Birthday parties are held in preschool and kindergarten. Guidelines for these parties will be provided by the classroom teacher. In other grades, parents may

send in a special treat (while cupcakes and cookies are the norm, JAIS prefers healthy choices) for the birthday child to share at snack or lunchtime. Class parties may be held to celebrate important holidays. Please Note: No candy is allowed. Please do not send in gift bags, piñatas, etc.

In order to avoid hurt feelings, students may only issue invitations at school to parties outside of school if all their classmates are invited.

Cell Phones

Cell phones and other electronics may not be switched on in class or at recess without teacher approval. At all other times they should be switched off and stored in students’ backpacks. If there is a need to contact your child in an emergency please call the office. A student who does not adhere to this policy will have their phone confiscated and held in the office for parent pick-up or given at the end of the day. The school will not be responsible for the loss or theft of such items.

Progress Reports

Progress reports are issued at the end of each quarter, as noted on the school calendar.

Student-led conferences are scheduled twice a year, which include a time for parents to meet with the teachers. Quarter reports and personal contact should keep you informed of your child’s progress, but we are available to make additional appointments as needed.

Assessment and Grading Scale

Assessment and grading at the Jerusalem American International School is based upon a philosophy which views learning as a lifelong process of constructing meaning. At JAIS, much of this work consists of ungraded discovery, feedback and formative practice, with the purpose of helping students to make progress towards meeting clear learning goals and standards.

Progress reports are intended to provide a periodic update on both students’ **learning process** and their **progress** towards meeting learning standards. These standards generally reflect teachers’ expectations for student performance by year’s end, with quarterly report cards describing students’ progress at a specific point in time. Please refer to the reporting descriptors below in order to interpret teachers’ ratings.

LEARNING PROCESS		Focuses on daily work habits, learning traits and behaviors	PROGRESS		Focuses on student mastery of learning goals and standards
C	Consistently	Student demonstrates this quality on a regular basis	5	Advanced	Student shows a deep and nuanced understanding of this standard, making personal connections and insights or demonstrating an ability to teach others

U	Usually	Student demonstrates this quality periodically, but occasionally shows lapses or gaps
S	Sometimes	Student is beginning to demonstrate this quality, but may need support
R	Rarely	Student demonstrates little or no progress in this area
-		Not assessed during this period

4	Proficient	Student shows a strong understanding of this standard, demonstrating both conceptual knowledge and an ability to apply concepts to new contexts
3	Developing	Student shows a basic understanding of this standard, but needs support or further learning to grasp nuances and build confidence
2	Beginning	Student has just started learning about this standard, and is making good progress towards understanding basic concepts
1	Struggling	Student has experienced difficulty during initial or subsequent efforts to learn about this standard, and needs support in order to make progress
-		Not assessed during this period

Technology

The mission of the JAIS technology program is to enable students and the school community to become competent, confident, socially responsible lifelong learners and users of technology by facilitating and supporting its comprehensive, innovative, and integrated use.

It is our belief that the fundamental purpose of computer technology at JAIS is to support and enhance the academic program; thus, our policies and practices are developed and refined toward that end. The technological environment is designed to work with the ongoing input of the faculty to provide tools and training that result in purposeful and practical means of integrating technology resources into the academic curriculum.

Students in grades three and up are asked to sign a responsible use policy and give permission for Gmail accounts that are supervised by JAIS. Teachers work with students to support the safe and responsible use of the school laptops and Google platform.

Activities

Co-curricular activities are an important feature of the Middle School at JAIS. In addition to the after-school activities program, students are encouraged to participate in class trips and various middle school events. Beginning with the initial August contact, students are involved in a wide spectrum of activities. The student council, elected early in the school year, helps to plan social and fundraising events. Traditional middle school activities in recent years have included overnight trips, archaeological excavations, and a spring musical production. The year's activities culminate in a promotion ceremony for the eighth grade. Community service

continues to be an area of emphasis in the middle school. All middle school activities aim to involve all youngsters and enjoy great student and parent support.

Behavior Code

J AIS expects students to behave at all times in a manner that shows respect for self, respect for others and respect for the school. Students will take responsibility for their actions and will make efforts as necessary to improve their behavior. Teachers will consult with the support team about the behavior or actions of a student when additional intervention is required. Parents are considered an integral part of improving student behavior and may be asked to meet with the head of school if circumstances warrant.

During the school day, students are not allowed to leave school grounds without permission.

The goal of each disciplinary action is to engage the student in assessing what behaviors created the problem, thinking about the choices he or she made, and finding a solution and alternative choices that will resolve the problem. Depending on the nature of the problematic behavior, students and staff members will work together to determine appropriate consequences.

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.

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.

Guests

Guests are only allowed at school and school functions with prior permission from the head of school.

Substance Abuse Policy

Please refer to WBAIS Policy 4.155

Academic Honesty at JAIS

At JAIS our primary mission is to teach students how to distinguish between their own work and someone else's; understand the importance of not presenting someone else's work as their own; and learn age-appropriate ways to credit other sources. Teachers will seek to identify potential cases of unintentional academic dishonesty in the early stages of a project, and to use such errors as a “teachable moment.” But the school reserves the right to treat cases judged as intentional or malicious as disciplinary matters, particularly if there have been multiple infractions.

Cases of academic dishonesty will be handled on a case by case manner. Please see WBAIS policy for further detail.