



American International  
School of  
Brazzaville



# Parent and Student Handbook

2023 – 2024

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## **Our Vision**

A learning community of distinction inspiring students to achieve academic potential, make positive contributions to society and progress as respectful, informed and prepared global citizens.

## **Our Mission**

The American International School of Brazzaville is committed to developing student intellect, character and a sense of community through an enriched American curriculum in a challenging, diverse and secure environment.

## **Our Beliefs**

We believe that:

- High expectations and positive student-teacher relationships are the cornerstone of education.
- Critical, creative, and independent thinking are essential components of education.
- Character development is an integral part of a child's growth.
- Our school environment will enhance the development of the whole child.
- Learning is a life-long process.
- All children learn in different ways.
- Education is a shared responsibility between students, teachers, parents, and the community.
- It is our responsibility to encourage students to discover and develop their full potential.
- Students are motivated by a supportive environment that encourages curiosity, discovery, and problem-solving.
- Awareness of and respect for the environment is essential to global citizenship.
- Valuing diversity enriches the school community.

# Message from The Director

Dear Students and Parents,

Welcome to the start of a new school year at the American International School of Brazzaville (AISB). I am so pleased to be part of such a terrific school community. To all of those new to the school, whether they are students, parents or staff, I extend a special hello and welcome! To those who are returning, I look forward to another exciting school year full of learning opportunities.

Each year AISB initiates some new programs and projects to keep AISB moving towards its goal of becoming an exceptional school. Although there will always be something more to do, I am confident that this school year will see the school continue to grow and evolve in many different ways.

This year, AISB is working towards its authorization as an IB World School. It began its PYP and MYP journeys this year. More about the IB program will be found in this handbook. You will also learn more from frequently asked questions about the IB programme on the website.

Communication within a school community is very important. Every 4-6 weeks, the school sends out The AISB Times to help members of the school community be aware of the things that are happening now and in the coming weeks. Communication via email, phone and the school's website will also help ensure that community members are informed and involved. Everyone must make a commitment to use these communication tools in support of students and AISB.

The Parent and Student Handbook is a publication to help parents and students understand the processes, procedures, rules and guidelines at AISB. Please read the document and familiarize yourselves with the contents. This document will be most effective if parents and students review it together. At the end of the document there is a form that needs to be reviewed and completed by every family. Parents are asked to ensure this form is returned to their child's homeroom teacher by Friday August 27, 2023 as indicated on the form itself. Please take note of the technology policy and the form to fill and sign as well.

If there is something in this handbook that is not understood or that requires further discussion, please contact the school. It is going to be a great school year and I am looking forward to seeing all of the students each day. Parents are welcome to visit and I look forward to meeting and getting to know everyone as the year progresses!

Best Regards

Dr. Laura Viban – Director

# School Description and Governance

The American International School of Brazzaville (AISB) is a private, co-educational school offering the International Baccalaureate programmes for students in Pre-kindergarten through grade 10. There are plans to start the IB Diploma programme for students in Grade 11 and 12..

Currently, the school has three divisions. The Early Childhood (EC) program is for children in Pre-Kindergarten 3 and 4. The Elementary School involves students in Kindergarten to grade 5. The Secondary School includes students in Middle School (Grades 6 – 8) and High School (Grades 9-12).

All students study English/Language Arts, Mathematics, Science, Social Studies, French, Information Technology, Art, Music, Drama, Physical Education, and Chinese or Spanish. With the exception of French, Chinese and Spanish classes, all instruction is in English and follows a rigorous curriculum that opens doors to university admission worldwide. In addition, services are offered for students in need of English language support.

The professional teaching staff comes from abroad as well as from the local community. Our teachers hold university degrees, professional teaching qualifications, have prior teaching experience and have undertaken IB teacher professional development workshops. Most school supplies, textbooks, and equipment are imported annually from the United States and Europe.

The school has a Board of Directors with the school Director serving as a non-voting member. The role of the Board is to oversee the long-term well-being of the school, ensure the long-term financial stability of the school and set broad policy in accordance with the school's vision, mission and core beliefs.

In December 2017 AISB became fully accredited by the Middle States Association of Colleges (MSA) in the United States. AISB is also an active member of the Association of International Schools in Africa (AISA).

## Administration, Professional Staff and Support Staff

### Leadership

Director	Dr. Laura Viban	<a href="mailto:director@aisbrazza.org">director@aisbrazza.org</a>
PYP Coordinator	Mr. Charles Olomo	<a href="mailto:colomo@aisbrazza.org">colomo@aisbrazza.org</a>
MYP Coordinator	Mr. Brandon Clemmons	<a href="mailto:bclemmons@aisbrazza.org">bclemmons@aisbrazza.org</a>
Counselor	Ms. Temilyn Tilly	<a href="mailto:counselor@aisbrazza.org">counselor@aisbrazza.org</a>
Division Lead	Ms. Simone Tchagou	<a href="mailto:stchagou@aisbrazza.org">stchagou@aisbrazza.org</a>
World Languages Coordinator	Mr. Alioune Diagne	<a href="mailto:adiagne@aisbrazza.org">adiagne@aisbrazza.org</a>

### Administration

Director	Dr. Laura Viban	<a href="mailto:director@aisbrazza.org">director@aisbrazza.org</a>
Counselor/Admissions	Ms. Temilyn Tilly	<a href="mailto:counselor@aisbrazza.org">counselor@aisbrazza.org</a>
Business Manager	Ms. Regis Zoula	<a href="mailto:bmanager@aisbrazza.org">bmanager@aisbrazza.org</a>
Accountant	Ms. Yvonne Fola	<a href="mailto:yfolaf@aisbrazza.org">yfolaf@aisbrazza.org</a>
School Store & Support Staff Coordinator	Ms. Sonia Essis	<a href="mailto:sessis@aisbrazza.org">sessis@aisbrazza.org</a>
Receptionist	Mr. Ronny Endzandza	<a href="mailto:info@aisbrazza.org">info@aisbrazza.org</a>
Maintenance	Mr. Ben Massamba	<a href="mailto:bmassamba@aisbrazza.org">bmassamba@aisbrazza.org</a>
School Doctor	Dr. Paule-Sarah	<a href="mailto:clinic@aisbrazza.org">clinic@aisbrazza.org</a>
IT	Gracia Boukas	<a href="mailto:gboukas@aisbrazza.org">gboukas@aisbrazza.org</a>
IT	Dr. Pierre Moukala	<a href="mailto:pmoukala@aisbrazza.org">pmoukala@aisbrazza.org</a>

## Professional Staff

### Preschool K3/4

Ms. Perpetua & Ms. Feret

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[jferet@aisbrazza.org](mailto:jferet@aisbrazza.org)

KG

Ms. Gunjan

[gbhagchandani@aisbrazza.org](mailto:gbhagchandani@aisbrazza.org)

### Grade 1 & 2

Ms. Simone Tchagou

[stchagou@aisbrazza.org](mailto:stchagou@aisbrazza.org)

### Grade 3 & 4

Elementary & Secondary Music

Sec. Chinese

Elem. Chinese & school doctor

Sec. /LA-Gr. 6,7,8,9

Sec. LA- Gr. 10,11,12 & Spanish

Elem/Sec. ELL & Drama

Math Gr. 6,7, 8 & Tech

Sec. Science Gr. 10 & PYP Coordinator

Sec. Academic support & MYP Coord

Sec. Science Gr. 6, 7, 8,11

Sec. Science Gr. 9 & ELL assistant

Sec. Social Studies- Gr. 6,7,11, 12

Sec. Social Studies Gr. 6,8, 9&10

Elem Technology

French

French

Sec. Spanish

Physical Education / Activities

Mr. Shawn Sandefur

Mr. Albert Authority

Ms. Exauce Bissangui

Dr. Paule-Sarah M.

Ms. Crystalyn Davis

Mr. Anthonio Ramirez

Ms. Grace Arreneke

Ms. Vania Gulston

Mr. Charles Olomo

Mr. Brandon Clemmons

Mr. Desire Essis

Dr. Rebecca Naigum

Mr. Colin Hauck

Mr. Sean Neary

Mr. Gracia Boukas

Mr. Alioune Diagne

Mr. Delmas Louvoumina

Mr. Hermann Bankouso

Ms. Janet Sandefur

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[jsandefur@aisbrazza.org](mailto:jsandefur@aisbrazza.org)

## Classroom Assistants

Pre-K 3 / K4 & PE Assistant

Kg Assistant & Grade 3

Grade 1& 2 Assistant

ELL Assistant

ELL Assistant

Grade 3 Assistant

Grade 4 Assistant

K-12 PE Assistant

Mr. Basil

Ms. Louisa

Ms. Andrea

Dr. Rebecca

Ms. Gladys Tabe

Ms. Louisa

Ms. Eunice

Mr. Bertrand Mbioko

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## School Day

The

### School Hours:

GRADE LEVEL	Hours M/T/TH/F	After School Activity Hours	<u>Wednesday</u> Release Time
Pre-Kindergarten 3 & 4	07.45 – 12.15	No ASA's offered	Day ends at 12.00
Kindergarten	07.45 – 14.00	No ASA's offered	Day ends at 12.00
Grades 1 – 5	07.45– 15:00	15.15 – 16.15	Day ends at 12.00
Grades 6 – 12	07.45– 15:00	15.15 – 16.15	Day ends at 12.00

## On Time in the Morning

Every minute of class time is important for student learning. Missing even a small portion of a class by arriving late or leaving early from school may have a negative effect on a student's progress. Everything possible needs to be done to have students in school on time and remain all day every day of the school year. The school gate opens at 07.15 at which time students can enter the school compound. Classes begin at 07.45 and all students are expected to be in class at that time.

### **On Time After School**

All students are expected to go home / be picked up directly when school or the extra-curricular activities / programs end. Supervision will be provided after the school day has ended. However, students remaining on campus after 16:15 (for those involved in after-school activities) or 3:15 take staff away from school related responsibilities, so parents will be required to pay 10,000 CFA for every 30 minutes of being late. We ask parents and drivers to ensure students are picked up after school on time. Students are not allowed to remain on campus after school if they are not engaged in an organized supervised ASA.

### **Arrival on the School Compound**

All students should be on the school compound prior to the start of the school day at 7.45. All students/parents who enter the campus before 7.45 will walk through as normal to begin their day. All students/parents who arrive on the campus after 7.45 will be required to sign in with the security team and also go to the front office for a tardy slip before reporting to class. AISB security is increasing the level of scrutiny of all who enter the school compound. Bags will be searched upon entry/exit.

## **Communication**

Communication in a school community is very important. Communication between parents and school staff in support of the students is very welcome. E-mail is the preferred way to contact AISB staff with any questions / concerns. In addition, parents can always contact the school office by telephone if they would like information or to arrange an appointment with anyone at the school.

Office Telephone: +242 06 868 08 04 or +242 05 786 35 39

### **School Calendar**

The school calendar for this year has been included as the last page of this handbook and on the website. Please review this calendar for all the special days and events during the year. Take note of holidays, reports / conference days and special events.

The school has provided an official school calendar (soft copy) to each family that gives an overview of the school's major events for the year. If you have not received this year's calendar, please let us know.

Take special note that **WEDNESDAYS** are early dismissal days. Students will be dismissed at 12:00. **No lunch will be served on these days.** After students have departed, staff will participate in professional development activities.

### **School Newsletter**

The *AISB Times* electronic newsletter is the primary means of sharing information with the AISB community. The newsletter includes articles of interest, as well as relevant school and community information. The AISB Times is published every 4-6 throughout the school year. It is also posted to the AISB website. It is vital, and expected, that parents, teachers, staff, and students thoroughly read each issue of the *AISB Times* to stay informed.

### **School Website**



The school's website ([www.aisbrazza.org](http://www.aisbrazza.org)) provides opportunities for the community and anyone around the world who would like to know about AISB to be well informed.

## **General Information**

### **Telephones and Valuables**

Valuables including cell phones and other electronic devices should not be brought to school unless they are part of the educational program. Theft is a reality and possible at AISB as it is in any school. The first line of defense against theft is the owner of the property. The best way to have valuables safe is to leave them at home. If it is necessary to bring an item of value to school, it should be secured at all times. AISB will not assume responsibility for items lost or stolen.

Students are not allowed to use cell phones or other personal electronic devices during school hours. If students need to call home, they should go to the administration office to place the call. To prevent interruptions, parents are requested to call the administration office, rather than the child's cell phone, if they need to contact their child. Violation (seen or heard) of this policy by students will result in confiscation of the cell phone. Repeated violations will result in the office holding the phone for a progressively longer period of time.

### **Personal Electronic Devices**

Games, MP3 players, etc. are not to be used during the school day. If any electronic device is seen or heard it will be confiscated. Repeated violations will result in the office holding the item for a progressively longer period of time.

### **Lunch and Snack Breaks**

Parents have the opportunity to purchase the school's meal plan. This should be done at the beginning of the school year. Lunch should be brought to school each day by students who are not on the meal plan.

Each class / division has a break in the day when a snack may be consumed. Healthy snacks for students should be provided by parents and carried to school each day. Students are not to share snacks with other students. Please ensure snacks come to school in the morning with the students and are not delivered after the school day begins, as this becomes a disruption.

### **Lockers**

All secondary students will be assigned a locker to use throughout the academic year. Students are expected to use their locker to keep all classroom materials that are not needed for a given class. Students will also be assigned a padlock to keep things secure in their locker. The padlock will have a specific combination. Combinations should not be shared with anyone! Only students, their advisor and the school administration will know the combination. Students are responsible for returning the padlock at the end of the year. If lost or damaged, the student is responsible for paying for a new padlock. The cost is 6000 XAF. The school's administration reserves the right to open and inspect lockers as needed. Any items left outside of lockers may be confiscated or discarded.

### **School Store**

The school operates a small store that stocks uniforms, AISB promotional items, a selection of school supplies and some other items. Students and parents are welcome to purchase items from the store during the times the store is open. Items cannot be purchased on credit ... they must be paid for before a student can leave with them. New items will be added to the available stock periodically.

## **Attendance**

Being present enhances a child's chances for success. Missing school is at times unavoidable due to circumstances such as illness, religious holidays, family emergencies, and school-sponsored trips. However, it is the school's expectation that absences from school be kept to as few as possible, and that students be present and on time for every class every day possible.

## **Excused and Unexcused Absence**

AISB needs confirmation from home when a child misses school or classes. Parents are asked to contact the school when their child is out of school or it is known they will be leaving school before the end of the school day. The school office will contact parents when a student is absent if parents have not contacted the school already. Absences for reasons other than illness or family emergency should be reported in advance. Parents are encouraged not to schedule family trips prior to or extending beyond school holidays, except in cases of emergency.

**Excused absences:** An excused absence results from reasons that are acceptable, such as illness, medical/dental appointments, school-sponsored trips, class field trips, family emergencies, legal appointments, pre-approved family trips, etc. It is in the child's best interest if everything possible is done to minimize these absences. Students will be allowed to make up work missed as a result of an excused absence.

**Unexcused Absences:** An unexcused absence results from reasons that are not permissible or acceptable, such as skipping class, truancy, over-sleeping, shopping, unauthorized trips, leaving school without permission, etc. In addition, absences due to family trips are considered unexcused unless prior approval from the office is obtained. Students with unexcused absences will not be allowed to make up quizzes, tests, presentations, and other assignments missed on the day of an unexcused absence.

Absences due to illness are excused. However, upon a student's return to school, communication from a parent explaining the reason for absence is necessary. Students who become ill at school will obtain a pass from the classroom teacher / office before reporting to the doctor. The doctor keeps a record of all students seeking assistance due to illness or injury. If it is determined that a student needs to go home, or if additional care is indicated, AISB will contact the parents and arrangements will be made for the child to go home. If the student does not go home and returns to class, the doctor will provide a pass for the student to return to class. Before leaving campus, the student must also obtain permission to leave campus for the guards at the gate.

## **School Sponsored Trips / Travel**

School trips and other school-sponsored events are considered an important part of the learning process and are, therefore, not counted toward a student's attendance. However, students participating in a school-sponsored trip or activity are expected to take responsibility for obtaining assignments before departing for an event or trip. Assignments will be recorded on the ***Student Trip Assignment & Grade Check Form***, and must be signed by the student's teachers. Students participating in school trips are expected to follow all school rules and guidelines at all times, and are expected to use the transportation provided / authorized by the school.

Students will not be allowed to participate in school-sponsored activities and trips if they are not in school for the entire day before an event, or if they miss a class without permission on the day of the scheduled trip or event. Likewise, students absent on the day following a major event or trip may not be allowed to participate in such events in the future.

## **Late (tardy) to School and Class**

Tardiness to school, class or any events is disruptive to the students, teachers, event leaders and the audience. Being late can also be detrimental to a child's academic success. Students and parents (in support) are expected to be responsible and remain diligent about students reporting on time.

Tardiness to school is recorded by the office and is reflected on quarterly reports. If students arrive on campus after 07:45, they will be required to sign in at the security entrance after which they are to report directly to the main office for a pass to their first class. They will be recorded as ‘Tardy’ in the school’s student data management system. Once on the campus, if students show up to class late after the day has begun, the classroom teacher will record their lateness in the school’s student data management system. In both cases, chronic lateness to school or class may be referred to school administration for investigation and corrective action.

## **Academics**

### **Textbooks and School Materials**

Textbooks and other school materials provided by the school must be returned at the end of the year in the same condition they were in when the student received them, with pencil marks erased and tears repaired. Books that have been lost or damaged beyond normal wear and tear must be paid for at the current purchase price and shipping cost required to import the same book or materials.

If books are lost or damaged (beyond normal wear and tear), the book must be paid for. A shipping fee is also assessed in order to cover the costs of getting the book(s) to Congo. Fees for lost/damaged books are as follows:

TYPE OF BOOK	COST IN US \$	SHIPPING IN US \$	TOTAL COST *
Textbook – Hardback	75.00	10.00	85.00
Textbook – Paperback	25.00	10.00	35.00
Library Book – Hardback	20.00	10.00	30.00
Library Book Paperback	15.00	10.00	25.00

\* - If needed, the prices for books will be converted to CFA using the official daily exchange rate on the date the payment is being made.

### **Multi-Age Classes**

The Director, in collaboration with school staff, is authorized to establish or divide multi-age groups at any school level. In making such arrangements, the Director will take into account pedagogical considerations, expertise of the teachers involved, physical layout of the classroom, developmental and academic levels of the respective students, availability of resources, and the financial impact on the school. The Director will notify the Board and will communicate with parents prior to implementing a multi-age class.

### **Provisions for Gifted Students**

Due to the size of the school, a separate program for exceptional students professionally identified as gifted is not viable. However, students who have been formally identified as gifted or high achieving shall be provided an enriched curriculum to the greatest extent possible. Classes shall be kept to a size that allows teachers to individualize and differentiate instruction for students with special abilities, talents, and needs. The school will make every reasonable effort to appropriately place students in academic classes according to their developmental and academic levels, and/or to appropriately challenge students by providing enrichment activities, projects, and experiences.

### **Tutoring**

AISB may recommend tutoring for students in need. However, making arrangements for a private tutor is the responsibility of the parents, not the school. The school’s counseling office may maintain a list of

potential tutors, but all scheduling and expenses associated with the employment of tutors are the responsibility of parents. It is important to note that classroom teachers cannot tutor their own students for pay. Most tutoring will be done with outside tutors hired by parents and should take place off the school campus.

## **Homework**

Homework is an important part of a child's school experience that contributes toward building responsibility, self-discipline, and lifelong learning habits. Homework is also a method to monitor student understanding and provide the teacher with information concerning what has been learned and what may need to be re-taught. The time required to complete assignments will vary with each student's study habits, academic skills, and course load. If a child is spending an inordinate amount of time doing homework, parents should contact the child's teachers. The amount and weighting of homework varies by division, content area and teacher. Homework assignments are designed to include:

**Practice exercises** to follow classroom instruction

**Preview assignments** to prepare for subsequent lessons

**Extension assignments** to transfer new skills or concepts to new situations

**Creative activities** to integrate many skills toward the production of a response or product

**Homework is a collaborative effort between teachers, students, and parents.**

## **Planner/Agenda**

At the start of each semester all secondary students should have a planner/agenda to record their classroom assignments. Students are required to have their planner with them for every class each day. Students will record assignment details and due dates. Teachers may sign off on assignments for students who struggle to complete assigned work or who fail to meet deadlines. Parents can ask their child to show them the planner to be more informed of what work is assigned. Teachers and parents can also use the planner to communicate back and forth about a student's work.

If a planner is lost or damaged, students will be required to purchase a new one.

## **Late Work**

Students are expected to turn in completed homework and all graded assignments by the stated due date. Each division / class will have a clear late work policy.

## **Make-Up Work for Absences**

If an assignment is late due to an *excused absence*, the time allowed for students to submit make-up work will be equal to the number of days missed. Example: if a student were absent 3 days from school they would be allowed three days to submit work late for full credit.

Students with *unexcused absences* will not be allowed to make up (for credit) quizzes, tests, presentations, and other assignments missed on the day of an unexcused absence. An unexcused absence will not affect long-term projects, papers, and assignments unless the absence occurs on the day of a test or on the day a major assignment is due. A student will receive a zero for work missed as a result of unexcused absences.

## **Pass / Fail Grading**

MYP English language acquisition students are graded with the same performance expectations. However, teachers may differentiate tasks, task instructions, or other forms of differentiation to enable students to access and understand their courses and tasks.

## **Incomplete Grades**

When work cannot be completed by the end of a term and a grade cannot be determined, an Incomplete or “I” may be temporarily awarded. An “I” may be issued only if non-completion of work is due to reasons beyond the control of the teacher or the student. Unless there are extenuating circumstances, all work must be made up within two weeks of the end of the marking period.

The Director must approve time extensions beyond the two-week window. Work not completed within the two-week period will receive a grade of zero.

## **Promotion of Students**

At each grade level from Pre- Kindergarten 3 through high school, teachers will determine, based on various assessment tools - including but not limited to standardized tests, observations, class work, etc. whether students are academically ready for the next grade level.

## **Retention of Students**

Grades Kg through 5: If the classroom teacher recommends retaining a student (i.e. keeping them in the same grade for the next academic year), the Director will review the case and make a final decision. Extensive review of student work and work habits will be done before retention. The teacher must inform the school counselor of concerns and must be prepared to discuss interventions that have been tried in the classroom to assist the child in the learning process. If English language acquisition is an issue, this needs to be addressed with the ELL instructor followed up with discussions with the counselor. (Students should not be retained if language concerns are the only basis for the decision.) The counselor and classroom teacher (and Director as necessary) must coordinate meetings to inform the parents. Meetings should include the academic concerns, interventions tried, progress made (or lack of progress), maturity, social/emotional issues, behavioral issues, and parent concerns. Meetings to discuss these should begin as soon as possible but no later than the start of the third quarter. A final decision regarding detention should be made a minimum of one month before the school year ends.

Grades 6 through 10: If a student is failing two or more courses, AISB reserves the right to put the student on “academic watch”, retain the student in their present grade for the following year, and/ or not re-enroll the student for the following year.

## **Release of School Records**

AISB reserves the right to withhold student records, including quarterly and semester grade reports, transcripts, transfer records, and other documents, in the event that any monetary or material properties owed the school, including school fees, texts, library books, uniforms, supplemental fees, and other school property, have not been settled.

## **Student Withdrawal**

In the event that students withdraw from AISB before the end of the school year, it is imperative that parents notify the office as soon as possible. Thirty days’ notice is required for request of refunds. At least one week before departure, the student should obtain a Student Withdrawal Form from the office to circulate among teachers for the recording of grades and checkout signatures. Leaving records will be available for pick-up by parents on the student’s last day of school.

## **Withdrawal Refunds**

Refunds for withdrawals are available after written notification 30 days in advance of a student’s last day of attendance, and according to following Policy:

- Students withdrawing prior to 30 calendar days of registered attendance at the beginning of the year, are entitled to refund of 80% of annual tuition.
- Students withdrawing prior to the first day of the 2nd quarter are entitled to a refund of 50% of annual fees.
- Students withdrawing prior to the first day of the 2nd semester are entitled to a refund of 25% of annual fees.
- Students withdrawing prior to the last day of the 3rd quarter are entitled to a refund of 10% of annual fees.
- No refund of fees will be given to students withdrawing after the first day of the 4th quarter.

**In the above-mentioned cases:**

- For purposes of refunds, ‘fees’ refers to tuition and lunch fees.
- No refunds may be obtained for application or capital levy fees.
- No refunds may be obtained in the case of temporary school closure due to evacuation of non-essential personnel by a diplomatic mission or business.

## **End-of-Year Outstanding Accounts**

Report cards, transcripts, and school records will be withheld until all obligations have been settled. Students with a past-due account will not be allowed to sit for final exams and will not be re-enrolled for the next school year until all past due obligations have been settled.

## **Forfeiture Fees**

In the event a student is expelled from the school, no tuition or fees will be refunded.

## **Academic Reports**

Grade reports are issued twice a year at the end of each semester. In addition, teachers prepare progress reports in the middle of each quarter for students they have concerns about. Parents are encouraged to review these reports and discuss progress with their child and to discuss concerns with teachers as necessary. **NOTE:** Students will not receive final grade reports or transcripts until all AISB texts, books, and other resources have been returned in good condition or have been paid for.

## **Measure of Academic Progress (MAP) Testing**

Annually, Measures of Academic Progress (MAP) tests are administered to all students in Grades Kindergarten-and up to assess individual student academic strengths and limitations, identify positive aspects and gaps in the curriculum, and compare AISB student achievement to that of other U.S. and international schools. Results of the MAP assessments are shared with teachers and parents at the end of the year.

## **Parent / Student / Teacher Conferences**

Parent/Student/Teacher conferences are conducted following the end of the first and third quarters. For conferences after 1<sup>st</sup> and 3<sup>rd</sup> quarters, students are required to attend with their parent(s). The teacher may also schedule conferences anytime to share a child’s progress (positive or not), if the child is in danger of failing, or if behavior is interfering with their learning.

A special parent conference may be scheduled with the Student Support Team (SST) for any student who is performing unsatisfactorily (i.e. has experienced a substantial drop in academic performance) or exhibits behavior that interferes with the learning of self or others.

Parents, teachers and the school administration may also request conferences at any time. Parents are encouraged to schedule a conference whenever there are questions or concerns about their child's progress. If a parent would like to schedule a conference with a teacher, an appointment should be scheduled either by contacting the teacher directly or by calling the school office.

**Parents are discouraged from approaching teachers during the school day without an appointment**, as this interruption disrupts the daily schedule and prevents adequate teacher preparation for the discussion.

## **Academic and Other Awards**

AISB gives academic awards to its students in different forms throughout the year. Some of the awards are given to students based on their grade level; some may be awarded based on the division the student is in (elementary, middle or high school); and some may be awarded from subject-specific teachers. Some awards may recognize academic achievement, others may recognize improvement and others may recognize extra-curricular accomplishments.

### **Honor Roll**

The Honor Roll recognizes middle and high school student academic achievement on a quarterly, semester or annual basis. At AISB, the Honor Roll is determined quarterly based on the grades earned in a given quarter in all academic subjects a student takes. Teacher input is incorporated into the Honor Roll based on disciplinary or behavioral concerns a student may exhibit in class, in after school activities, or during breaks/free time on the campus.

**Honors** - Each quarter an academic Honor Roll is determined using grades from all subjects that a student takes in the quarter. The criteria to be on the Honor Roll include:

- The overall MYP average should be on or near a 4. All academic grades must be a 3 or above to qualify.
- Any grade below a 3 disqualifies a student from being on the Honor Roll.
- Behavioral or disciplinary concerns expressed by teachers should be minimal.

**High Honors** - Students receiving 'High Honors' status must earn academic grades resulting in a

- MYP average on or near a 5. M

- All grades must be at or above a 4 to qualify for high honors. Al

- There should be no behavioral or disciplinary concerns expressed by the student's teachers. Th

### **ES 'Student of the Quarter' Awards**

Students can be selected each quarter by the core classroom teacher as a "Student of the Quarter" for a variety of reasons. Some of the following reasons can be used, but are not meant to limit a teacher's reasons for their selection. However, the awards tend to focus on behavior and overall academics.

#### Behavior:

- A student who has consistently demonstrated excellent behavior both in and out of class

- A student who goes above and beyond the norm by making positive contributions to the community.
- A student who displays exemplary positive leadership skills.
- A student who shows a good attitude toward classmates, school staff, and school.
- A student who exhibits good character, hard work and honesty.

#### Academics:

- A student who consistently strives to work to their potential. All assignments are completed on time and are done to the best of the student's ability. All assigned homework, projects, papers, books, binders, and other materials are brought to class on time and when required.
- A student whose academic performance shows they are working to their full potential. This can be seen and recognized by teachers through student grades, learning, effort and willingness to participate in class.
- A student has been contributing to class discussion and motivating others to participate as well.

### **Other Awards**

Some other awards to be decided upon by faculty members (with input from other personnel who know the students) and given out at the end of the year include:

#### **Outstanding Scholar Award** - **one** for **each division** (ES/MS/HS)

The award recognizes the student in each division who consistently demonstrates intrinsic motivation, the highest level of intellectual curiosity, academic discipline and achievement, engagement, and is an advocate for his or her own learning.

#### **Leadership Award** – **one** for the **entire school**

This award is given to the student who “best exemplifies the qualities of leadership throughout the school year, in class and out. The person selected need not be a leader in the formal sense but must demonstrate leadership through word and deed. This person should possess good character and have a positive attitude. He or she need not be an academic standout, but should be a conscientious student”.

#### **Director's Award for Creativity and Critical Thinking** - **one** for **each division** (ES/MS/HS)

Awarded to the student who exhibits most or all of these traits:

- can imagine different solutions to a problem
- seeks out and understands different points of view
- does not accept ideas at face value
- is intellectually curious
- does not give up when solutions are not readily apparent
- challenges self and others in solving problems
- makes use of symbolic expression through language, music, art, dance, or drama
- uses humor in the thinking process
- is not afraid to have an opinion that is different from others

This award is not dependent on age, social adjustment, or academic achievement and, in fact, may go to a student whose grades are not the best.

## **Academic Integrity**



The learning process is dependent upon academic integrity; therefore, students and teachers must work together to create an honest and trusting atmosphere. Students are responsible for exhibiting integrity in all aspects of their studies, including:

- Appropriate test-taking conduct
- Independent completion of daily assignments and written work, including homework
- Acknowledgement of appropriate authorship when using the ideas, words, or concepts of others
- Group work conducted in an appropriate manner, ensuring individual integrity within a collaborative project
- Understanding of expectations, procedures, and processes

Teachers set guidelines as to what is expected regarding classroom procedures or processes, seeking to ensure that students have a clear understanding of what is meant by academic integrity, cheating, and plagiarism. Students are responsible for making sure they fully understand and comply with what is expected as cheating on tests, homework, and other assignments, and plagiarizing the work of another will not be tolerated.

Defined in terms of truthfulness, integrity, ownership, and authenticity, academic honesty may well be best understood in terms of what it is not. Academic integrity is most often violated as manifestations of cheating and plagiarism.

## **Cheating**

Cheating is defined as the practice of dishonesty and deception for the purpose of enhancing one's grade. Cheating includes but is not limited to the following:

- Giving or receiving unauthorized assistance on examinations, tests, homework, projects, or other coursework.
- Using unauthorized materials during a test, quiz, examination, or project, etc.
- Obtaining prior possession of tests, examinations, or assessments for the purpose of using answers for personal gain or to assist others.
- Plagiarizing by using the writings, phrases, works, or ideas from another person without properly crediting the source or by fabricating information and citations.
- Resubmitting the same work for which one has already received credit and/or a grade.
- Copying, modifying, or changing the academic work of others for personal gain.
- Facilitating the academic dishonesty of others by providing other students with answers for tests and homework; revealing test or exam questions; completing homework, projects, or essays for others; and engaging in other related activities.

Cheating is a very serious academic offense and will result in serious consequences. If teachers suspect that a student has cheated, they will verify the suspicion with evidence and inform the Counselor / Director. Generally, a failing grade will be given for cheating on exams / assignments.

## **Plagiarism**

Plagiarism is derived from the Latin word *plagiarius*, and is defined as "the false assumption of authorship: the wrongful act of taking the product of another person's mind, and presenting it as your own" (Lindley, 1952). To plagiarize, as defined in the Merriam-Webster Dictionary, is "to steal and pass off the ideas or words of another as one's own: to use another's production without crediting the source," and may take any of the following forms:

- Using the words, phrases, ideas, or writings of another as your own
- Adopting a fitting phrase, saying, or expression as your own
- Using or paraphrasing someone else's arguments or ideas as your own
- Presenting the ideas and concepts of another person, as though they were your own, for the development of a thesis

To engage in plagiarism is to give the impression that one has written, thought, or created something that was actually borrowed from another person or source, without attributing proper credit and authorship to that person or source. While it is acceptable to use words, thoughts, ideas, and writings created by another person, the use of such must be acknowledged and attributed to the original author or source. Failing to do so is blatant plagiarism.

Determining the intent of plagiarism can be an ambiguous task. If an individual purposefully steals an essay from an Internet source and passes it off as one's own, the intent is clearly plagiarism. But if, as often may be the case, a student is confused or naïve about what constitutes proper and acceptable use and what is not permissible, a fair assessment of the situation may be difficult.

It is the school's intent to focus on the writing process as a means for students to organize thoughts and ideas, and to develop creative and critical expression. If students rely on and use the thoughts and ideas of others, their development of writing skills and expression is hindered, for the content and authorship is not theirs. In short, whether "borrowing" words or paraphrasing ideas, which are not one's own without acknowledging authorship, the result is academic dishonesty.

Teachers hold the responsibility for educating students in the proper use and acknowledgement of sources. Students need to be taught how to assimilate the ideas of others into their own writing and how to correctly cite direct quotations, paraphrased passages, and references. But once students have been given the opportunity to understand the meaning of plagiarism, they must be held responsible and accountable. There are no excuses. To do otherwise is to enable dishonest behavior and feign truthfulness, honesty, and integrity.

What is permissible for students?

- Words, phrases, sentences, and passages may be quoted word for word, provided quotation marks are used, authorship and page numbers are included, and the source is cited in the bibliography or reference page. If you use the exact wording of another person without quotation marks, you are guilty of plagiarism, even if you cite the source in your bibliography.
- It is perfectly acceptable to borrow an idea from another person, provided you summarize it in your own words and cite the author from whom you got the idea.
- You must cite borrowed facts, except with regard to commonplace dates and information, such as the discovery of America by Columbus in 1492. However, when in doubt, it is always best to find and cite a source that substantiates your information.
- Famous quotations, such as Shakespeare's "To thine own self be true," do not need to be documented. You can assume that your teacher and/or reader will recognize the quotation. But again, if in doubt, cite it! Use your own judgment and inquire from your teacher. As you read more scholarly writing, your judgment will become more astute.

Plagiarism is a very serious academic offense and will result in serious consequences. If teachers suspect that a student has plagiarized, they will verify the suspicion with evidence and inform the Counselor / Director. Generally, a failing grade will be given on assignments where plagiarism is confirmed.

## **The Early Childhood (Pre-K) Program**

### **Early Childhood (PreK-3 and PreK-4)**

The Early Childhood Program provides a foundation for all future learning. The environment is child-centered and caring where children learn to feel secure, confident, and enthusiastic about school and learning, regardless of their developmental level. AISB believes that:

- Children learn best in a nurturing environment that promotes individual differences and celebrates cultural diversity as well as encourages respect, trust and responsibility.
- Play is an essential component of an early childhood program and contributes significantly to social, physical, intellectual and emotional development.

- Learning is best achieved through creative exploration and exposure to a wide range of age-appropriate materials and activities with a hands-on approach.
- Children develop ideas and concepts early on and should be offered opportunities that foster connections between new learning and existing ideas.
- Each child should be offered opportunities for continuous and differentiated learning to develop to his/her full potential.
- Instruction should be a balance of teacher-directed and child-initiated activities that allow opportunities for children to use problem-solving strategies to make decisions.
- Instruction should be provided in a combination of individual, small and whole group settings to enhance each child's learning and to provide time and opportunities for children to learn cooperatively and collaboratively.
- The program should provide special opportunities for the development of fine and gross motor skills.
- Special consideration should be given throughout the program to the development of language, communication and thinking skills.
- Positive social interaction should be promoted in order to develop valuable social skills and prepare children for successful group activity participation.

A close partnership with parents is an essential element of the Early Childhood Program. Children with limited or no English skills are welcome in the Early Childhood Program, for the natural ability of children to learn language is capitalized upon through classroom games and activities.

## **The Elementary School Program**

### **Elementary School**

Our elementary school implements the International Baccalaureate Primary Years Programme, known as the PYP.

The PYP is an International Curriculum for students aged 3 - 11 years. It focuses on the development of the whole child, addressing social, physical, emotional and cultural needs. At the same time, it gives children a strong foundation in all the major areas of knowledge: Languages, Mathematics, Science, Social Studies, Visual Arts, Music, Physical Social and Personal Education and Technology . The languages taught at AISB include; English, French, Chinese and Spanish.

The PYP strives to help children develop an international perspective – to become aware of and sensitive to the points of view of people in other parts of the world through explicit teaching of the IB learner profile.

### **IB Learner Profile**

At the heart of the PYP is the IB Learner Profile. The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

- **Inquirers:**  
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- **Knowledgeable:**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

● **Thinkers:** T

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions

● **Communicators:** C

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

● **Principled:** Pr

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

● **Open-minded:** O

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

● **Caring:** C

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

● **Responsible Taker:** Ri

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

● **Balanced:** Ba

We understand the importance of balancing different aspects of our lives —intellectual, physical, and emotional — to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

● **Reflective:** Re

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

In our learning programme, a balance is sought between the acquisition of essential knowledge and skills, development of conceptual understanding, demonstration of positive attitudes and taking responsibility for action. These constitute the five essential elements of the PYP framework and are nurtured in the learners through the exploration of the six transdisciplinary themes listed below:

● **Who we are** – an inquiry into the nature of self; beliefs and values; physical, mental social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human. W

● **Where we are in place and time** – an inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals, from local and global perspectives. W

● **How we express ourselves** – an inquiry into the ways in which we discover and express ideas, feelings, H

culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

● **How the world works** – an inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment

● **How we organize ourselves** – an inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

● **Sharing the planet** – an inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

These transdisciplinary themes are intended to help children make sense of themselves, of other people, and of the physical environment, and to give them different ways of looking at the world. The students explore each theme by engaging with a Unit of Inquiry. In each Unit of Inquiry teachers pose a series of open-ended questions that encourage students to explore all of its aspects and get an opportunity to share their understanding of the unit through their summative assessment presentations and projects. As the students explore the transdisciplinary themes, they develop and enhance their thinking, communication, self management, social and research skills which help them to concretise their understanding across all subject areas.

In the Elementary School (Kindergarten to Grade 5), AISB believes that:

- Learning is a partnership and shared responsibility between home and school.
- Every child learns and is creative, intelligent, and capable.
- Critical thinking skills enable children to be successful learners and reach their fullest potential.
- Organizational skills are essential for students to make a successful transition into middle school.
- It is crucial for each child to develop positive communication skills, the ability to cooperate and resolve conflicts, and enhanced self-esteem.
- An academically challenging, nurturing and positive environment is essential for students to feel secure, confident, and enthusiastic about the school and learning as a life-long process.
- Instruction must be differentiated to accommodate different learning styles and abilities so all students acquire knowledge, skills, and understanding.
- Active participation in community service learning, with a focus on the Six Pillars of Character, serves to help students become caring and compassionate global citizens.

The objectives of the Elementary Program are for children to:

- Develop critical and analytical thinking skills necessary to draw conclusions, make generalizations, and comprehend the world around them.
- Be responsible members of their classroom and school communities, and to be aware of the consequences of their actions in both a personal and academic context.
- Exhibit organizational skills essential for success in a school environment.
- Improve communication skills through writing, critical analysis, peer mediation, acquisition of computer skills, written and oral presentations, and projects.
- Develop and refine problem-solving skills through a variety of contexts including mathematics, science, and discussion.
- Exhibit respect for their peers, their teachers, and themselves both personally and academically.
- Develop self-confidence to try new things and take risks.
- Demonstrate social skills enabling them to be informed, conscientious, and active global citizens in an ever-changing world.

- Exhibit a positive attitude toward school and the pursuit of knowledge through both academic and extracurricular activities.

## **Before and After School Hours**

For safety and protection, AISB students are not allowed to play unsupervised on school grounds. It is the parents' responsibility to ensure students are dropped off in the morning and picked up in the afternoon on time.

Before school, supervision is provided on the playground for children between 07:15 and 07:45. After school, children in Early Childhood and Elementary programs who are not in an organized after-school activity are expected to go home at 15:00. Elementary students who have registered for one of the school's after-school activities should be at the activity location by 15:05. Parents are asked to ensure transportation is provided on time after school and following after-school activities so staff will be able to fulfill school obligations. After school activities end at 16:00 and students should be picked up and taken home at that time.

## **Playground Safety Rules**

At AISB, "in loco parentis" (in the place of the parent) responsibility is taken very seriously. Therefore, to ensure the safety, security, and well-being of all students, the following expectations and guidelines apply at all times, including before and after school hours and on weekends.

- Tagging and chasing games may occur in open spaces only. Students may not run or chase each other in close proximity to any of the buildings or the playground equipment.
- Rough play or "play fighting" on the playground or on any playground equipment is not allowed.
- Students are allowed to use the playground equipment designated for their age group only.
- Throwing sand, gravel, dirt or anything else is not allowed under any circumstances.
- Glass bottles and breakable plastics are not allowed anywhere on the playground.
- All students are to eat snacks in the designated areas before playing.
- Proper shoes must be worn on the playground at all times. "Flip flops", slippers and bare feet are not allowed.
- Slides are intended for coming down (on your bottom), not going up. No stopping/blocking or running up the slide is allowed. One person at a time on a slide.
- Swings: No jumping off the swing; No twisting around or going side-to-side; only sitting on your bottom is allowed when using the swing.
- Rollerblades, shoes with wheels, scooters, and skateboards are not allowed anywhere on campus.

Students in violation of these guidelines will face consequences based on the nature of the incident and the willingness of the students to take responsibility for their conduct. Repeated offenses may result in suspension of playground privileges.

## **Birthdays**

Celebrating birthdays in the elementary school at AISB must be done with parents and teachers working together. The following guidelines are intended to inform and minimize misunderstandings:

- The person organizing the birthday event will make a request with the appropriate teacher at least one week in advance.
- All birthday celebration items are the responsibility of the person organizing the event.
- Any decorating before the event will not be disruptive or intrusive to students or the class. The school programs take priority.
- Any items to be distributed will be sufficient in number so all students receive the item.

- Organizers will ensure that any snacks/drinks will be healthy and that glass containers will not be involved in the celebration at school.
- The person organizing the event is responsible for cleaning up all items after the celebration.
- Candles may be lit on cakes

For birthdays / events organized outside the AISB campus, invitations may only be distributed in class / on campus if every student in the class will receive one.

## **The Secondary School Program**

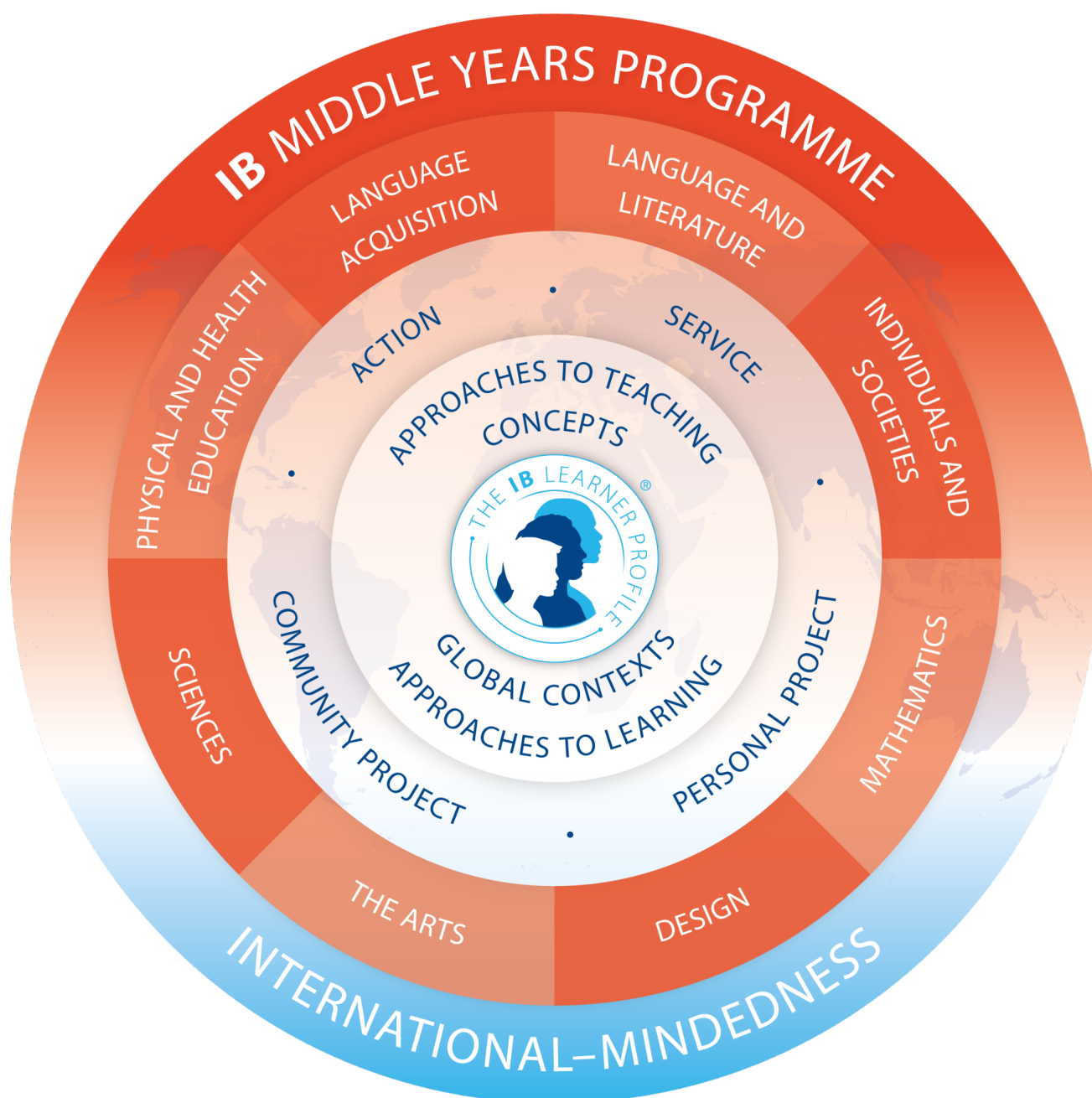
### **Middle / High School**

The MYP programme at AISB is designed to nurture the intellectual, ethical, social/emotional, and physical development of youngsters during their transition from childhood to young adulthood. Students experiencing the rapid growth that occurs in early adolescence flourish in an educational environment that is distinctly different from either the elementary school or high school settings.

In middle school, it is recognized that adolescents are in a unique transition period. This is a time characterized by diverse individual changes. In order to be effective, it is important that AISB's program be responsive to the unique needs of this particular age group. Consequently, the school bases its program on the following beliefs:

- An effective program is balanced between the extension of basic knowledge and skills, and student-centered activities that encourage creative exploration and experimentation.
- Integrating creative thinking, individual expression, community service, and international understanding into the curriculum is essential.
- Student-centered activities should be designed to enhance personal, emotional, academic and social development through participation and cooperation, rather than competition.
- Students need opportunities to explore and confront real-life moral and ethical issues.
- Extensive opportunities should be provided that ensure student success and recognition both in and out of the classroom through differentiated instruction designed to meet the varied needs and learning styles of our students.
- The environment of the school should be encouraging, respectful, challenging, and fun!
- Our students will exit the middle school program as self-actuated young learners who have strong writing and reading skills, learning interests, and critical thinking skills needed to promote future success in a global society.
- A focus on community service and the IB Learner Profile leads the pathway to our students becoming caring and compassionate global citizens.

### **The MYP at AISB**



The International Baccalaureate (IB) Middle Years Programme (MYP) emphasizes intellectual challenge. It encourages students aged 11 to 16 to make practical connections between their studies and the real world, preparing them for success in further study and in life. The MYP aims to develop active learners and internationally minded young people who can empathize with others and pursue lives of purpose and meaning.

The program empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The result is young people who are creative, critical and reflective thinkers. (ibo.org).

Students are the heart of the IB MYP framework. The MYP incorporates grade 6 through 10 and includes eight subject areas. Working from the student center out, IB focuses on the Learner Profile, Approaches to Learning skills, service learning, including the community project completed in eighth grade, and the eight subject areas, all viewed through the lens of international-mindedness.



See how the MYP works [here](#)

## **The Eight MYP Subject Areas**

Language and Literature - English, French

Visual and Performing Arts - Music, Drama

Mathematics

Sciences

Physical Health and Education

Individuals and Societies - Social Studies

Language Acquisition - English, French, Spanish, Mandarin

Design - Digital Design

## **Advisory**

An Advisory Period is scheduled each day for students to meet with their advisors to plan events and hold focused discussions on such topics as study and organization skills, academic integrity, career exploration, communication skills, decision-making, problem-solving, friendship and more. The advisory period is also a time for students to focus on global issues, critical and creative thinking, and community service-learning projects.

## **Middle / High School Grading**

### **MYP Assessment and Grading: Grades 6-10**

The IB philosophy does not promote traditional grading, rather it asks that teachers provide meaningful feedback to students to help them improve their skills and understanding.

Teachers use MYP rubrics to assess student products and performances. These rubrics provide students with information about areas of strength and areas needing development. MYP rubrics are an eight point scale, with a score of eight meaning a student has gone above and beyond performing the assigned task or skill in innovative and novel ways. It is for this reason that eights are a rare occurrence during a students' time in the Middle Years Program.

## CONVENTIONAL GRADING SAYS:



A = 100% - 90%

B = less than 90% - 80%

C = less than 80% - 70%

D = less than 70% - 60%

F = below 60%

## IB MYP SAYS:



Advanced 7-8

Proficient 5-6

Basic 3-4

Limited 1-2

Keep Learning!

## Grading in Grades 11 and 12

During the first week of school, grade 11 and 12 teachers will distribute a course syllabus to students that explains the assessment criteria and measures for each course within the school's established percentage ranges. The grading scale for the High School is as follows:

93-100%	A	Excellent	77-79%	C+	Satisfactory
90-92%	A-		73-76%	C	
87-89%	B+	Commendable	70-72%	C-	
83-86%	B		67-69%	D+	Poor
80-82%	B-		63-66%	D	
			60-62%	D-	
			Below 60%	F	Failing

## Student Support Programs and Services

### The IB Learner Profile

The IB learner profile describes a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them.



# IB learner profile

**The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.**

**As IB learners we strive to be:**

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

**The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.**

In the Elementary School, teachers focus on teaching the “whole” child by nurturing social and emotional development, as well as academic growth. Each quarter, a select group of students are recognized for **Student Support Team (SST)**

The purpose of the Student Support Team (SST) is to identify students who are at risk academically, socially, behaviorally, or emotionally, and to implement appropriate interventions and services for them. Referrals to the SST may be made from a variety of sources, including the elementary and middle school instructional teams, as well as parents, Counselor and Director. The SST also monitors and evaluates students who have been placed on academic or social “watch” and students with chronic attendance problems.

The SST may consist of the following:

1. SST Chairperson – Counselor
2. Director
3. Referring teacher(s) and/or class advisors
4. Other teachers and professionals
5. Parents
6. School doctor

In order for a student to be referred to SST, the following procedure should be followed. If documented classroom interventions and strategies do not prove successful, the referring person will submit a written referral to the SST chairperson (School Counselor) that includes performance levels; current grades; strategies and accommodations tried; and identified needs and goals. The SST will then determine appropriate services to be provided, based on input from teachers, Counselor, Director, parents, and any other relevant persons.

SST Services may include in-school counseling, specific classroom accommodations, tutoring, outside professional services, or an educational and/or psychological evaluation, medical assessment, hearing/vision screening. Outside services, resources and evaluations are at parental expense.

The Director, in collaboration with the SST, and in consultation with the Board reserves the right to terminate enrolment if one or more of the following conditions exist:

- If a student’s learning, behavioral, emotional, social, or other difficulties are interfering with the ability to learn and achieve within the regular program.
- If a student’s learning, behavioral, emotional, social, or other difficulties are interfering with the learning and achievement of other students.
- If parents fail to follow SST recommendations to obtain an evaluation, counseling services, medical assessment, or other support services for their child.
- If a student is deemed to be a danger to self to others.

## **English Language Learning (ELL)**

The primary goal of the ELL program is to accelerate a student’s acquisition of the English Language in order to fully access the curriculum. The program provides support for students from non-English speaking backgrounds who are not proficient in the school’s language of instruction upon admission. The ELL program is generally for students in grades Kindergarten through grade 12 and is intended to be a short-term intervention.

Parents will be informed before admission or when it becomes clear ELL support is necessary.

## **Information Technology**

AISB continues to focus on technology in education. All instructional staff integrate technology into their classroom instruction.

## **Technology Use and Responsibilities**

Regarding the use of information technology, email, and the Internet, it is the responsibility of all users to:

- Recognize, acknowledge, and honor the intellectual property of others.
- Comply with ethical and legal restrictions regarding plagiarism and the use and citation of information resources.
- Limit the use of computers and resources for educationally relevant purposes. The use of computers for personal use unrelated to the mission or function of the school or for private gain is prohibited.
- Maintain the integrity of the school information technology system. Deliberate tampering or experimentation is prohibited, such as modifying and/or copying system folders or control panel files.

All technology resources, including the Internet connection and email, are monitored daily as part of an effort to keep them 100% reliable. The activities of some users may come to the attention of the technology staff if normal parameters are exceeded (See technology/cyber policy for signature).

## **Student Programs and Activities**

AISB believes providing enriching opportunities in its programs and activities to be an essential component of a child's education. Each year the school hopes its experiential opportunities and its after school activity program will continue to expand. Students and parents should watch for announcements and review the *AISB Times* to keep informed about upcoming activities and events. Some activities will be offered by AISB due to the known benefits that may be derived from participation. Others will be determined by student interest and appropriate sponsors/coaches and facilities being available. Students and staff are encouraged to identify activities they would like to have offered at AISB.

### **Houses**

All students and staff will be in the House program. Special days and events will include creative, collaborative and competitive situations for all. Ultimately a House champion will be crowned.

### **After-School Activities (ASA's)**

Within the first couple weeks of school, activities are usually offered for students in elementary and secondary divisions. This year, we will update you on ASAs as the year progresses. Parents and students should read the *AISB Times* for announcements regarding what is happening in the after-school program.

### **AISB Community Center**

The AISB Community Center will open and run periodically throughout the year. The cost and range of recreational, educational and social opportunities for families and community members will be communicated soon after the start of the school year.

## **Student Behavior and Expectations**

The rights, responsibilities, expectations, and consequences herein apply to all AISB students. Individual teachers may devise additional rules within their own classrooms. However, all teachers will follow the overall behavioral guidelines presented here. AISB expectations and guidelines are grounded in three basic rules:

## **Be respectful - Be responsible - Be safe**

### **Respect for People**

AISB is a diverse and multicultural environment. Being sensitive to the diversity within the school community is essential, and this means that verbal, physical, and emotional harm, harassment, or bullying cannot be tolerated. To develop respect for people requires being aware and avoiding intentional harm to others.

**Being aware** – It is essential to exhibit sensitivity and awareness in the school environment. AISB has a diverse makeup of students and staff, and it is the responsibility of all to behave accordingly. Respect for people involves being aware of how one's own words, dress, and actions affect other members of the community.

**Intentional harm** – Positive personal relationships are based on principles of care, respect, and awareness. Any demonstrations of the following are considered violations of these principles and forms of intentional harm:

- Insulting, degrading, or hurting another person through verbal or written words
- Abusing email/internet technology to hurt or insult another
- Making prejudiced comments
- Exhibiting harmful or reckless behavior
- Offering unwelcome sexual advances or other offensive conduct of a sexual nature
- Bullying, harassing, or slandering another person
- Selling illegal substances to any member of the school community

Invoking intentional harm on another individual or group is a serious offense. All incidents will be reported to the Director. If a violation occurs, the incident will be reported to parents and documented in the student's permanent file. Consequences will be based on the nature of the incident and the willingness of the person or persons involved to take responsibility for their conduct.

### **Respect for Personal Property and Property of Others**

It is the school's expectation that AISB should be an environment in which property is respected. Students who violate this trust by taking or damaging property that is not theirs are in violation of school rules. Students are expected to demonstrate respect for personal and school property. Violation includes misuse of personal property, theft and vandalism, misusing equipment, littering, and not following rules governing specific areas of the campus, such as the classrooms, swimming pool, and cafeteria.

**Theft** is defined as the purposeful taking of another person's property without explicitly stated permission. Students are prohibited from taking the property of other students, staff members, or the school.

**Vandalism** is defined as the purposeful damage, marring, or destruction of any property. Students are prohibited from vandalizing the property of other students, staff members, or the school.

Theft and vandalism are serious offenses. All incidents will be reported to the Director. If a violation has occurred, the incident will be reported to parents and documented in the student's permanent file. Consequences will be based on the nature of the incident. Repeated violations may result in expulsion.

### **AISB Bullying Policy**

AISB recognizes that bullying of students has a negative effect on individuals, groups and the educational environment. Students who are bullied, intimidated or fearful of other students may not be able to take full advantage of the educational opportunities. Bullying of a student by others is strictly prohibited on school property and at school-sponsored events occurring on or off campus.

**Bullying** is a verbal, written or physical conduct directed at a student by another student(s) that has the intent and effect of:

- Physically harming a student (e.g., hitting, kicking, spitting, pushing, and invading one's personal space in an aggressive manner).
- Damaging, extorting or taking a student's personal property.
- Placing a student in reasonable fear of physical harm.
- Placing a student in emotional unrest by spreading rumors, manipulating social relationships or environment, engaging in social exclusion, extortion, intimidation, and/or ridicule.
- Cyber-bullying: forms of verbal and psychological bullying may also occur on the Internet through e-mail, instant messaging, or social media sites.
- Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities.
- Creating verbal statements or written remarks that are taunting, malicious, threatening or sexual.

AISB strongly encourages all students and parents/guardians who become aware of any act of bullying to immediately report that conduct. Students may report acts of bullying to teachers, the Counselor, Director or other school employees supervising school-sponsored activities.

**Consequences** for students who are found to have bullied others may include counseling, parent conference, detention, suspension, expulsion, and/or exclusion from school-sponsored activities. Depending upon the severity of a particular situation, the Director may also take appropriate steps to ensure students' safety that may include reporting incidents to law enforcement, if appropriate.

## **Dress and Decorum**

AISB is a diverse multicultural community. Therefore, everyone must be mindful of varying sensibilities. The school is an educational institution in an environment with different belief systems and cultural practices. Thoughtfulness, common sense, and an awareness of school as an educational institution provides us with sufficient guidelines for what is and what is not appropriate and acceptable.

Students are expected to dress appropriately at all times for all school events and occasions on and off campus. This includes dressing neatly, with no ripped clothes, insignia, or statements of questionable and/or inappropriate taste (i.e. symbols of hate, crude gestures, derogatory wording, drug insinuations, alcohol advertisements, etc.). Students are expected to wear proper shoes at all times. Flip-flops, and beach/bathroom sandals are not appropriate footwear. Appropriate clothing includes that which is safe, not considered distracting, revealing, or offensive to members of the AISB community, including students, parents, teachers, and staff members.



**The AISB Uniform**



Please take a look at the AISB models. They are wearing the acceptable uniform for the school. The color of the polo shirt that can be worn is green / grey/white with the AISB logo. The color of trousers, shorts, skirts, is solid black, green or grey.

Trousers, shorts, skirts, etc. should have no stripes, numbers, decorative markings or anything else on them. When purchasing any new clothes please keep this in mind.

The standard PE uniform will be a grey/green PE t-shirt and green,black/grey shorts / sweatpants (see photo above). The green shorts / sweatpants are available for order. Middle and High School students will be responsible for changing into the PE uniform each day they have PE and changing back into their school uniform after PE class is over. Elementary School students are encouraged to wear their PE uniform to school on the days they have PE.

It is recommended parents/students consider uniform needs and make necessary purchases / orders at the AISB office as soon as possible.

Students failing to dress appropriately will be encouraged to ensure they have the proper uniform at all times. Parents will be contacted when uniform infractions occur and the student may be held out of any or all activities for repeated violations.

## **Consequences for Inappropriate Student Behavior**

A variety of consequences may result from inappropriate student behavior. Consequences for less serious offenses include, but are not limited to, the following:

- “Time Out” away from the activity.
- Replacement or refurbishment of property
- Rewriting a paper or exam
- Writing a reflective essay or letter
- Devising a problem-solving plan
- Writing an action plan

Consequences for more serious violations and/or for repeated offenses may include, but are not limited to, the following:

**Lunch Time Detention** - The student spends their lunch period in the office. They are allowed to eat, to study or to read, but not to socialize. If a student misses an assigned lunch detention, additional consequences may be applied.

**After School Detention** - After school detentions are served from 15:05-16:00 with the teacher who issued the detention. After school detentions take precedence over extracurricular activities. Students are required to bring assignments and materials to work on.

**In-school suspension** - Students assigned to in-school suspension lose all class and free time privileges during the school day from 7:45 am to 15:00 pm. The day(s) is spent in the Counselor’s office, library or other designated area, and students are required to obtain assignments and materials needed before reporting to in-school suspension.

**Out-of-school suspension** - Students lose the right to attend school for a specified period of time. The student stays with the Counselor, is required to attend class virtually and completes assignments provided by teachers. The Director, according to the severity of the incident, will determine the length of suspension.

**Social Watch** - Social Watch may result when a student seriously breeches AISB’s behavioral expectations and guidelines, or deliberately / consistently interferes with the learning of others. Social probation serves as a reminder for students and parents that the school is concerned about poor behavioral decisions made by students. A social watch contract will be drafted by the Director, and will be signed by the student and parents. The contract may include, but is not limited to, the following:

- Loss of privileges during break and/or lunch



- Loss of participation in extracurricular activities, events, trips, etc.
- Regularly scheduled meetings with the Director
- Mandatory in-school counseling or counseling outside of school
- In-school suspension
- Keeping a behavioral journal

Additional or repeated infractions may necessitate rewriting conditions of a social watch contract. The length of the probationary period will vary, depending on the student, the nature of the offense, and the progress made.

**Expulsion** - Expulsion is considered only after other interventions have proven unsuccessful, or when school policies have been seriously violated. Expulsion will only take place after consultation with the Board. An expulsion is recorded on the student's permanent record.

## **Health, Safety and Emergencies**

### **AISB Medical Office**

The school employs a qualified medical professional to attend to minor injuries and illnesses, review medical files of new students, and ensure that students have had required immunizations. The medical professional also provides basic initial care and treatment of minor accidents or injuries.

Medical emergencies requiring more in-depth services are referred by the school's medical professional to local health professionals and/or facilities after consulting with parents. The AISB medical professional is not meant to take the place of the family doctor and does not write prescriptions or request lab tests.

Students who become ill at home should not be sent to school. The parents of children who need to take medications during school hours must bring the medication to the medical office along with written instructions concerning administration.

AISB will not administer any medication (over the counter / prescribed) without parent permission.

### **Required Immunizations**

AISB students are required to have the following immunizations, which are considered standard:

- DTAP (for diphtheria, tetanus and pertussis)
- MMR (for measles, mumps, and rubella)
- Polio
- Hepatitis A
- Hepatitis B
- Typhoid
- Meningo A&C or Meningo ACWY (for meningitis)
- Varicella (chicken pox)
- Yellow Fever
- HIB
- Annual tuberculosis screening is strongly recommended (except for those who had a BCG shot)

### **Keeping A Child at Home**

Parents are asked to keep a close eye on their children and when necessary, keep them at home. **What to look for:**

- Cold or flu signs: body aches, headaches, sore / inflamed throat, etc.
- Fever
- Severe coughing

- Loss of fluids: vomiting, diarrhea, excessive sweating, etc.
- Any indication of lice
- Rashes on the body
- Eyes that are crusting or have discharge

Students who show any of these signs will be sent home. When a child is kept out of school, parents should contact the school office and provide information why the student is not in school and if the absence will be prolonged. It is important that the school (office and teachers) is kept informed regarding student absences. When students return to school following illness / injury, instructions should be provided so staff know how best to support the child.

## **Serious Accidents**

Any accidents involving injury that occur on campus, or during off-campus school events or trips, will be reported by the Director to the parents of the child involved and to the Board. The decision concerning the action to be taken in case of accident will be made by the Director or staff member reporting the accident. An Accident Report Form will be filled out by the medical professional, Director, or staff member involved, and will be filed in the office.

The AISB Emergency Procedures Manual addresses in-depth procedures for emergencies occurring on campus and/or during off-campus events and school trips. Due to the lack of reliable local ambulance services, school vehicles may be utilized to transport injured persons for emergency treatment based on the situation.

## **Swimming Pool Regulations**

Appropriate swimsuits must be worn at all times to avoid offending others. Nude or semi-nude bathing is not allowed. Changing facilities, showers, and restrooms are available.

If a lifeguard is not on duty, it is strictly forbidden to enter the pool or pool area. It is required that all students, parents, staff, and community members adhere to the following rules and guidelines:

- All individuals must take a shower before entering the pool.
- Children younger than 12 years must be accompanied at all times by their parent or designated adult (18+ years old).
- Guests must be accompanied by their hosts.
- Appropriate behavior and language is expected at all times.
- Persons with a skin or other infection should not be in the water.
- Glass containers/breakable plastics are not allowed in the pool area.
- Pets are not allowed in the pool area.
- Chewing gum is not allowed in the pool area.
- Diving in shallow water is not allowed.

## **Procedures for Parents Away from Brazzaville**

When both parents are out of town without their child, responsibility must be delegated not only to household staff, but also to an adult member of the parents' employer or to a family friend. The delegated person responsible for the child should have instructions about what to do in case of illness or other emergency, and should also have access to the child's passport.

Before going out of town, it is imperative that parents ensure the following information has been submitted to the school office:

- Destination
- Contact address and phone numbers
- Name and contact information of the person in Brazzaville who is responsible for the child in parental absence.

- Other information as requested by AISB

Failure to follow these procedures may result in AISB requiring the student/s to withdraw from school until appropriate guardianship is confirmed.

## **Designated Drivers and/or Pick-up**

Parents must inform the school concerning who is authorized to pick up their children from school. Students will not be released from school during the school day without parent permission. Parents / drivers who come to school to pick up a child during the school day must come to the office. The child and the teacher will be informed by school staff and the child will be brought from the classroom to the office.

Parents must also inform the school immediately of any dismissal of an employee who was previously authorized to collect children from school.

Students will NOT be allowed to ride home with anyone other than their designated drivers unless express permission has been granted by the parents BEFORE the end of the day.

## **School Visitors and Student Guests**

For the safety and security of AISB staff and students, anyone entering the AISB campus who is not a staff member must sign in at the security gate where they will receive a visitor's badge. Visitors are expected to abide by all school guidelines, rules, and procedures.

Visitors/Guests are subject to AISB security checks. Their ID may be requested and held. Their bags are subject to search. Metal detectors can/will be used and bags may be kept at the security area until the visitor/guest departs.

## **Insurance and Limit of Liability**

Though all children are constantly supervised, accidents may happen for which the school carries insurance. For injuries that take place at school during school hours, parents will be given an insurance claim form to complete. Please be sure to keep all necessary receipts for reimbursement by the insurance company.

Families should have insurance through their employer or agency, and may have personally purchased insurance for severe injuries. Family insurance information must be provided to the school office as indicated on the enrollment application forms.

When parents are present on the school campus outside of school hours, they are expected to supervise their own children. The American International School of Brazzaville is not responsible for accidents that occur on campus during non-school hours.

## **Emergency Channels of Communication**

Effective planning and response in cases of an emergency require coordination and participation of school staff, students, parents/guardians, community organizations, and other groups and individuals. To the best of the ability of the school staff, parents will be notified of any situations that may present safety hazards to students. Therefore, it is required that parents continually update emergency contact numbers so the school can reach them at home and at work. The school will not assume responsibility for lack of communication if accurate contact information has not been provided including a valid and reliable telephone number.

Conflicting information has the potential to increase the danger in any situation. Parents are asked to communicate with the school office at all times rather than communicating directly with their child. In addition, parents are asked to ensure drivers are not contacting students directly. Students will be held accountable for following the school's cell phone policy.

Students will not be released from school without notification from parents. However, in the case of an immediate emergency, the school may act on behalf of and in the best interest of the student and move students to a safer location. The school maintains the following mechanisms to notify parents quickly and efficiently in cases of emergency:

**Telephone:** It is imperative that all parents provide the school with valid and reliable telephone numbers.

**Email:** It is imperative that all parents provide the school with a valid and reliable email address.

**Text Messaging:** In addition to email, the school sends instant text messages for communicating general information as well as in the event of an emergency. Parents are required to provide the school with a valid cell phone number for this purpose.

## **Emergency Procedures**

AISB will maintain a detailed and current Emergency Procedures Manual, outlining the steps to be taken in the event of various emergencies. The manual will be available (following review and modifications) for viewing by interested parents.

## **Child Protection Policy**

Child abuse and neglect are concerns throughout the world. Child abuse and neglect are violations of a child's human rights and are obstacles to the child's education as well as to their physical, emotional, and spiritual development. The American International School of Brazzaville (AISB) endorses the UN Convention on the Rights of the Child, of which our host country, Republic of Congo, is a signatory.

Schools fill a special institutional role in society as protectors of children. Schools need to ensure that all children in their care are afforded a safe and secure environment in which to grow and develop, both at school and away. Educators, having the opportunity to observe and interact with children over time, are in a unique position to identify children who are in need of help and protection. As such, educators have a professional and ethical obligation to identify children who are in need of help and protection, and to take steps to insure that the child and family avail themselves of the services needed to remedy any situation that constitutes child abuse or neglect.

All staff employed at AISB must report suspected incidents of child abuse or neglect whenever the staff member has reasonable cause to believe that a child has suffered, or is at significant risk of suffering abuse or neglect. Reporting and follow up of all suspected incidents of child abuse or neglect will proceed in accordance with administrative regulations respective to this policy. Furthermore, cases of suspected child abuse or neglect may be reported to the appropriate employer, to the respective consulate in Brazzaville, to the appropriate child protection agency in the home country, and/or to local authorities.

AISB seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives. As such, AISB will distribute this policy annually to all parents and applicants, will communicate this policy annually to students, will provide training for all staff, will make every effort to implement hiring practices to insure the safety of children, and will review the policy annually for compliance and effectiveness.

In the case of a staff member reported as an alleged offender, AISB will conduct a full investigation following a carefully designed course of due process, keeping the safety of the child at the highest priority.

## Opportunities for Parent Participation

The most important way parents can participate is by working closely with their child, encouraging and supporting their education. In addition, AISB continues to explore ways for parents to be active participants as the school continues to progress. Suggestions for improvement are welcome and will be given every consideration. Following are some ways parents may be able to increase their participation.

### PTA

Last year, AISB parents formed the first Parent-Teacher Association (PTA). Everyone is encouraged to be part of this very important body to find ways to improve on the school's services for purposes of student achievement.

### Accreditation

AISB is fully accredited from pre-K-12 by the Middle States Association (MSA) of school and colleges until 2024. The mid-term report will be due this Fall. Parents can inquire in the office as to how they can contribute to the re-accreditation process when the time comes.

### Special Events

There are special events AISB conducts annually. Congo Week, Halloween, Holiday Show, International Day, Talent Show and End of Year Showcase are a few of these events with opportunities for interested parent participation. More information will be provided in the *AISB Times* and from individual classroom teachers.

### Classroom Support

Volunteering to help out in a child's class is possible. If interested, contact individual teachers to see what support they may need from parents.

### Director's Forum

At different times of the year, parents will be invited to meet with the Director to learn about happenings at AISB and share thoughts and ideas. Check the school calendar and the *AISB Times* for days and times for this opportunity to learn and contribute to AISB.

## Acknowledgement and Permission Form

The Acknowledgement and Permission Form is a document that parents / students need to sign acknowledging they have reviewed the AISB Parent and Student Handbook. In addition, parents will grant permission (or not) for their child's image to be used for AISB publications and programs. Parents are asked to review the handbook and return the completed Acknowledgement and Permission Form by the end of the first week of school. Parents who have any questions / concerns are invited to contact the school at any time.

**Parents** –A copy of the Parent/Student Handbook and the form will be provided the first day of school. Parents should ask their child for the handbook and the form so that they can go through the handbook with their child before signing and returning the form.



## American International School of Brazzaville

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### 2022-2023 Acknowledge and Permission Form

The Parent and Student Handbook is a publication to help parents and students understand the processes, procedures, rules and guidelines at AISB. Please read the document and familiarize yourselves with the contents. This document will be most effective if parents and students review it together. Please sign below (**Part I**) acknowledging that you have read the handbook and agree to follow policies, procedures and rules outlined within.

The second part (**Part II**) of this form is for parents to give AISB permission to use their child's image in school publications / promotions (yearbook, website, newsletters, recruiting video and other school community publications).

The signed form should be returned to the homeroom / first period teacher  
**by Friday, August 27.**

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

#### Part I: Parent and Student Handbook

*"We, the undersigned, do hereby acknowledge that we have read the 2020-2021 AISB Parent and Student Handbook, and that we understand and are aware of all programs, policies, procedures, rules, regulations, guidelines, and consequences. We agree to follow the policies, procedures, and rules outlined in this handbook."*

#### To Be Signed by Parents and Students

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

#### Part II: Image Permission

*"I hereby give the American International School of Brazzaville (AISB) permission to use my child's image in AISB publications / promotions (yearbook, website, bi-weekly newsletter, recruiting video, and other school / community publications). I understand that images will be used only for school-related*

*purposes. I understand that I will not be compensated for the use of my child's image. I reserve the right to request that any image of my child be removed from any publication / promotion at any time."*

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Part 111: 2022-2023 Acknowledgement & Permission Form**

### **AISB Technology Strategy & Acceptable Policy**

The school employs a number of strategies in order to maximize learning opportunities and reduce risks associated with the Internet. These strategies are as follows:

#### **General**

- Internet sessions will always be supervised by a teacher.
- Filtering software and/or equivalent systems will be used in order to minimize the risk of exposure to inappropriate material.
- The school will regularly monitor students' Internet usage.
- Students and teachers will be provided with training in the area of Internet safety.
- Uploading and downloading of non-approved software will not be permitted.
- Virus protection software will be used and updated on a regular basis.
- The use of personal floppy disks, memory sticks, CD-ROMs, or other digital storage media in school requires a teacher's permission.
- Students will treat others with respect at all times and will not undertake any actions that may bring the school into disrepute.

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#### **World Wide Web**

- Students will not intentionally visit Internet sites that contain obscene, illegal, hateful or otherwise objectionable materials.
- Students will report accidental accessing of inappropriate materials in accordance with school procedures.
- Students will use the Internet for educational purposes only.
- Students will not copy information into assignments and fail to acknowledge the source (plagiarism and copyright infringement).
- Students will never disclose or publicize personal information.
- Downloading by students of materials or images not relevant to their studies is in direct breach of the school's acceptable use policy.
- Students will be aware that any usage, including distributing or receiving information, school-related or personal, may be monitored for unusual activity, security and/or network management reasons.

#### **Email**

- Students will use approved class email accounts under supervision by or permission from a teacher.
- Students will not send or receive any material that is illegal, obscene, defamatory or that is intended to annoy or intimidate another person.
- Students will not reveal their own or other people's personal details, such as addresses or telephone numbers or pictures.
- Students will never arrange a face-to-face meeting with someone they only know through emails or the internet.

- Students will note that sending and receiving email attachments is subject to permission from their teacher.

## **Internet Chat**

- Students will only have access to chat rooms, discussion forums, messaging or other electronic communication fora that have been approved by the school.
- Chat rooms, discussion forums and other electronic communication forums will only be used for educational purposes and will always be supervised.
- Usernames will be used to avoid disclosure of identity.
- Face-to-face meetings with someone organized via Internet chat will be forbidden.

## **School Website**

- Students will be given the opportunity to publish projects, artwork or school work on the World Wide Web in accordance with clear policies and approval processes regarding the content that can be loaded to the school's website
- The website will be regularly checked to ensure that there is no content that compromises the safety of students or staff.
- Websites using facilities such as guestbooks, notice boards or weblogs will be checked frequently to ensure that they do not contain personal details?
- The publication of student work will be coordinated by a teacher.
- Students' work will appear in an educational context on Web pages with a copyright notice prohibiting the copying of such work without express written permission.
- The school will endeavor to use digital photographs, audio or video clips of focusing on group activities. Content focusing on individual students will not be published on the school website without parental permission. Photographs, audio and video clips will focus on group activities. Video clips may be password protected.
- Personal student information including home address and contact details will be omitted from school web pages.
- The school website will avoid publishing the first name and last name of individuals in a photograph.
- The school will ensure that the image files are appropriately named – will not use students' names in image file names or ALT tags if published on the web.
- Students will continue to own the copyright on any work published.

## **Personal Devices**

Students using their own technology in school, such as leaving a mobile phone turned on or using it in class, sending nuisance text messages, or the unauthorized taking of images with a mobile phone camera, still or moving is in direct breach of the school's acceptable use policy.

## **Support Structures**

The school will inform students and parents of key support structures and organizations that deal with illegal material or harmful use of the Internet.

## **Sanctions**

Misuse of the Internet may result in disciplinary action, including written warnings, withdrawal of access privileges and, in extreme cases, suspension or expulsion. The school also reserves the right to report any illegal activities to the appropriate authorities.



# Technology Acknowledgement & Permission Form

Please review the attached school Internet Acceptable Use Policy, sign and return this permission form to the office by **Friday November 18, 2022**.

School Name \_\_\_\_\_

**Name of Student:** \_\_\_\_\_ **Class/Year:** \_\_\_\_\_

## Student

I agree to follow the school's Acceptable Use Policy on the use of the Internet. I will use the Internet in a responsible way and obey all the rules explained to me by the school.

**Student's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Parent/Guardian

As the parent or legal guardian of the above student, I have read the Acceptable Use Policy and grant permission for my son or daughter or the child in my care to access the Internet. I understand that Internet access is intended for educational purposes. I also understand that every reasonable precaution has been taken by the school to provide for online safety but the school cannot be held responsible if students access unsuitable websites.

**I accept the above paragraph** ☐ **I do not accept the above paragraph** ☐ *(Please tick as appropriate)*

In relation to the school website, I accept that, if the school considers it appropriate, my child's school work may be chosen for inclusion on the website. I understand and accept the terms of the Acceptable Use Policy relating to publishing students' work on the school website.

**I accept the above paragraph** ☐ **I do not accept the above paragraph** ☐ *(Please tick as appropriate)*

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Telephone:** \_\_\_\_\_