



AISC 2024-2025 Family Handbook

Updated August 2024

Table of Contents

DIRECTOR'S MESSAGE	3
SCHOOL OVERVIEW	4
TUITION FEE POLICIES	6
GUIDING STATEMENTS	10
ACADEMIC CALENDAR	13
SCHOOLWIDE POLICIES	14
ACCEPTABLE USE OF COMPUTERS AND NETWORKS POLICY	14
ATTENDANCE POLICY	20
BEAT BULLYING POLICY	22
CAFETERIA	23
CALENDAR GUIDELINES	24
SAFEGUARDING AND CHILD PROTECTION POLICY	24
CLASS SPLITS	26
COURSE DESCRIPTIONS AND CURRICULUM OVERVIEWS	27
CONSTRUCTIVE COMMUNICATION POLICY	28
EMERGENCY DRILLS	31
ELECTRONIC DEVICES AND EQUIPMENT USE POLICY	31
ENGLISH LANGUAGE LEARNING (ELL) PROGRAM	32
FIELD TRIPS	32
FOOD ALLERGY POLICY	33
GRADING POLICIES	34
HEALTH SERVICES	34
HEALTHY FOOD POLICY	36
HOME/SCHOOL COMMUNICATION	36
LATE BUSES, AFTER SCHOOL	38
LEARNING SUPPORT SERVICES	38
LIBRARY	40
PARENTAL SUPERVISION AND GUARDIANSHIP	40
PRIVATE MUSIC LESSONS	41
REPORT CARDS	41
SCHOOL CLOSINGS	41
SCHOOL HOURS	41
SCHOOL SUPPLIES	41
SERVICE LEARNING	42
STANDARDIZED TESTING	42
STUDENT AGENDAS	42
STUDENT RECORDS	43
STUDENT REVIEW AND WELFARE	43
STUDENT AND PARENT VISITORS TO AISC	43
TEXTBOOKS	43
UNIFORM	43
ELEMENTARY (PRE-PRIMARY AND PRIMARY) POLICIES	48
AFTER SCHOOL ACTIVITIES – GRADES 1-5	48
ARTICLES BROUGHT TO SCHOOL	48
ASSESSMENT	48
CLASS BIRTHDAYS/NAME DAYS	49
ELEMENTARY FIELD TRIPS	49
HOMEWORK	49
LIBRARY TIME	50
LUNCH AND SNACKS	50
PARENT REQUESTS – CHANGES IN ROUTINES	50

SCHOOL HOURS	50
STANDARD OF CONDUCT FOR ELEMENTARY.....	51
STUDENT COUNCIL - ELEMENTARY.....	52
UNIFORM	53
MIDDLE AND HIGH SCHOOL (SECONDARY) POLICIES	53
ACADEMIC INTEGRITY POLICY FOR GRADES 6-12 & IB	53
ACADEMIC SUPPORT, GRADES 6-12	53
AFTER-SCHOOL ACTIVITIES PROGRAM.....	54
CLASS RANK/VALEDICTORIAN/SALUTATORIAN.....	54
CREDIT POLICY, GRADES 6-12	55
DIPLOMAS	55
GRADING SYSTEM	57
GUIDANCE AND COUNSELLING SERVICES.....	59
HIGH SCHOOL CLASS CHANGES/DROPS AND ADDS.....	61
HIGH SCHOOL EXAMS AND GRADE 8 EXAMS	61
HIGH SCHOOL EXAM STUDY/REVIEW DAYS + GRADE 8.....	62
INTERNATIONAL BACCALAUREATE PROGRAM.....	63
NATIONAL HONOR SOCIETY (NHS)	63
PREDICTED GRADES	64
PRE-REGISTRATION AND SCHEDULING	65
QUARTERS AND SEMESTERS	65
SCHOOL DANCES/PROM.....	67
SENIOR FEES	68
SENIOR SIGN-OUT POLICY	68
STANDARD OF CONDUCT FOR MIDDLE & HIGH SCHOOL STUDENTS	70
STUDENT COUNCIL	74
STUDENT DRIVERS.....	75
STUDENT LOCKERS	75
TOBACCO, DRUGS, ALCOHOL	76
TRANSCRIPTS, CREDITS, AND WEIGHTS	79
WEAPONS POLICY	79
WITHDRAWAL FROM SCHOOL.....	79

Director's Message

Welcome to the American International School in Cyprus

I am pleased to welcome you to AISC. It is an honor for me to serve as the School Director. I look forward to working with our faculty and students to enhance the school's mission and vision and to deliver an exemplary program characterized by its holistic approach and inspirational nature. Further, I assure you that we remain committed to building a learning community where care and respect for one another is of paramount importance. We welcome all parents as partners in the educational process.

Personally, I consider myself fortunate to have worked in the educational sector for many years. I view my occupation more in the realm of vocation than profession. Working with the many fine children who come through a school daily is a privilege, and with it comes great responsibility and joy. I am eager to embrace this challenge at AISC.

I invite you to spend time reading the Family Handbook to learn more about our school. Please also stay connected throughout the year to the various communication channels we use for updates regarding school and program developments.

Together, let's make it a great school year! Thank you for your kind consideration.

Regards,

John Jalsevac

We strive towards establishing a true
partnership between home and school.

School Overview

The goals of the American International School in Cyprus (AISC) are summarized in its vision and mission:

Our vision is to be a global community that **accepts and respects** everyone and provides an **outstanding, progressive KG-12 education** through **high-quality teaching and learning**.

The mission of the American International School in Cyprus is to develop lifelong learners empowered to achieve **educational excellence**, nurture **personal well-being**, and become responsible **global citizens** who positively impact the world.

AISC has been educating students since 1987. Known for excellence in teaching and a rich extracurricular program, AISC serves students from more than 50 countries. An ESOL Education school, AISC is a part of a network of exceptional international schools around the world in locations such as Abu Dhabi, Bahrain, Dubai, Cairo, Hong Kong, Nicosia and Lebanon.

AISC is located at 11 Kassos Street, 1686 Nicosia, Cyprus. We can be reached by

- Phone: 22 316 345
- Fax: 22 316 549
- Email: aisc@aisc.ac.cy

The legal entity that operates AISC is A.I.S.C. Schools Limited. The legal person in charge of the school is the Director, Mr. John Jalsevac. The Director's Office is located on-site.

The main building, erected in 1948, previously served as a hospital and then a hotel. Additional classrooms, offices, and bathrooms detached from the main building bring the total indoor space to 5000 square meters, on a campus of 9700 square meters. Facilities include classrooms, labs, theater, library, cafeteria, swimming pool, and athletic areas.

AISC is a private school approved and licensed by the Ministry of Education, Culture, Sport, and Youth (MOECSY) in Cyprus under the Private Schools Law of 2019 according to 3 divisions:

Division	Grades	School Type	Language
Pre-Primary	KG3/4/5	Different	English
Primary	1-5	Different	English
Secondary	6-12	Similar	English

School types are defined by the MOECSY as follows:

- Private Schools of the **same** type are those schools which strictly follow the existing curriculum of Public Schools.
- Private Schools of a **similar** type are those schools in which 2/3 of the major subjects follow those in the Public Schools as to content and duration.
- Private Schools of a **different** type are those schools which do not belong to any of the above-mentioned categories.

Our Pre-Primary and Primary divisions are categorized as different by the MOECSY because they follow the United States Common Core Curriculum and instructed in English except for Greek language classes.

Our Secondary division is categorized as similar because at least 2/3 of the major subjects are similar to the public schools and graduates are awarded the Cypriot high school leaving certificate (Apolytirion) in addition to an American Diploma. Students may also pursue a third International Baccalaureate (IB) Diploma.

Transcripts and certificates of completion are provided at every division level as required.

Further information regarding national regulation of private schools can be found at http://www.moec.gov.cy/en/private_education.html

In addition to being licensed and approved by the MOECSY, the school is also accreditation by the Middle States Association of Colleges and Schools (USA) and Council of International School (CIS). Furthermore, the school is authorized by the International Baccalaureate (IB) to provide the Diploma Program.

AISC serves students from ages 3 to 18 from grades KG3/4/5 to grade 12. The school is projected to serve about 425 students in 2023-2024.

AISC has a vast international community serving Embassies and Consulates, as well as multinational companies and private, international, and local host country citizens. Over 40 nationalities are represented, with the top five being Israel, Cyprus, USA, Russia, and Lebanon.

AISC is an inclusive school that offers services to students with mild-learning difficulties, mild attention deficit disorders (ADD, ADHD) and students who require re-teaching to grasp concepts and skills. Services provided are identified in an Individual Educational Plan (IEP) based on a psycho-educational evaluation. These services are paid by families according to the fee schedule detailed later in this this handbook.

Tuition Fee Policies

Tuition fees are the primary source of income for the school and are set each year by the Board. They are administered in compliance with requirements of the Private Schools Law of 2019.

Fee Agreement

All new students who are admitted to AISC, as well as existing students moving from one educational level to another such as pre-primary to primary (KG5 to Grade 1) or primary to secondary education (Grade 5 to Grade 6) will be requested to sign a Student Fee Agreement. The fee agreement is the agreement which will govern the fees applicable for the whole period of the student's tuition at the School.

Fee Schedule

The fee schedule for the 2024-2025 school year only is as follows:

Entry Fees (One-Time Only)	Euros
Application Fee	250
Registration Fee (once accepted and seat is available)	500
Capital Levy Fee (<i>Grade 2-12: This fee is waived for students entering KG3, KG4, KG5 and Grade 1 until they reach Grade 2</i>)	1500

Tuition Fees (Annual)	Euros
Technology Fee (KG3 – Grade 12)	250
Development Fee (KG3 – Grade 12)	1400
KG3/KG4 (Pre-primary)	5700
KG5 (Pre-primary)	6700
Grade 1-5 (Elementary School)	9250
Grade 6-8 (Middle School)	10150
Grade 9-10 (High School)	12250
Grade 11-12 (High School)	14250

Additional Tuition Fees for Support Services (Annual as Applicable)	
English Language Support (1 period per week)	600
Learning Center Support (1 period per week)	600
Accommodation Checklist Services	600

Fee Types

A description of each type of fee is as follows:

- **Application Fee:** The non-refundable Application Fee is paid by new students at the time they submit their application form on the online system. Applications will only be processed after submission of all required documents and payment of this fee.
- **Registration Fee:** The Registration Fee confirms the student's entry into AISC and is paid upon a student's acceptance to the school to reserve his or her place. The one-time registration fee is non-refundable or non-transferrable for any reason.
- **Capital Levy Fee:** A one-off payment made at the beginning of the student's enrollment at the School, over and above any tuition fees charged. This is a non-refundable fee, and it is used for the capital improvement of the school during the student's tuition period. This fee is waived for students entering KG3, KG4, KG5 and Grade 1 until they reach Grade 2.
- **Tuition Fees:** For classroom instruction and supervision, as well as books, laboratory materials, transcripts, college/university guidance and placement. In addition, tuition fees cover counseling services, standardized testing, afternoon activities and tutorials.
- **Development Fee:** For new enhancements that help develop our school. This could include new educational/academic programs, salary increases, facilities enhancements, and other projects the school develops.
- **Technology Fee:** For the provision of new and upgraded technology for the school.
- **Support Services Fees:** For students who are receiving support services depending on their individual needs, including:
 - *English Language Support* for students who are new English language learners and/or are still acquiring the English language.
 - *Learning Center Support* for students with Individual Education Plans which indicate specific interventions recommended by a psychoeducational evaluation.
 - *Accommodations Checklist* for students who need specific learning accommodations implement in their classes based on interventions recommended by a psychoeducational evaluation.
- **Bus Fees:** For optional door-to-door bus transportation, either one-way or round-trip.

Re-Enrollment Fee

Re-Enrollment Fee is necessary to allow the smooth operation of the School and it must be paid at the prescribed date and/or deadline to secure a place for the next academic year at the School. The amount paid constitutes part of the next academic year's fees.

The payment of the Re-Enrollment Fee for the next academic year will be accepted by the School only after all outstanding fees and/or administration charges in relation to all the academic years preceding the academic year which the payable prepayment fee concerns have been settled.

The Re-Enrollment Fee is non-refundable or non-transferrable for any reason.

An existing student will not be guaranteed a place with the School for the next academic year if either any fees of the previous academic year, including the Re-Enrollment Fee for the next year, are not settled by the prescribed date and/or deadline to secure a place for the next academic year.

Payment Dates

The following are the indicative payment dates for tuition fees:

- For every new/returning student (KG3 through Gr 11) a minimum of 50% of the tuition fees should be paid before the student attends classes and the balance by December 15, each year.
- For every Grade 12 student a minimum of 50% of all tuition fees should be paid before the student attends classes and the balance of all fees by November 30 of the academic year.

The School reserves the right to unilaterally amend the payment dates for the above term fees from time to time by communicating the exact deadlines for each academic year to the Parents.

Monthly Payment Plan

By special application, parents can pay the School's tuition fees in ten monthly instalments (from July until April). Upon approval by the School, a standing order must be set up with the bank and provided to the School.

Payment Methods

Fees can be settled in one of the payment methods listed below:

1. Bank Wire transfer:

Beneficiary Name: AISC Schools Limited
Beneficiary Bank Name: Bank of Cyprus
Account Number: 357009975816
IBAN Number: CY05002001950000357009975816
Swift/BIC Code: BCYPCY2N

2. Check payable to: AISC Schools Ltd

3. In person JCC payments at the Business Office

The School reserves the right to alter these payment methods.

Fee Policy for Remote Learning

AISC from time to time may implement remote online learning. Tuition fees will not be refunded whenever learning is provided online.

Other Costs of Attendance

An indicative list of other costs of attendance provided by third party providers is as follows:

One-Time Purchases	Explanation	€
Personal Laptop	Private purchase for required use in grades 7-12 (estimated cost depending on choice of brand and type)	500-1500
Scientific Calculator	Private purchase of TI-Nspire CX non-CAS Calculator for required use in grades 9-12 (estimated cost)	300

Field Trips	Explanation	€
Local Day Trips	Total Annual Cost (expected participation, annual cost estimated)	100
Grade 6-7 Local Overnight Trips	Local overnight trips historically to outdoor education sites, but destination subject to change (expected participation, annual cost estimated)	250
Grade 8 Overseas Overnight Trip	Overseas overnight trip historically to London with Harry Potter theme, but destination subject to change (optional participation, cost estimated)	1400
Grade 9-12 Overseas Overnight Trips	Overseas Trips offered based on curriculum and/or meeting CAS requirements (optional participation, cost estimated and highly dependent on destination)	1500

Grade 11-12 IB/AD Overnight Retreat	Local overnight trip historically to outdoor education sites, but destination subject to change (expected participation, annual cost estimated)	175
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Grade 11-12 Fees	Explanation	€
Online Course Fees	Optional, per course (estimated, subject to change by third-party provider)	500-1500
IB Per Exam Fees	Optional, per exam taken (estimated, subject to changes by third-party provider)	295
IB Full Diploma Fee	Optional, includes all exams (estimated, subject to changes by third-party provider)	1280
SAT Fees	Optional, per exam taken (estimated, subject to change by third-party provider)	100
Graduation Fees	Covers Cap and Gown, tassels, dinner tickets for two guests, diploma costs and administrative fees (estimated, subject to change by third-party provider)	170

Bus Fee	Explanation	€
One-Way	Optional (current price, subject to change by third-party provider)	900
Both Ways	Optional (current price, subject to change by third-party provider)	1600

Miscellaneous	Explanation	€
Yearbook	Annual (optional, estimated, subject to change by third-party provider)	75

Uniform Costs (current prices, subject to changes by third-party provider)

<u>Khaki Slacks:</u> English Gabardine		<u>Navy PE Trousers</u>	
Size 24-26	€26.50	Size 0-2	€13.00
Size 28-32	€28.50	Size 3-4	€16.50
Size 34-38	€31.00	Size 5-6	€19.00
Size 40-50	€33.00	<u>Grey PE T-Shirts (Short Sleeves):</u> 100% Cotton	
<u>Khaki Bermuda Shorts:</u> English Gabardine		Size 22-28	€11.00
Size 24-26	€22.00	Size 30-M	€12.00
Size 28-32	€24.00	Size L-XL	€13.00
Size 34-38	€26.50	<u>Grey PE T-Shirts (Long Sleeves):</u> 100% Cotton	
Size 40-50	€28.50	Size 22-28	€12.00
<u>Khaki Skirts:</u> English Gabardine		Size 30-M	€13.00
Size 24-26	€17.50	Size L-XL	€14.50
Size 28-32	€20.00	<u>Accept & Respect House T-Shirts</u>	
Size 34-40	€22.00	<u>(Short Sleeves by Colors):</u> 100% Cotton	
Size 42-50	€24.00	Size 22-28	€12.00
<u>Skorts</u>		Size 30-M	€13.00
Size 24-26	€22.00	Size L-XL	€14.50
Size 28-32	€24.00	* The color depends on the students' assigned house.	
Size 34-38	€26.50	<u>Navy PE Shorts:</u> 100% cotton	
Size 40-50	€28.50	Size 22-28	€11.00
<u>Short Sleeved Golf Shirt:</u> French Lacoste Fabric		Size 30-XS	€12.00
Size 22-28	€15.00	Size S-XXL	€13.00
Size 30-M	€16.00	<u>Fleece Sweatshirt:</u>	
Size L-XL	€17.00	Size 0-2	€28.50
<u>Long Sleeved Golf Shirt:</u> French Lacoste Fabric		Size 3-4	€31.00
Size 22-28	€15.50	Size 5-6	€33.00
Size 30-M	€17.00	<u>Girls Cardigan:</u> Marino Wool	
Size L-XL	€18.00	Size 24-28	€25.00 €15.00
<u>Navy Sweatshirt:</u>		Size 30-36	€30.00 €20.00
Round Neck		Size 38-50	€35.00 €25.00
Size 0-2	€20.00	* Discounted due to design defect, while supplies last.	
Size 3-4	€23.00	<u>Waterproof Winter Jacket:</u>	
Size 5-6	€26.50	Size 0-2	€38.50
<u>Hoodie</u>		Size 3-4	€44.00
Size 0-2	€25.50	Size 5-6	€49.50
Size 3-4	€28.50	<u>Baseball caps:</u>	
Size 5-6	€32.00	Navy blue Accept & Respect	
<u>Navy Tracksuits with zip</u>	<u>Top Only</u> Set	with school logo	€6.00
Size 0-2	€27.50	<u>P.E Sports Bag</u>	€27.50
Size 3-4	€31.00		
Size 5-6	€36.50		



MISSION:

The mission of the American International School in Cyprus is to develop **lifelong learners** empowered to achieve **educational excellence**, nurture **personal well-being**, and become responsible **global citizens** who **positively impact** the world.

VISION:

Our vision is to be a global community that **accepts and respects** everyone and provides an **outstanding, progressive** KG-12 education through **high quality teaching and learning**.

SHARED VALUES:

At AISC we value:

- R**espect for everyone
- E**ffort toward excellence every time
- A**ccountability for all our actions
- C**aring to create an inclusive community
- H**onesty in all we say and do

AISC HUMAN RIGHTS AND RESPONSIBILITIES

The following rights and responsibilities apply to all community members – **staff, students, families, and alumni** – who have the responsibility to **create a caring school environment** where each individual is valued. The creation of this policy serves to support the **rich diversity** and overall mission of our school.



1 I have the right to be myself.

I have the responsibility to accept and respect others as they are.

The right to develop one's own personality and individuality (so long as it does not interfere with the rights of others) without disrespectful criticism or pressure from cliques and peers.

2 I have the right to be free from name-calling, physical or digital harassment, mental abuse, and bullying.

I have the responsibility to refrain from and stand up against name-calling, physical or digital harassment, mental abuse, and bullying.

Freedom from physical abuse and from mental abuse such as name-calling, threats, intimidations, or harassment.

3 I have the right to feel proud of what makes me different.

I have the responsibility to recognize and appreciate differences in others.

Freedom from being set apart or mocked because of national origin and accent, race, gender, religion, culture, social class, intelligence, sexuality, physical strength, handicap, size, features, friendship groups, age, etc...

4 I have the right to my privacy.

I have the responsibility to protect the privacy of others.

The right of privacy and freedom from being harassed in the academic, social and athletic spaces within and to and from school. This right extends to freedom from cyber-bullying that impacts individuals within the school environment.

5 I have the right to learn, make mistakes without embarrassment, and be proud of my success.

I have the responsibility to support others in their learning, both in their mistakes and successes.

The right to an education; teachers should be free to teach, and students should be free to learn without being interrupted by inconsiderate, unruly, or disrespectful students.

6 I have the right to my own opinion and to agree or disagree with others respectfully.

I have the responsibility to create an open, safe space for sharing diverse perspectives and opinions.

The right to formulate and communicate opinions supported by careful thought and reasoning. Remaining open-minded to diverse thought, students and teachers will respectfully challenge different viewpoints.

7 I have the right to feel safe at school.

I have the responsibility to uphold a safe learning environment.

The right to a comfortable school environment where personal and school property are respected.





GLOBAL CITIZENSHIP

Global citizens collaborate to positively impact the world by:

- 1 Striving to understand, accept, respect, and include diverse cultures and identities
- 2 Considering how their decisions and actions affect communities locally and globally
- 3 Advocating and acting for justice, equity, sustainability, and peace



Intercultural learning prepares students to become **global citizens** with the knowledge and skills needed to understand, interact, and collaborate with people of **different cultures** and **identities**.



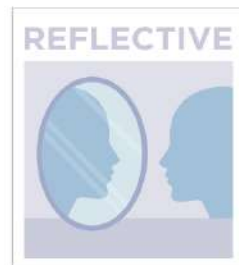
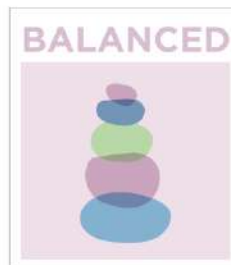
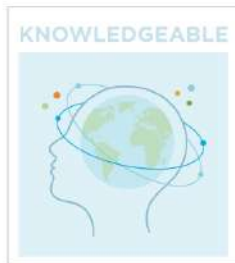
DIGITAL CITIZENSHIP

Digital citizens responsibly use technology to:

- Critically and accurately learn information from reliable sources.
- Respectfully and safely communicate with diverse communities.
- Effectively protect personal privacy and data.
- Constructively create and collaborate.
- Honestly credit other people's ideas.
- Actively advocate for justice, equity, sustainability, and peace.



As AISC Lifelong Learners, we strive to follow the IB learner profile by being



Based on the International Baccalaureate Learner Profile

Academic Calendar



**AMERICAN
INTERNATIONAL
SCHOOL
IN CYPRUS**

Inspiring students to become lifelong learners

An IB World School, AISC is fully accredited by
Middle States Association of Schools and Colleges, USA,
and Council of International Schools, the Netherlands

Academic Calendar 2024-2025 (180 Days)

Month	Week	Su	Mo	Tu	We	Th	Fr	Sa
Aug 2024	BREAK					1	2	3
	BREAK	4	5	6	7	8	9	10
	BREAK	11	12	13	14	15	16	17
	PD	18	19	20	21	22	23	24
	PD	25	26	27	28	29	30	31
Sep	Week 1	1	2	3	4	5	6	7
	Week 2	8	9	10	11	12	13	14
	Week 1	15	16	17	18	19	20	21
	Week 2	22	23	24	25	26	27	28
	Week 1	29	30	1	2	3	4	5
Oct	Week 2	6	7	8	9	10	11	12
	Week 1	13	14	15	16	17	18	19
	Week 2	20	21	22	23	24	25	26
	Week 1	27	28	29	30	31	1	2
Nov	Week 2	3	4	5	6	7	8	9
	Week 1	10	11	12	13	14	15	16
	Week 2	17	18	19	20	21	22	23
	Week 1	24	25	26	27	28	29	30
Dec	Week 2	1	2	3	4	5	6	7
	Week 1	8	9	10	11	12	13	14
	Week 2	15	16	17	18	19	20	21
	BREAK	22	23	24	25	26	27	28
Jan 2025	BREAK	29	30	31	1	2	3	4
	Week 1	5	6	7	8	9	10	11
	Week 2	12	13	14	15	16	17	18
	Week 1	19	20	21	22	23	24	25
	Week 2	26	27	28	29	30	31	1
Feb	Week 1	2	3	4	5	6	7	8
	Week 2	9	10	11	12	13	14	15
	Week 1	16	17	18	19	20	21	22
	Week 2	23	24	25	26	27	28	1
Mar	BREAK	2	3	4	5	6	7	8
	Week 1	9	10	11	12	13	14	15
	Week 2	16	17	18	19	20	21	22
	Week 1	23	24	25	26	27	28	29
	Week 2	30	31	1	2	3	4	5
Apr	Week 1	6	7	8	9	10	11	12
	BREAK	13	14	15	16	17	18	19
	BREAK	20	21	22	23	24	25	26
May	Week 2	27	28	29	30	1	2	3
	Week 1	4	5	6	7	8	9	10
	Week 2	11	12	13	14	15	16	17
	Week 1	18	19	20	21	22	23	24
	Week 2	25	26	27	28	29	30	31
Jun	Week 1	1	2	3	4	5	6	7
	Week 2	8	9	10	11	12	13	14
	Week 1	15	16	17	18	19	20	21
	Week 2	22	23	24	25	26	27	28
	BREAK	29	30					

Important Dates

- Aug 19-21 New Faculty Orientation
- Aug 22- Aug 29 All Faculty Professional Development & Planning
- Aug 30 Orientation Day & Open House
- Sep 2 First Day of classes
- Sep 9 Afterschool Activities Fall Session Begins
- Oct 1 School Closed (Cypriot Independence Day)
- Oct 10-11 Parent-Student-Teacher Conferences (No KG-10 Classes)
- Oct 28 School Closed (Oxi Day)
- Nov 1 Quarter 1 Ends (44 days)
- Nov 4 Quarter 2 Starts
- Nov 22 Afterschool Activities Fall Session Ends
- Nov 28-29 School Closed (Thanksgiving Holiday)
- Dec 2 Afterschool Activities Winter Session Begins
- Dec 2 University Day
- Dec 23- Jan 6 No Classes (Winter Holiday Break)
- Jan 7 School Resumes
- Jan 20-24 Grade 8-10 Semester Exams
- Jan 24 Quarter 2 Ends (47 days)
- Jan 27 Quarter 3 Starts
- Feb 20-21 Parent-Student-Teacher Conferences (No KG-10 Classes)
- Feb 28 Afterschool Activities Winter Session Ends
- Mar 3 School Closed (Green Monday)
- Mar 4-5 No Classes (Mid-Winter Break)
- Mar 6-7 No Classes (Professional Development Days)
- Mar 10 Afterschool Activities Spring Session Begins
- Mar 25 School Closed (Greek Independence Day)
- Apr 1 School Closed (National Day)
- Apr 4 Quarter 3 Ends (43 days)
- Apr 7 Quarter 4 Begins
- Apr 23- May 16 IB/AD Exam Period (tentative)
- Apr 14- Apr 25 No Classes (Spring Holiday Break)
- Apr 28 School Resumes
- May 1 School Closed (Labor Day)
- Jun 6 Afterschool Activities Spring Session Ends
- Jun 9 School Closed (Catadysmos)
- Jun 16-20 Grade 8-10 Semester Exams
- Jun 25 Last Day of School / Quarter 4 Ends (46 days)
- Jun 26 Last Day for Staff

an Esol Education school

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Schoolwide Policies

The statements and policies listed below apply to all students who attend AISC. Please note that information and policies are listed in alphabetical order for ease of reference.

Acceptable Use of Computers and Networks Policy

Important Terminology

Stakeholders: Students, Teachers, Staff, Parents, Visitors/Guests

Computer System: Computers, Printers/Scanners, Laptops, Tablets, Personal Devices Used in School's premises

User/Person: Student, Teacher, Staff Member, Visitor

Media: Text, Sound, Video

School's Website: includes a stakeholder's accessed portal site and Student Information System

Compliance with Existing Laws, Regulations, and Policies:

The AISC provides technology resources to its students and staff in furtherance of its educational and business purposes. The use of such technology resources is a privilege, not a right. Access to computers, and people all over the world through the school's computer system entails potential access to material that may not be considered to be of educational value in the context of a school setting.

AISC believes that the value of the information, interaction, and research capabilities available through computer technology outweighs the possibility that students may obtain material that is not consistent with the educational goals of the school. Proper behavior, as it relates to the use of computers, is no different than proper behavior in all other aspects of school activities. All students are expected to use the school's computer system in a responsible, ethical, and polite manner.

Parents are strongly encouraged to be involved in their children's computer use and to guide them in their ethical and proper use.

*A student-friendly Acceptable Use policy must be signed by student and parent every school year.

Acceptable Use:

All students shall comply with all applicable laws and AISC policies such as the Human Rights Policy. All students must understand the important issues of profanity, obscenity, privacy, copyright, and misuse of electronic devices, inter alia. Students using the computer system are required to comply with student conduct requirements generally, as well as with the provisions of this Policy. The computer system may only be used in furtherance and support of the school's educational and business goals and purposes.

Students will be introduced to proper computer system conduct by instructors and are expected to follow all School guidelines. Students are expected to be courteous while using the computer system. If they wish to scan or download any materials into a computer system, they must seek approval of their supervising teachers first.

Prohibited Use:

Internet access is a privilege which may be revoked at any time. The network may not be used to promote unethical practices or any activity prohibited by law or school policy including, but not limited to:

- **Illegal Use** - Users may not process, transmit, download, or publish any material in violation of any local, State, or Federal or European law, including, but not limited to maliciously accessing, altering, deleting, damaging, or destroying any part of the computer system; moving another user's accounts, changing another user's passwords, or using unauthorized accounts; using the computer system to make money illegally or for illegal purposes; using the computer system or materials contained therein in violation of copyright, trade secret, or libel laws, or for any other illegal purpose or fraudulent conduct, including credit card fraud or electronic forgery.
- **Vandalizing** - Users may not upload, transmit, download, or participate in any manner in the creation, publication or use of computer viruses or any other harmful computer programs. This includes intentionally disrupting or causing damage to the computer system. Users may not engage in any form of "hacking" while using the computer system. Hacking includes, but is not limited to, gaining or attempting to gain unauthorized access to computer systems and/or viewing, copying, downloading, or altering the computer programs, operating systems, data files, and any other materials contained therein. Use of viruses and hacking will result in denial of access to the computer system and may result in further discipline.
- **Cyberbullying** - Cyberbullying is bullying through email, instant messaging, social media, web site posts, digital messages or images send to a phone or personal device. Cyber bullying, like traditional bullying, involves an imbalance of power, aggression, and a negative action that is often repeated.

The six forms of Cyberbullying that are the most common are:

1. Harassment: Repeatedly sending offensive, rude, and insulting messages
2. Denigration: Distributing information about another that is derogatory and untrue through posting it on a Web page, sending it to others through email /apps social networking sites or instant messaging, or posting or sending digitally altered photos of someone
3. Flaming: Online "fighting" using electronic messages with angry, vulgar language
4. Impersonation: Breaking into an email or social networking account and using that person's online identity to send or post vicious or embarrassing material to/about others.
5. Outing and Trickery: Sharing someone's secrets or embarrassing information, or tricking someone into revealing secrets or embarrassing information and forwarding it to others
6. Cyber Stalking: Repeatedly sending messages that include threats of harm or are highly intimidating in nature, or engaging in other online activities that make a person afraid for his or her safety (and, depending on the content of the message, it may be illegal)

Any suspicion of cyberbullying or actual cyberbullying activity should be immediately be reported to an adult teacher and parent. Cyberbullying behavior will not be tolerated. Teachers should impress upon their students that their online friends should be their actual friends in the real world.

- **Inappropriate material** Users shall not send, display, or store media that is rude, offensive, hate-based, sexually explicit or that could be construed as harassing to others via or on a computer system. Users shall not take pictures or reuse personal data without permission. The School reserves the right to limit the content of information accessed or stored on the computer system for legitimate pedagogical purposes. All Web pages created by students and student organizations on the computer system will be subject to treatment as School-sponsored publications. The School reserves the right to exercise control over such publications. Web sites and other areas the School permits are not to be deemed or operated as public forums.

- **Private financial gain/business** - Users may not use the computer system for product advertisement, political lobbying, or for commercial purposes including for private financial gain or to operate a private business enterprise. Users may not provide personal credit card or financial information of any type, or conduct financial transactions over the computer system without the prior approval of the System Administrator or supervising teacher. The School is not responsible for unauthorized costs incurred through use of the computer system.
- **Violating security/privacy** - Users may not modify or alter the computer system in any way except under the express direction of the School's System Administrator. Modification and alteration of the computer system does not include ordinary operations involving saving and deleting user-generated files in furtherance of School business or educational purposes.

Users are personally responsible for keeping their passwords secure, complying with system security measures, and intentional disruption, damage, or negligent harm they may cause to the computer system.

Sharing passwords or using the computer system under another user's password or account number is prohibited.

Users shall not read other users' mail or files; they shall not attempt to interfere with other users' ability to send or receive electronic mail or files; they shall not attempt to read, delete, copy, modify or forge other users' mail or files.

Users may not use any passwords/passphrases, recognition codes, security access devices or methods, data encryption, or physical locking devices such as locks on any part of the computer system without the School's prior express written consent.

Users must inform the School's system Administrator --in writing -- of all security measures they wish to use and provide keys, passwords, access codes, encryption keys, and/or other security information or materials to permit the School to obtain access to their secured areas prior to using such security devices. Permission to use such measures is revocable at any time at the School's sole discretion.

The School reserves the right to access user areas containing "cookies," web browser site access trails, or other web-access information and modify or delete such items in the interests of system security, maintenance, and systems integrity and legitimate educational purposes.

- **Sending deceiving messages/spam** - Users should not indiscriminately address messages to broad audiences. Messages or other materials should not be sent with misleading titles. Sending chain letters or pyramid schemes is one example of unacceptable use.
- **Using School names and logos** - Users may not use the School's name, the name of School sites or other facilities, or School or school logos or symbols outside of the computer system in a manner that creates the false impression that such use is representing by the School. The School reserves the right to control the unauthorized use of its name, symbols, logos, or any other proprietary materials to the extent permitted by law.
- **Plagiarism/ Violating Copyright**

It is prohibited to access web sites or other sources to obtain third-party term papers or coursework that is to be passed off as the student's own work. Users may use copyrighted material only in accordance with copyright laws.

Privacy Notification/Consequences of Improper Use:

User information, data, and communications, including emails, transmitted over the computer system or contained in any part thereof is not private or subject to privacy protections. The School reserves and shall have the right to monitor all aspects of the School computer systems, without advance notice or user consent, including user information, data, communications, and e-mails for the purposes of ensuring system integrity and security, preventing system abuse, maintaining the system, and furthering legitimate purposes.

Students found to have engaged in prohibited activities or who use the computer system in such a way as to violate School rules and regulations will be subject to appropriate discipline, including loss of computer system use privileges, suspension, expulsion, and/or dismissal.

ACCEPTABLE USE POLICY FOR iPad PROGRAM *Student-friendly version

Grades 1-6

General Guidelines	Communication and File Management	Safety & Security
You may not play games, load or download any software, music, pictures, etc. on the iPad or any other device during class time, except if the teacher allows it for a specific project/task.	Practice good digital citizenship at all times. You are expected to behave properly when interacting online. Your expected behavior is no different than proper behavior in all other aspects of school life and activities.	You are responsible for your iPad when it is checked out to you during the school day, as well as other devices you hold in school. Keep them stored and locked when not in use.
Any attempt to change the settings of an iPad, files, or password of another student is not allowed.	You may not send, display, or store data that is rude, offensive, hate-based, inappropriate for your age or that could be taken as harassing to others.	If you unintentionally access a web site that contains inappropriate or offensive material, or something that just doesn't feel right immediately report it to your teacher.
AISC is not held responsible for any damaged, broken, lost or stolen personal device and laptop.	Do not send mass e-mails, offensive messages, or spam which can also be considered as an act of cyberbullying.	You cannot take pictures or reuse personal data and information without permission from the other person.
Plagiarism is a violation of AISC school policy. Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music, and text.	No private chatting or emailing during class without the teacher's permission.	Do not reveal your full name, phone, address, IDs, password or passwords to anyone online even if you think you know him well.
Using an iPad for gaming is never allowed at school unless the gaming is supervised by a teacher and is part of an educational program or after-school activity.	It is your responsibility to make sure that your files are saved on Office365 OneDrive.	You may not engage in any form of "hacking" while using a computer/device inside and outside school.
	Remember that storage is not guaranteed to be private or confidential.	Bypassing or attempting to bypass the schools filtering software to access filtered sites is strictly forbidden.
	Be an "upstander" in case that you suspect or know of a cyberbullying activity. Report it to your teacher or school principal. The Beat Bullying Policy in the family handbook fully applies to cyberbullying.	

ACCEPTABLE USE POLICY FOR BYOL PROGRAM * Student-friendly version

Grades 7-12

General Guidelines	Communication and File Management	Safety & Security
You may not play games, load or download any software, music, pictures, etc. on the laptop or any other device during class time, except if the teacher allows it for a specific project/task.	Practice good digital citizenship at all times. You are expected to behave properly when interacting online. Your expected behavior is no different than proper behavior in all other aspects of school life and activities.	You are always responsible for your laptop, as well as, other devices you hold in school. Keep them stored and locked when not in use.
Any attempt to change data, the settings of a computer, or the files of another student, without the permission of the other, will be considered an act of vandalism.	You may not send, display, or store data that is rude, offensive, hate-based, inappropriate for your age or that could be taken as harassing to others.	Install an antivirus on your computer. Ask for help if you don't know how to do that.
You are expected to come to school with a fully charged laptop. Put your personal devices to charge before you go to bed. Do not charge in your bedroom as this is not a healthy practice.	Do not send mass e-mails, offensive messages, or spam which can also be considered as an act of cyberbullying.	If you unintentionally access a web site that contains inappropriate or offensive material, or something that just doesn't feel right immediately report it to your teacher.
Leaving the power cord plugged into the laptop while in the laptop bag may cause damage to the laptop.	No private chatting or emailing during class without the teacher's permission.	You cannot take pictures or reuse personal data and information without permission from the other person.
AISC is not held responsible for any damaged, broken, lost or stolen personal device and laptop.	Remember that storage is not guaranteed to be private or confidential.	Do not reveal your full name, phone, address, IDs, password or passwords to anyone online even if you think you know him well.
Plagiarism is a violation of AISC school policy. Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music, and text.	Keep your files organized and make sure to back them up on OneDrive storage provided in O365 and on your laptop hard disk.	You may not engage in any form of "hacking" while using a computer/device inside and outside school.
Using a laptop for gaming is never allowed at school unless the gaming is supervised by a teacher and is part of an educational program or after-school activity.	Be an "upstander" in case that you suspect or know of a cyberbullying activity. Report it to your teacher or school principal. The Beat Bullying Policy in the family handbook fully applies to cyberbullying.	Bypassing or attempting to bypass the schools filtering software to access filtered sites is strictly forbidden.

Attendance Policy

Students at AISC are expected to be in attendance each day. Research tells us that students who are in regular attendance at school have better academic performance than those who are frequently absent. In the majority of cases, the likelihood of achieving a successful passing grade in a class decreases as absences increase. The interaction and collaboration that happen each school day between teachers and students is invaluable and is an essential part of the learning experience. We believe that parents and the school must work together to ensure good school attendance for each child. Parents are strongly discouraged from taking their child(ren) out of school for family travel, medical or other appointments, and/or activities during the school year.

Student absences may be considered excused for school trips, illness, death in the family, and for religious reasons. Please review the AISC Attendance Policy below:

- All days absent from class will count as absences regardless of whether they are excused or unexcused.
 - **Excused Absence:** An absence is considered excused when a child is away on a school trip or when the school administration has approved a parent request to have the child out of school.
 - **Unexcused Absence:** An absence is considered unexcused when a parent has failed to report the child's absence, the school has not approved an absence, or when a child skips a class or a day of school.
- Students are expected to ask the class teacher and to consult the Alma Portal or Managebac for Grade 11 & 12 students, for work that needs to be made up. Students will have one class day for each absence day to complete the make-up work. Arrangements to make up tests and other in-class work must be made with the class teacher. Failure to do so will result in grades of zero or incomplete grades.
- When it is known in advance that a child will miss school, permission must be sought from the school Administration at least one week in advance of the absence.
- In the event of absence due to illness, parents are expected to notify the school of their child's absence prior to the start of the school day by calling the main office, 22 316345 or emailing attendance@aisc.ac.cy
- Students who miss classes due to participation in school sponsored activities, events, or field trips are always counted as having an excused absence from any classes they miss. These absences will not put honor roll in jeopardy.
- AISC does not permit students coming to school while sick for part of the day to take tests or attend individual classes. If students are too sick to be at school for part of the day, they are too sick to be taking a test or attending classes. Their performance will not be their best one and they are likely to pass on their illness to others while they are at school. AISC allows students who are ill with a doctor's excuse to have time to make-up tests and missed class work.
- AISC does not excuse absences for students to participate in political or other kinds of demonstrations. If a parent wishes for their child to attend a political demonstration, the parent or guardian must come to the school of the day and hour of the demonstration and sign a waiver to remove their child. The student may not return to school for the remainder of that day. All absences during this period are recorded and work must be made up within one day or else any assessment will result in a zero.

Actions to be taken in the event of chronic absences:

- **5 absences** – The School Counselor will notify parents via email or by phone to better understand the situation and to put an action plan for improvement in place as needed
- **10 absences** – The student and parents will meet with the School Principal or Vice Principal
- **15 absences** – The student and parents will meet with the School Director. Fifteen or more absences may result in an in-school suspension until an in-person meeting can be held.

Tardy Policy

Students are required to arrive at school on time in the mornings. Getting to school on time is important for students of all ages, as they require ample time in the morning to organize themselves for the school day. Coming to school late may result in a confused and disorganized start that may be felt for the entire day and causes a disruption to everyone's learning. Parents who drive their children to school must ensure that their children arrive on time. While we understand that there may be rare times when tardiness cannot be avoided, we expect that all children will arrive ahead of the 8:00 am start time each day.

Students who arrive late to school in the morning are to report to the main office for an admit slip. They must present this slip to the classroom teacher upon arrival to class or they will not be admitted to class.

Actions to be taken in the event of chronic lateness:

- **5 tardies** – The School Counselor will notify parents via email or by phone to better understand the situation and to put an action plan for improvement in place as needed
- **10 tardies** – The student and parents will meet with the School Principal or Vice Principal
- **15 tardies** – The student and parents will meet with the School Director. Fifteen or more absences may result in an in-school suspension until an in-person meeting can be held.
 - **Excused Tardy:** A tardy is considered excused when a child is unavoidably late due to an unavoidable appointment with prior parent notification, a late bus, or meeting with another teacher. Consequences are waived for excused tardies.
 - **Unexcused Tardy:** A tardy is considered unexcused when there is no valid explanation for the child's tardiness and the tardiness could have been avoided.

NOTE: Grade 11 and 12 students are held to a strict standard with regards to tardies. In the event an American Diploma, IB certificate or Full Diploma student exceeds 5 unexcused absences and/or 5 unexcused tardies in one of their classes per term, they are automatically disqualified from any Honor Roll status, regardless of their academic grades.

Beat Bullying Policy

AISC recognizes that bullying is a serious issue which impedes the learning process and can lead to serious emotional distress for students who are victims of bullying. AISC also recognizes that those students who exhibit bullying behaviors and those who witness incidents of bullying need our assistance. For these reasons, we have implemented a policy to address bullying as it is detected and after it occurs.

What is Bullying?

Bullying is an aggressive behavior that is intentional and involves an imbalance of power. It is repeated over time and can take many forms. **Physical bullying** includes any sort of violence including shoving and hitting. Verbal bullying involves the use of degrading words or statements. It also includes social isolation, exclusion from groups and racial bullying. **Sexual bullying** includes unwanted touching, exposure to sexual images or forced sexual acts. **Cyber bullying** includes any of the above-mentioned types of bullying via the internet. Other types of bullying may include the taking of money or other items or being forced to do things by students who bully.

Bullying is NOT teasing. Teasing is often an equal back-and-forth between two or more friends who act together in a way that seems fun to all involved. It never involves physical or emotional abuse.

Effects of Bullying

Victims of bullying can experience depression, low self-esteem, health problems, poor grades and, in extreme cases, suicidal thoughts.

Observers of bullying may feel that they are in an unsafe environment and may feel fearful, powerless to act, guilty for not acting and tempted to participate.

Perpetrators of bullying are more likely to get into fights, steal and vandalize property, drink alcohol and smoke, receive poor grades, perceive a negative climate at school and carry a weapon.

Schools with bullying issues may develop an environment of fear and disrespect. These schools may have students who feel insecure, dislike school, and perceive that teachers and staff have little control and do not care about them.

AISC commits to:

Positive Discipline Approach

- A Positive Discipline Approach to relationship-building and classroom management, based on the work of Dr. Jane Nelson
- Building mutually respectful relationships
- Helping students feel a sense of belonging and significance

The AISC Human Rights Policy

- Explicitly teach and highlight the AISC Human Rights Policy in every classroom, workplace and play area across the school and at all school functions
- Frame all our interactions and conflict resolutions with the AISC Human Rights Policy

Collaboration, Training, & Raising Awareness

- Collaborate with students, teachers, administration, parents and community organizations to combat the problem of bullying
- Conduct parent meetings with parents of victims, bullies and observers whenever bullying occurs
- Monitor and act on all incidents of bullying
- Train teachers, parents and students yearly as well as implement Peer-to-Peer training in the handling and prevention of bullying
- Work with Hope for Children through the CRC Campus Club to train Beat Bullying Youth Ambassadors and educate children about their rights
- Observe November 4 as the UNESCO International Day Against Violence and Bullying at School, Including Cyber Bullying
- Research further activities to establish positive peer culture

Group Work and Collaboration

- Promote cooperative group work in classes and in after-school activities to encourage the creation of networks for students (recent literature suggests that students who have a network of at least 5 classmates are less likely to experience school bullying)
- Schedule weekly Advisory sessions in the Middle School schedule to include:
 - Interpersonal relationships
 - Team-building activities
- Implement a buddy system for new students that facilitates students working together to build positive relationships
- Coordinate Service Learning activities in which students work collaboratively to help others and make positive contributions to school and wider community

Healthy Activities

- Design a rich and diverse program of after school activities for students in Grades 1-12, including activities which promote critical thinking and teamwork
- Promote healthy and collaborative activities during Big Toy in the elementary grades
- Promote team-building and collaborative activities during High School and Middle School sports days
- Conduct an annual two-day retreat event for students and teachers in Grades 11 and 12 that involves teamwork and relationship-building activities

Cafeteria

AISC provides a full cafeteria service for students as an optional service. A menu for the coming week is sent home every week in *The Islander* newsletter. AISC's [Healthy Food Policy](#) can be found on the AISC Website. A regular nutritional analysis on all meals is conducted by our School Nurse. All our menus meet and exceed the standards and expectations as outlined by the Ministry of Education in Cyprus, as well as the American Dietary Association. A full nutritional analysis is displayed in the cafeteria for all school community members.

The cafeteria provides a healthy hot lunch plate on offer at lunchtime as well as sandwich and salad options for students in grades 6 and above. Parents may make arrangements with the Cafeteria Manager for the food service for their child(ren). Payment options include cash, Visa credit card, or use of the cafeteria prepaid card. The cafeteria does not permit credit for any student, parent or

staff member. **Children who bring lunch from home should also bring with them whatever they need to eat their lunch, including utensils and condiments.**

Calendar Guidelines

The annual school calendar is developed and finalized by the Director each year. The Director receives input for the calendar from the Department Heads and the Parent Advisory Council. The following criteria are followed when developing the school calendar:

- 1) Maximizing instructional time, and ensuring at least 180 contact days per year, placing all the important dates where they need to be
- 2) Recognizing Cypriot Public Holidays as part of host country regulations
- 3) Being careful not to recognize other "religious" holidays because as is not possible to be fair and recognize all of them.
- 4) Keeping the traditional US Thanksgiving long weekend since it is a school tradition as an American School and not a religious observance
- 5) Balancing out the exam schedules and ensuring there is enough instructional/review time prior to the IB exams in May and Secondary school exams in June.

Safeguarding and Child Protection Policy

The following is excerpted from our full Safeguarding and Child Protection Policy available on our website.

SAFEGUARDING AND CHILD PROTECTION POLICY STATEMENT

The American International School in Cyprus (AISC) believes that everyone has a right to safety, love, and learning. We are committed to safeguarding and promoting the well-being of the children in our care. Child abuse and neglect are concerns throughout the world and 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.

It is for this reason that AISC has endorsed this Safeguarding and Child Protection Policy, as well as our Human Rights and Responsibilities Policy (see Appendix 1), that define the standards by which all AISC students should be treated with respect and dignity. AISC also endorses the UN Convention on the Rights of the Child, of which our host country, Cyprus, is a signatory.

SCOPE AND AIMS OF THE AISC SAFEGUARDING AND CHILD PROTECTION POLICY

This policy applies to all members of the AISC Community – staff, students, parents, contract workers, and visitors to the school.

There are two key aims of the AISC Safeguarding and Child Protection Policy:

1. Take all reasonable measures to minimize the risk of harm to the children in our care
2. Take all appropriate actions to address concerns regarding the welfare of the children in our care

POLICY ROLES AND RESPONSIBILITY

The development, updating, and implementation of this Safeguarding and Child Protection Policy is as follows:

- **Director:** The Director is ultimately responsible for the management of safeguarding in school and the implementation of the safeguarding policies. Although s/he may in practice delegate this responsibility to a person or a committee, s/he should have oversight of it and take some steps to satisfy himself or herself that the process is working.
- **Designated Safeguarding Lead:** A member of staff appointed to take lead responsibility for safeguarding (including child protection) at the school. At minimum the school will have one DSL appointed for each division, preferably the division lead.
- **Board of Governors:** AISC belongs to the Esol Education Network, which governs the school through its board of governors. The role of the Board of Governors is to oversee and manage strategic safeguarding risks as they apply to the board's overall responsibility to oversee governance responses, communication, and liability of the institution. One member of the Board of Governors is appointed as the Safeguarding Governor to take leadership responsibility for the school's safeguarding arrangements. The Safeguarding Governor is the first point of contact for the Director regarding child protection concerns and allegations. The Safeguarding Governor also receives monthly updates regarding child protection and safeguarding issues.

By working in, or enrolling your child at AISC, you agree to work in partnership with the school and to abide by the policies adopted by the Board of Directors outlined in this handbook. We genuinely value our partnership with our parents and staff in providing for the safety and care of all children. It is for this reason that AISC has endorsed a Child Protection Policy and Human Rights Policy that define the standards by which all AISC students should be treated with respect and dignity. Please refer to our Human Rights and Responsibilities Policy for the expectations for how all children and adults are to be treated in this school.

EVERYONE'S RESPONSIBILITY TO RAISE CONCERNS

Schools fill a special institutional role in society as proctors 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 in need of help and protection. As such, educators have a legal, professional, and ethical obligation to identify children in need of help and protection, and to take steps to ensure that the child and the family avail themselves of the services needed to remedy any situation that constitutes child abuse or neglect.

All staff employed at AISC 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. Reports of physical or psychological violence, aggression, harassment, and physical or sexual abuse must be reported immediately or within 24 hours to the appropriate Divisional Designated Safeguarding Lead (DSL), or if unavailable, the Director:

- John Jalsevac, Director, msimmonds@aisc.ac.cy
- Amy Clerides, Principal, Schoolwide DSL, aclerides@AISC.ac.cy
- Casey Combes, Elementary Vice Principal, ccombes@aisc.ac.cy

Students are encouraged to report incidents for which they themselves or others may be victims. 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 Cyprus, to the appropriate child protection agency in the home country, and/or to local authorities.



Our Designated Safeguarding Leads

We have a duty of care at AISC where student well-being is our top priority. **If you have any concerns about the health and safety of any students at AISC, you must report it immediately to one of the following Designated Safeguarding Leads:**



Ms. Amy Clerides
Principal
Room A123, Ext 132



Ms. Casey Combes
Elementary Vice Principal
Room D1, ext 151



Mr. John Jalsevac
Director
Room 102, ext 101

Class Splits

In grades where classes are split into two sections based on enrolment numbers, Teachers, the Learning Support Team, School Counselors, and Administrators work collaboratively to group students into sections with a focus on creating a heterogeneous balance among the following criteria:

- Gender
- Nationality
- Social-Emotional Considerations
- English Language Learning Needs
- Learning Support Needs
- Enrichment Needs
- Student-Teacher Ratio

The nature of international schools means that we say good-bye to some friends at the end of each year and we welcome new friends at the start of each year. Classes that have been split have opportunities to play together and interact at Big Toy, on the sports fields, and during lunch, lunch recess, and breaks, allowing them to form new friendships while maintaining old, increasing their circle of friends.

While it is not always possible to keep all friends together, the teachers of each class to be split are consulted and the focus is at all times on creating the healthiest dynamic among the learners in each learning community. The final decision on class make-up resides with the Administration.

Once a class is formed, the Administration will make a yearly decision as to whether the class will remain intact the following year or whether it will be re-mixed. This will depend on a number of factors including, but not limited to, enrolment numbers and a balance of the above criteria.

While parents are welcome to provide their feedback, as they know their children best, they may not make requests for one section over another. It is essential that these splits are made by the school with the utmost consideration given to the above criteria, taking into consideration the individual needs of each student, as well as the class as a whole.

Class split information will be communicated on the first day of school each year.

Course Descriptions and Curriculum Overviews

The AISC Course Description Guide offers overviews of each subject offered in the middle and high school programs. Parents and students are asked to refer to this guide when considering their overall school program. Students are given group and individual guidance in course selection and prerequisites. Please view our Grade 6-12 Course Description Guide in the Academics section on the AISC Website.

The Elementary Curriculum Overviews offer a comprehensive description of each grade level and programs, KG3-Grade 5. They are available under the Academics tab, by grade level, on the AISC Website:

<https://www.aisc.ac.cy/academics/early-childhood-kg4-kg5/>

<https://www.aisc.ac.cy/academics/elementary-grades-1-5/>

Additionally, AISC's curriculum and units of instruction are mapped and available for viewing on our Rubicon Atlas public site. This site can be found at

<https://aisc-cy-public.rubiconatlas.org/Atlas/Authentication/View/PublicLogin>

Password: **inspire**.

Course Descriptions, Unit Calendars, as well as a comprehensive look at our curricular units, may be viewed on this site. Once you are in the site:

1. Click on "Browse" in the upper left corner
2. Select "Curriculum Maps"
3. Filter on the left by selecting the grade level or subject you wish to see
4. Click on the "Browse" button. You will see a list of links to courses to choose from
5. For each unit of study, you will see:
 - a. The unit titles for each unit
 - b. The Common Core Standards, Project AERO, Next Generation Science Standards, Virginia State Standards of Learning, IB Standards, ISTE Standards, CSTA Standards, SHAPE Standards, and other standards frameworks adopted by the school
 - c. The Conceptual Lens and Macro/Micro Concepts covered in each unit
 - d. Essential Understandings
 - e. Compelling/Guiding Questions

6. Once you click on a course and view the map, you can also select the “Unit Calendar” tab at the top of the page to see the chronology of the units throughout the year or the “Course Description” tab to see an overview of what is to be covered in the course.

Constructive Communication Policy

Rationale for this Document

Constructive school communication is essential for a healthy school culture. It nurtures empathic and positive assumptions about all stakeholders. This document aims to clarify what positive and constructive communication looks like at AISC, and how it helps to build a healthy school culture.

“Parents and teachers share responsibility for creating a working relationship that fosters children’s learning. The foundation for good parent-teacher relationships is frequent and open communication. Both teachers and parents share this responsibility for creating a foundation.”
Preventing and Resolving Parent-Teacher Differences, Eric Digest.

PASNET & Classroom Parents

Our PASNET serves the school to support its mission and guiding statements, and works with the school to build spirit across our community. Class Parents are nominated at the start of the school year and serve as representatives to each class. Their role is to:

- ✓ Serve as a communication link between parents and the PASNET and the School to ensure events and activities are communicated to all parents
- ✓ Seek volunteer parents to support various events, and classroom activities and needs
- ✓ Welcome new parents in the class into the school
- ✓ Share information as needed

Parent Advisory Committee (PAC)

The AISC PAC is a group of parents across all divisions of the school, working together with the school leadership team to ensure the implementation of the mission and guiding statements. *The Parent Advisory Committee supports the School’s mission by advising on matters of program and policy. It exists to improve the school community’s knowledge and understanding of the AISC’s governing statements through effective home and school communication. It is a decision-shaping mechanism.* PAC members are selected by the school at the start of each year. New parents can inform the director of their interest in joining the PAC.

AISC Constructive Communication Principles

We Are All Builders of Trust. Trust is fundamental to a school. Once trust is built, we can master the healthy and respectful conflict that moves the school forward. Trust at its core, means we are always doing the right thing, and acting and communicating in a timely way, with honesty and integrity. The following principles will help to build trust across all constituents in our school.

⇒ **We Follow the Chain of Command**

We tackle the issue where it starts. We talk directly about a problem with the responsible person, before going to the next level. Allow teachers to address your concerns and work toward solving the problem. If you cannot obtain results, only then move up to the next level.

⇒ **We Prioritize What’s Most Important**

We determine what's most important and we are prepared to let lesser important issues go.

⇒ **We Start with What is Going Right**

If you have something positive to say, say it. We are all better prepared to hear concerns if we can also be recognized and appreciated for what is going well.

⇒ **We Engage in Active Listening**

Listen for a deeper understanding. Your curiosity in the discussion signals a deep respect for others' ideas and concerns.

⇒ **We Avoid Negative Criticism in Front of Our Students**

Children find parents criticizing their teachers in front of them confusing; teacher criticisms of parents are as equally unhealthy. After all, we are all on the same team and it does nothing to address the problem. In older children, a pattern of negative criticism may foster arrogance, defiance, and rudeness towards teachers. Instead, we can explore solutions and always assume honorable and positive intentions by everyone involved. Even when both parties believe they are correct, this doesn't stop us from coming up with win-win solutions for the child's sake.

⇒ **We Believe Grace and Composure Matters**

We truly believe that constructive communication respects the dignity of all, that includes grace and composure, always precipitates solutions.

⇒ **We Use Discretion**

There are many times parents like to talk to other parents about teachers, and teachers can do the same about parents. This isn't always healthy. We consider if our conversation is going to be constructive in solving the problem – otherwise we don't have it.

What are the steps I can take to address concerns?

1. Concerns a parent hears from their own children:

- A. Listen to your child. Before you assume it is a problem, help your child understand the situation better.
- B. For elementary children, talk directly with the teacher.
- C. For secondary children, proceed with patience and an open mind. Help your child see the situation from different perspectives, before acting – sometimes issues resolve with time.
- D. For older children, coach them to take the lead and sort out their differences on their own. Our children need to learn how to work with diverse people; and how to advocate for themselves. When you achieve conflict resolution on your own, you become a more confident person.

2. Concerns a parent hears in the community from other parents:

- A. Encourage others to use discretion when you hear community members talking about a teacher or staff member out in the public. No one likes to be talked about in public forums; use the same courtesy with your child's teachers.
- B. Encourage other parents to listen to and coach their child, or use the steps outlined when parents have their own personal concerns and meet with the teacher first to discuss concerns directly.
- C. Remember every child is different, and what may be a concern for one parent, is not always a concern for another parent. It is always best to check in directly with the teacher about your own child.

3. Concerns of your own:

- A. Talk directly with the teacher or staff member involved
 - ✓ Sometimes the teacher is unaware of the difficulty, or the child’s perception
 - ✓ Sometimes the child misunderstood the teacher
 - ✓ Sometimes the teacher needs to be given an opportunity to reflect and correct
 - ✓ Check facts first and test assumptions
 - ✓ Seek to understand before blaming
 - ✓ Agree with teacher on how to proceed in support of the child
- B. If the subject is delicate, or if it cannot be resolved by a quick email exchange, meet in person rather than discussing it over email. Emails from parents in a hurry can unintentionally alter the message leaving context open to misinterpretation.
- C. If writing, do not Cc’ the Principal or Head of School, or anyone else in the first steps, as it unnecessarily escalates the matter and sends a message that “there is no chance we can work this out together.” If you have concerns, take them up as you would want someone to take them up with you.
- D. When you are discussing your concerns, or complaints about what is not working, please accompany those concerns with potential solutions – you know your child best. Wear your problem-solving hat and work with the teacher to suggest ideas that best support your child.
- E. If after some time it is still not working, please let the teacher know you have reached an impasse, and you will be looking for some additional support from a school administrator.

When do I draw the line, and seek support from another person, or Principal or Head of School directly?

1. Any instance when your child doesn’t feel safe (emotionally, socially, or physically)
2. Any AISC Human Rights violation (or repeated violation) that has not been sufficiently addressed by a staff member.
3. When you have discussed the concern with the teacher, and you have communicated to the teacher that you have reached an impasse.
4. Anytime you suspect child neglect, abuse, sexual exploitation/molestation concerns about your own child, or another child in our school community. In the event there is a suspicion or concern, please contact the Child Protection Team set up at AISC:

John Jalsevac, Director
Amy Clerides, Principal
Casey Combes, Elementary Vice Principal
Pani Panayides, Middle School Vice Principal
Nicole Duhig, Secondary Counselor
Tara Gabriel, Grade 6-9 Advisor
Fani Rossidou, Elementary Counselor
Michalis Matheou, School Nurse

jjalsevac@aisc.ac.cy
aclerides@aisc.ac.cy
ccombes@aisc.ac.cy
ppanayides@aisc.ac.cy
nduhig@aisc.ac.cy
tgabriel@aisc.ac.cy
frossidou@aisc.ac.cy
mmatheou@aisc.ac.cy

Emergency Drills

AISC conducts regular emergency drills each year for fire, earthquake, bomb threats and intruder threats. Students are prepared in advance of drills, and parents are notified at the beginning of each year on their purpose. Teachers are informed in advance of each drill and are in charge of monitoring their students during the drill. The school has an emergency siren and a plan for evacuation of the buildings is posted in each classroom. Students are assembled on the courts for the duration of the drill while attendance is checked carefully to account for every student. The school mandates appropriate behavior from students at all times during a drill situation.

Electronic Devices and Equipment Use Policy

Electronic Devices and Equipment Use Policy as of January 27, 2025

AISC has a Grade 1-6 iPad Program and a Grade 7-12 Bring Your Own Laptop Program (BYOL) program. The following policies with regard to personal devices such as mobile phones, tablets, iPods, mp3 players, and smart watches are in effect across the school.

Elementary School “Away for the Day” Policy

AISC does not advise elementary students to bring mobile phones or other personal devices to school. If a parent insists that their child must have a device with them in school, then it must be Switched Off or on Airplane Mode and kept in your child’s bag and not visible for the duration of the school day, including during after-school activities. Students are not permitted to use personal electronic devices in or out of classrooms from 8:00 am - 3:05 pm. Elementary students who need to phone home during the school day should request permission from their classroom teacher who will assist with this communication through the front office.

Middle and High School “Away for the Day” Policy

The AISC Middle and High School are considered to be personal device-free divisions, as per school policy as well as legislation passed by the Parliament of Cyprus in October 2024. This means that students are not to have personal devices such as mobile phones, tablets, iPods, mp3 players, and smart watches with them during the school day. These devices may not be checked or used during lunch time (except for cafeteria purchase as described below), break/recess times, and transition times. Parents who need to reach their children during the school day may do so through our main office. Any personal electronic devices must be Switched Off or on Airplane Mode and kept in the student’s locker or school bag for the duration of the school day, including afterschool activities. Middle and High School students who need to phone home during the school day should request permission from their Vice Principal or Principal who will assist with this communication through the front office.

Cafeteria purchases: Students who use the school’s payment app or a phone credit card to purchase lunch and snacks in the cafeteria may switch on their phone at the time of purchase and must switch their phone off again immediately after their purchase. Alternatively, students may use a printed QR code for the app, pay with a credit card, or use cash.

The following guidelines are in place to support learning in the middle and high school at AISC:

- The morning break and lunch hour are electronic device and laptop-free times (aside from cafeteria purchases).
- Listening to music is not allowed during classes.

- In the case of a need for video recordings for educational purposes, the teacher will make necessary arrangements for this.
- Computer Gaming is strictly prohibited during school time (in and out of class) with the exception of gaming which is supervised by a teacher and is part of an educational program or after-school activity.
- Students may not watch movies/tv series or other entertainment videos during school day.

*Please note that all electronic devices, mobile phones, and equipment such as laptops, are carried at your child's own risk and are not the responsibility of the School. AISC will not be held responsible for damage to or loss of such personal items. If such items become a distraction, the school will require that they be left at home. Please refer to the AISC BYOL Program Handbook and the AISC iPad Program Handbook for further details and guidelines.

Consequences for violation of Electronic Equipment Policy

1. Upon the first offense, the staff member will remind the student to put the device away and will inform Administration. Admin will follow up with the student and the student will be reminded of the AISC Electronic Equipment Policy.
2. Upon the second offense, parents will be notified.
3. Further incidents will be considered a pattern of defiance and may result in parents having to pick up it up at the end of the day and the student being banned from bringing that device onto school premises for an extended period of time.

English Language Learning (ELL) Program

For Grades KG5-10 the English language screening assessments are based on the LAS (Language Assessment Scale) Links Proficiency Level Descriptors describing 5 levels of proficiency: Beginning (1), Early Intermediate (2), Intermediate (3), Proficient (4) and Above Proficient (5) within the four literacy domains: Speaking, Listening, Reading and Writing. In placing students in ELL classes, every effort is made to ensure students are placed in the appropriate age group class at the time of their application. "The LAS Links provides reliable English language proficiency results to make crucial instructional decisions. It allows schools to measure student growth from year to year and between grades. It measures social and academic skills for a comprehensive view of language abilities and accurately and reliably meets the needs of all English Language Learners" (CTB/McGraw-Hill). Please refer to our [Language Policy](#) on the AISC Website for required services and grade placement decisions for English language learners. At AISC the ELL assessments are conducted in grade bands of: KG-1, 2-3, 4-5, 6-8 and 9-12.

Field Trips

Field trips are conducted during the year as part of the instructional program. Teachers and administration work together to provide a positive field trip experience for students. Parent chaperones may be requested to provide adequate supervision of students on field trips. The school will determine the cost for transportation and any fees and notify the parents in advance.

General Guidelines for Field Trips:

At all times, AISC students are expected to dress and behave in ways that reflect positively on themselves and their school. Students will wear the school uniform or school PE uniform for day field trips. Should alternative dress be required, this will be recommended by the supervising teacher with administrative approval and students and parents will be notified.

For overnight field trips, dress will be decided by the supervising teacher and the administration. At no time are students permitted to wear clothing that is torn, sloppy, revealing, or decorated inappropriately. On overnight field trips, bedtimes will generally be no later than 11pm for high school students. The sponsor determines curfews and bedtimes. Earlier bedtimes will be set for middle school and elementary students.

School rules on behavioral expectations are in force on all field trips. The sponsor determines areas where students may go and return times will be set and must be observed.

If a middle or high school student is unable, for reasons other than illness, to participate in a field trip, the student will still be expected to attend school and scheduled classes. If some classes are not meeting because of the field trip, the student will be assigned to study hall in the library. For more information and guidelines concerning field trips and travel abroad, see After-School Activities in the Middle and High School Section of this Handbook.

Food Allergy Policy

AISC recognizes that food allergies, in some instances, may be severe and even occasionally life-threatening. The foods most likely to cause allergic reactions are peanuts, tree nuts, dairy products, eggs, soy, wheat, fish, and shellfish. Although most food allergies produce symptoms that are uncomfortable, persons with allergies to the above-listed foods can suffer more serious consequences. AISC has created this policy to reduce the likelihood of severe allergic reactions of students with known food allergies while at school.

- Parents may submit written protocols for students with allergies. These protocols should be designed to avoid exposure to foods to which the student is allergic. The School Nurse and administration will work with parents to implement reasonable protocols.
- Information pertaining to a student's allergies will be shared with faculty and staff who have contact with the student, but otherwise will be kept as confidential as possible.
- AISC will provide anaphylaxis training opportunities for faculty and staff.
- AISC will keep epinephrine on-site and in field trip first aid kits for treatment of an anaphylactic response.
- AISC will strive to instruct staff and faculty to recognize symptoms of an allergic reaction and to respond appropriately as necessary.
- AISC will work with the cafeteria to provide lunches that all students may enjoy. In the case of a student with multiple or unusual allergies, however, AISC may require the student/family to provide lunch and snacks to ensure the student's safety.
- Peanut allergies are among the most common. Accordingly, AISC will attempt to avoid service of food with peanuts or peanut products during the school day.
- AISC will work with the school's cafeteria manager to reduce the likelihood that peanuts, tree nuts, or nut oil products are served during normal hours.
- AISC will attempt to avoid serving food with nuts but cannot guarantee that products with nuts will never be present at AISC. Likewise, AISC cannot monitor products sold at special student sales, products brought for celebrations, or served on off-campus trips. Therefore, persons with severe food allergies must carefully monitor their food in these situations.

Parent/Student Responsibility:

- Parents of students with allergies may submit to the School Nurse protocols designed to avoid exposure to certain foods.

- Parents of students with life-threatening allergies must provide AISC with emergency medications and a written medical treatment protocol for their student for addressing allergy-related events. The School Nurse will maintain the medication and information.
- Parents are responsible to educate their child about managing his/her allergy at school, including, but not limited to, identifying "safe foods" by reviewing the weekly lunch menu together, and contacting the Food Service Director for ingredient listings.
- If parents are uncertain about possible exposure to allergy-causing foods, they should provide meals or treats for their student.
- Parents of students with severe food allergies or multiple food allergies may be required to provide meals or snacks for their children.
- If a parent of a student is concerned about peanut allergies or multiple food allergies, the parent may provide their child's teacher with a supply of safe snacks to reduce the likelihood of accidental exposure.

AISC cannot guarantee that a student will never experience an allergy-related event while at school. AISC is committed to student safety, and therefore has created this policy to reduce the risk that children with allergies will have an allergy-related event.

Grading Policies

Please refer to the [AISC Assessment Booklet](#) for all grading and assessment policies,

Health Services

AISC employs a full-time School Nurse. The School Nurse is responsible for the supervising and delivery of health services and is the Chair of our Health and Safety Committee. In addition, the School Nurse will make parent and community contacts for health matters and will ensure that each student's health record is kept updated. Parents must provide updated health records before their child may attend AISC. Parents must also provide the School with a daytime and an emergency contact in case their child becomes ill at school. This is especially important for parents of our elementary children.

Parents/Guardians must inform the School Nurse if your child has any health issues such as:

- Allergies
- Asthma
- Special medications, inhalers, etc. needed during the school day.

Medications, etc. must be clearly labeled with the child's name and dosage required and given to the School Nurse to administer.

Reportable Communicable Diseases

Parents are required to inform the School Nurse if their child is diagnosed with a communicable disease such as Measles, Mumps, Rubella, Tuberculosis, Diphtheria, Pertussis, Tetanus, Polio, Strep Throat (Streptococcal Pharyngitis), Scarlet Fever, Hepatitis (all forms), Chickenpox, Scabies, Head Lice, Sexually Transmitted Diseases (STDs) including HIV.

Stay-at-Home Procedures

If a child or any faculty/staff member has any of the following symptoms, he/she must remain home and seek the care of a family physician as needed:

- Uncontrolled diarrhea
- Vomiting more than once in the previous 24 hours as a result of illness

- Mouth sores, unless a healthcare professional determines it is not from a communicable disease
- Rash with fever or behavior change, unless an okay is given by health care professional
- Pink eye with white or yellow discharge until 24 hours after treatment is started
- Scabies, head lice, or other infestation until 24 hours after treatment is started. For head lice, refer to procedures below.
- Impetigo
- Chicken pox
- Pertussis
- Oral herpes (with uncontrolled discharge primarily in very young children)
- Tuberculosis
- Strep throat or other streptococcus infections
- Hepatitis A
- Measles
- Rubella (German measles)
- Mumps
- Shingles
- Heavy colds, sore throat, serious cough

Students with a temperature of 37.8° C (100.4° F) or higher will be sent home from school and should not return to school until they are fever-free for 24 hours without the use of fever-reducing medication such as paracetamol, aspirin, ibuprofen, etc.,). Upon returning to school, the student must be fit enough to participate in all activities, unless there is a restriction from some activity based on a doctor's note.

Immunizations

All children must be vaccinated. The required vaccinations/immunizations are listed here:

- 1 year: Meningococcal, Hepatitis B
- 15 months: DI. TE. PE., Mumps, Measles, Rubella, Varicella, Pneumococcal, Haemophilus Influenza Type B
- 4-6 years: DI. TE. PE., Polio, Pneumococcal, Measles, Mumps, Rubella, Varicella
- 15 years: DI. TE.

Head Lice Procedures

AISC recognizes that head lice are a very common occurrence in Cyprus and therefore children should be regularly checked by their parents.

The AISC Head Lice Policy is written to communicate how AISC handles a head lice diagnosis, either first at home, or at school. The AISC policy is written to prevent head lice from spreading any further in the class, or across the school.

If Head Lice are Suspected at Home:

Should head lice be suspected at home, parents are asked to carefully inspect their child's head. These insects live amongst the hairs at the base of the hair shaft near the scalp. In the early stages, the eggs may look like tiny white or gray spots. They are most easily seen behind the ears and on the nape of the neck. Itching is a classic sign.

If head lice are suspected, parents are required to inform the nurse at school. This is done so our nurse can check all our students and communicate appropriately to the rest of the class or grade level at school. Students may not return to school until treatment has been provided. Any student infected must see the nurse before being permitted to class.

If Head Lice are Suspected at School:

Should head lice be suspected at school, students will be asked to see the school nurse. If it is determined that the student has head lice, the student will not be permitted to return to their class and a parent is required to pick them up from school. Parents are urged to treat their child immediately and stay home for the rest of the school day. Once treatment has been provided, to return to their class the following day, they must first be thoroughly checked by the school nurse.

Treatment Options:

Head lice are very easily treated with special shampoos and cream rinses such as Prioderm, Lynclear, Cusitrin or Charlieu that are available from the pharmacy. Any treatment should be repeated after one week to ten days. All members of the family should be treated at the same time. Once everyone is treated, it is important to protect the child from further infestations by using a fine-tooth comb to remove all lice eggs. Parents can also help by using a preventative spray or shampoos containing tea tree oils. Head lice should not be associated with poor grooming.

Health Screenings

Upon registration to the School, a vision and hearing screening by a physician is required. The school will follow up on the results as needed. The School Nurse conducts vision checks on all students, Grades 1-12, on a yearly basis. Height and weight are checked every year to ensure students are growing within normal limits. The School also participates in several private and state screening initiatives based on age requirements. Students in KG3/4 – Grade1 have their dental screening during the fall semester, while Grade 5 have their dental screening during the spring semester. Scoliosis screening is schedule for students in Grades 5-8 during the spring semester each year. Should any students require more extensive examinations, parents will be notified and referrals made.

Healthy Food Policy

The purpose of the AISC Healthy Food Policy is to:

1. Provide healthy eating options for all members of our learning community
2. Provide a healthy environment for all members of our learning community
3. Develop healthy eating habits and attitudes in our learning community

Please view our [Healthy Food Policy](#) on the AISC Website.

Home/School Communication

AISC believes in strong communication between home and school. We welcome direct communication. We are committed to a quick response to all concerns. We believe that regular and consistent communication is vital to student success. Parents are encouraged to call to request conferences with teachers or administrators at any time.

When parents have a question or concern regarding a school issue, the person or persons most directly associated with the concern (involving the welfare of an individual student) should be most directly involved with its response. When a concern arises, we believe concerns and problems are best solved at the level where they occur. Thus, we ask parents and students to first speak with those involved to seek solutions. If at that level concerns are not resolved, the School Counselor, Principal or Director, are happy to assist in a problem-solving and guidance-oriented approach. Please see the AISC Constructive Communication Policy for more guidance on this.

AISC communication occurs in a variety of ways:

The AISC Website: Parents can view news, events, policy handbooks, educational programs, and a variety of other important information, www.aisc.ac.cy. Links to our frequently used apps can be found here: www.aisc.ac.cy/aiscportal/

Social Media: [AISC Facebook](#); [AISC Twitter](#); [AISC Instagram](#); and [AISC YouTube](#)

Report Cards: Report cards are issued 4 times per year. They are published to the AISC Alma Portal for viewing each quarter.

Parent-Teacher Conferences: Conference Days are scheduled each year to ensure that parents have regular contact with their child’s teachers. Students in Grades 6-12 are expected to attend these meetings.

Orientation Day for New Families and Open House for Returning Families is held on the day before classes begin each year. Parents and students are invited to come in to meet their child’s teachers and receive information about the curriculum expectations and other information about the school. High School Students will pick up locker keys and schedules on this day, too. Middle school students will receive locker keys and schedules the following day, the first day of classes.

Weekly Director’s “Coffee Mornings”: Each week, the AISC Director hosts a Director’s Coffee Morning in the Library. Each meeting is dedicated to a specific grade level. Topics of discussion may include school programming, educational issues, and current educational research affecting specific grade levels. Topics are communicated in advance by email and in the Islander Newsletter.

Special Information Meetings: Throughout the school year information meetings are held to provide information to special sections of our school community. Some examples include the International Baccalaureate Program Information session for Grade 10 students and families, Grade 5 Transition to Middle School Meeting, Grade 8 Transition to High School, and Middle School Achievement Board celebrations.

The Islander: AISC creates a weekly newsletter called *The Islander* that contains important information and notices of upcoming events at the school. *The*

Islander is a main channel of communication with our parents. *The Islander* is on-line and a link is sent out to parents and students every Friday afternoon.

Electronic Communication: An effective way to communicate with teachers and administrators is through our electronic mail system. Email addresses for teachers are found on the AISC website and portal. At AISC, we expect a timely response by our teachers to parent email messages within 48 hours. We expect the same timeframe from our parents in return.

The AISC Student Information Systems: Students' grades, attendance, and class assignments can also be accessed through the [AISC Alma Portal](#), located on the [AISC website](#). Students in Grades 11 & 12 will use [Managebac](#) as their student information system. Please note: while class assignments and grades will be updated regularly, the portal may not reflect the most recently submitted assignments and grades, we need to remember that the teachers do their very best, but they have many children to think about!

Phone/Email Home the Good News Policy: AISC believes in phoning home (or emailing home) the good news. Watch out for positive communication from your child' teacher(s).

Daily Kindergarten Communication Folders: Daily folders are used in KG3, KG4, and KG5.

Personal Learning Portfolios: Evidence of student learning in KG5 – Grade 5 is sent home twice yearly and is available anytime upon request through our Personal Learning Portfolios.

Weekly Elementary Newsletters: For a peek into the week ahead, make sure you read the Elementary Newsletters distributed to all parents KG3-Grade 5 each Monday.

Late Buses, After School

Late buses are provided as a service to students who have purchased bus service for the year and who remain for scheduled AISC after school activities and events. These include AISC activities scheduled through the Activities Director, and on-campus: music lessons, language classes, private tutoring, library, and detention. Unless they are involved in a school-sponsored, supervised after school activity or event, students may not remain on campus after school and ride a late bus home. Students may not leave campus and return to ride a late bus home.

Learning Support Services

AISC's Student Support Service Department meets the needs of students enrolled in its program. All students in the program receive individualized instructions based on the areas that need strengthening. Please note that services are subject to extra tuition as outlined on the annual tuition schedule, published on the website, or received through the Admission's Director.

English Language Learner Program

The services provided at AISC for students learning English as a second language, vary according to student needs. Our delivery models include:

Sheltered Classes (Separate Class)

The emphasis is placed on communicative skills with daily instruction in vocabulary and oral language acquisition as well as listening, reading, and writing skills. Sheltered classes follow the identical curriculum of regular classes, but instruction moves at a slower pace to assure student comprehension of the material. Student accommodations may include extra time for assignments and tests, reduced reading and writing assignments, and instruction in study skills.

Resource Classes (Separate Class)

The emphasis in a resource class is placed on advanced language skills including increased and more complex reading and writing assignments.

In coordination with regular classroom teachers, the ELL course materials complement what is taught in the content areas of science, social studies, and math. We work closely with all classroom teachers to ensure that all curriculum objectives are addressed.

Inclusion (In Regular Class)

The emphasis of the inclusion delivery model is to support students, as they become independent learners. Support teachers continue to work with the regular classroom teachers to provide necessary accommodations and strategies. Students are individually assessed upon arrival and are scheduled for the ELL services that will meet their needs. During the school year, assessments are ongoing to assure appropriate services for student growth and success.

Learning Center Program

The AISC Learning Center was established in 1993 to provide students with mild learning difficulties an opportunity to receive the additional assistance necessary for academic success.

AISC offers services to students with mild learning disabilities, students with mild attention deficit disorders (ADD/ADHD), and students who are continuing to learn English as a second language.

Our services include:

- Support in a separate classroom (Resource)
- Support in the regular classroom (Inclusion)
- Learning Strategies class (for middle/high school)
- Assistance in the development of behavior modification programs

For a student to receive learning support services at AISC, the school requires documented evidence that indicates a learning disability. The standard documentation is a psychological educational evaluation. It must be noted that even in the presence of a learning disability, all students must be able to function

academically in the regular education classroom. All students must meet the standards and objectives for their grade level without any modifications, or changes to the curriculum.

We work closely with classroom teachers on strategies and accommodations for student success.

Library

The AISC Library is located on the top floor of the school. It houses a collection of reference, fiction, nonfiction, children's picture books, and magazines as well as online, non-print materials. You are invited to access our extensive Follett Destiny [AISC Library Catalog](#) online.

Hours

Mon, Tues, Thurs	8:00am-4:00pm
Wednesday	8:00am-2:05pm
Friday	8:00am-3:05pm

Check-out Policies

AISC Library allows checkout of books up to 14 days. At that time limit, books must be returned to the library, checked-in, and be re-shelved before they may be checked out again. Reference books, videos, and magazines are not allowed to be circulated. They may be checked out to students for short periods at the discretion of the librarian and classroom teacher. All students are responsible for the books they check out from the library. If books are lost or damaged, the library will charge a fee including shipping costs to replace the book and the student's report card will not be issued until fees are settled. No food or drink is permitted in the library at any time.

Parental Supervision and Guardianship

AISC students are not permitted to live alone. Parent supervision and support are vital to student success in school and to their health and general well-being. Students are admitted to AISC only if they will be living with a parent or a legal adult guardian. Anyone designated "guardian" by the student's parents must be interviewed and approved by the Director. If a student is living with a guardian, the parents must contact the school at least monthly. A letter stating the living arrangements for the student must also be provided by the parents and filed with the Director.

AISC requests that parents not leave their older children overnight without proper adult supervision. While we realize that situations occur when parents are called away, we also know the pressure young people may come under when it becomes known that they are home alone. Always ensure that a responsible adult stays with them and please also notify the school as to the dates you will be away from home, as well as emergency contact information.

Private Music Lessons

AISC facilitates private music lessons for all its students. Lessons are scheduled with qualified musicians from both inside the school and from the outside professional community. Private lessons are not included as part of the activities program and parents are billed for the cost of their private lessons through the AISC Private Music Lesson Coordinator, and not through the School. All lessons must be paid directly to the Coordinator in advance, prior to starting the lessons.

Report Cards

AISC distributes four report cards each year. AISC does not issue midterm reports in Grades 6-12, as parents and students always have full access to grades with a cumulative average on display. Report cards for secondary students include letter grades and effort grades. Honor Roll and High Honor Roll status are determined by a computer average of each student's grades each quarter. Elementary report cards are tailored to age and grade appropriate expectations. They contain a detailed record of each child's academic progress as well as an assessment of their effort. Work habits and social and personal development are evaluated.

School Closings

AISC believes that children belong in school for the maximum amount of time permitted by the school calendar. Therefore, school closings are rare occurrences. Should an emergency closing be deemed warranted by the school administration, parents will be notified by telephone in as timely a manner as possible. We appreciate the support of our parents in protecting instructional time in the school day.

School Hours

The AISC campus is open on school days from 7:45 am until 4:15 pm. Before or after these hours the school is not responsible for any student. Please note one exception to this: there will be a staff member available for morning drop-off as well as supervision in the KG classrooms from 7:30 am each day. Classes begin daily at 8:00 am. Students should be in class for the taking of attendance at 8:00 am. Students are dismissed daily at 3:05 pm except on Wednesdays when classes end at 2:05 pm to facilitate faculty meetings. Students who are not participating in after school activities are not permitted to remain on campus after 3:05 pm and may not leave the campus and return without permission. Students staying after 3:05 must always be in a club, or activity, any students lingering or staying after school without official involvement in a school-sponsored, supervised program, tutoring session, club or team do so at their own risk.

School Supplies

Supply Lists are mailed to families during the summer and distributed to new families on *New Family Orientation Day*. The lists are also available on the AISC website under the Academics tab, [KG3-KG5](#), [Grades 1-5](#), [Grades 6-8](#), [Grades 9-12](#). Supply lists outline the necessary supplies for children to start the school year. The lists include items such as notebooks, pencils, markers, scissors, glue, etc.

Parents are required to purchase these supplies. Students should have these supplies replenished regularly as required.

All items on our supply lists have been locally sourced. Except for PE/Swimming Supplies, and unless otherwise indicated, all requested school supplies will be available for purchase at Philippides Paper Works, 50 Kennedy Avenue, 1076 Nicosia Cyprus, +357 22 879222. Online ordering is on the [Philippides Website](#), where you will find an AISC tab. If you pre-order one week prior to the start of the school year, you may request to have your items delivered to AISC for pick-up at our annual Orientation/Open House Event. Alternatively, you may pick up at the shop, or, for a nominal charge, home delivery is available.

Non-consumable textbooks are issued on a loan basis. Students will be expected to pay for the replacement of lost or damaged books.

Service Learning

Each student in Grades KG5 through 12 is expected to be an active participant in service learning. Throughout the year service-learning activities are provided at all grade levels. Examples include partnering with seniors' residences, visiting hospitals, maintaining a section of a park, and partnering with NGOs or other humanitarian or environmental organizations.

Standardized Testing

AISC uses several internal and external standardized assessments to better evaluate our students' progress, improve our instructional program and fulfill our school's Strategic Plan.

- Diagnostic Reading Assessment are used in Grades KG5-Grade 5 to assess reading levels
- Measures of Academic Progress (MAP) is used in Grades 2-10 to assess progress in math reading and language usage at 2-3 interval periods within the school year
- PSATs are used in Grades 10 and 11 to assess Literacy and Mathematics skills
- SATs are used in Grades 11 and 12, optional

Student Agendas

Each student in Grades 2-10, will receive their own student agenda booklet and upon request in Grades 9 -12. This book is to be carried to all classes. If a student loses his/her agenda booklet, the student must purchase a replacement agenda booklet from the business office. The Alma AISC Portal and Managebac are not meant to replace the use of the Agenda Book for students in grades 6-12. Teachers will devote time in each lesson for students to fill in their agenda books, encouraging them to use their Agenda Books to keep track of assignments and to help them develop time management skills.

Student Records

AISC maintains student records in a secure location. Access to a student's record is available to parents and teachers by request.

With the parent's written request, student records are sent to the school to which a student is transferring. Leaving reports, including grade reports, records, and recommendations are released when appropriate arrangements have been made regarding the student's financial account in the Business Office.

Student Review and Welfare

When there is concern about a child's academic progress or social/emotional welfare, a Student Review is called by the Head of Learning Support Services. The teachers meet to discuss the child and consider strategies for intervention. These may include a meeting with the parents. Intervention strategies are put in place and the situation is monitored by the teacher(s). If concerns continue, another Student Review is called, and further options are considered.

Student and Parent Visitors to AISC

AISC welcomes prospective students as visitors for all or part of a school day. Such a visit must be arranged in advance through the Admissions and Community Relations Coordinator (admissions@aisc.ac.cy). Student visitors must come to school in appropriate clothing that is of the level of our school uniform. No blue jeans are allowed. Student visitors are expected to exhibit good conduct and manners while on campus. Persons who are not enrolled in AISC or approved for student visits may not be on campus at any time during the school day.

Parents wishing to visit their child's classroom may do so after giving appropriate notice to the classroom teacher and school administration. Visits will be permitted in the spirit of promoting career awareness, cultural traditions, reading a story or doing a project or activity where the parent is an active participant.

All visitors to AISC must sign in with the guard and wear a visitor badge for their entire stay at AISC.

Textbooks

In classes where textbooks are used, they are provided to each student on a loan basis. It is expected that students will take proper care of their textbooks and return them in good condition to the teacher who issued them. Students will be charged for textbooks that are lost or returned to the teacher in poor condition. AISC reserves the right to determine charges for lost or damaged textbooks. Students are expected to cover their textbooks.

Uniform

Purpose

AISC has had a school uniform since its founding over 35 years ago. The uniform policy has several different purposes in line with the school's guiding statements and values:

1. **Stronger Community:** When students all wear the same clothing every day at school, it levels out the playing field. Any expectations on what to wear are removed and children develop a greater sense of equality. Creating a standard promotes the idea that we are all equal. Children come together from different backgrounds and can immediately identify a fellow member of their team from the clothes that they wear, breeding a sense of cohesion and community.
2. **Enhanced Well-Being:** Without school uniforms, the potential for children to tease and make fun of one another is increased. People use clothing to express themselves; children are no different in this regard. Sadly, when a child expresses themselves in a different way to everyone else, it can create a point of difference between one child and another. With a school uniform, children can express themselves in more meaningful ways, which helps to develop their creativity.
3. **Improved Focus:** When a school adopts a uniform, it creates a simple and standardised dress code. When children are allowed to wear what they like, innumerable variations mean schools must adopt a long list of dos and don'ts to formulate their dress code. When a uniform is properly implemented, the school can avoid complicated issues around modesty, offensive symbols, and text, and remove any need for teachers to monitor what children are wearing against this dress code. It also simplifies morning routines for students and parents.
4. **Increased Safety:** With their school uniform on, children can immediately be recognized at a distance as a member of that school. In a situation where someone who is not a member of the school is on-site, they can be easily identified as not part of the school by their lack of uniform. The school uniform is also designed to support all school activities, both academic and physical.

AISC needs all stakeholders—staff, students, and parents—to consistently implement the uniform policy in order to achieve all its benefits. The following provides the guidance and resources necessary to ensure success.

Uniform Vendor

Uniforms are available for purchase by parents from one local supplier:

Koutalianos School Uniforms

16 Kassos Street, Shop 14L

1686 Nicosia

Telephone: 22 427470

Mobile: 99 698968

Mandatory Items

The basic mandatory uniform consists of the following items:

- Golf Shirt with logo, Short or Long-Sleeved -Choice of colors: Navy or white
- Khaki Slacks or Bermuda Shorts or Skirt or Skort (skirt with shorts sewn in)
- Navy Pullover Crewneck Sweatshirt with logo, or
- Navy Knit Cardigan with logo, or
- Navy Microfiber Fleece hooded zip-up jacket with logo, or
- Navy Hooded pullover sweatshirt, with logo

The mandatory physical education (PE) uniform consists of the following items:

- Grey T-shirt with logo, Short or Long-Sleeved
- Navy Sweatpants
- Navy PE Shorts w/white stripes
- AISC House Shirt, AISC Accept & Respect, for special events (Students are assigned to a house color by the school – parents will be informed of their child’s house color)

Optional Items

- Navy Winter Outer Jacket, with Logo (see note below under heading “How to Wear the AISC Uniform” for more details.)
- PE Baseball Cap, Navy Blue w/AISC Logo and Accept & Respect, for PE and field trips. No other hats may be worn to school or on field trips.

Uniform Regulations

At AISC we expect our students to always be in school uniform throughout the school year, including while on field trips, unless an exception has been made for a special occasion. Our uniforms are meant to be comfortable, but also to contribute to a positive, neat appearance on behalf of our student body. Students who do not comply with our regulations may be prohibited from attending classes or school trips.

The following steps will be taken for students in Grades 6-12 who are not wearing the uniform as expected. Our goal is to be as least disruptive as possible to our families and to keep students in class:

1. The School will request that the student wear their proper uniform or make an on-the-spot adjustment to adhere to the uniform policy.
2. The School may remove a student from a class or an activity and will direct the student to call their parent to bring in the proper uniform.
3. If the parent is unable to bring in the proper clothing, the student will remain out of class until the uniform violation is resolved in one of the following ways:
 - The student will wait in the office until the parent can arrange for the proper uniform to be brought in.
 - The student will be escorted to the Uniform Shop, upon parent approval, to purchase the needed articles of clothing. Parents will be billed accordingly.

- The student will be directed to the Lost and Found section of the school to borrow proper uniform attire to be worn for the rest of the day.

If the Grade 6-12 student refuses to wear the uniform or borrow from lost and found, and the Administration or Faculty deem this behavior as defiant, the student will be placed in in-school suspension or sent home until the issue is addressed.

In the case of an elementary student in continued violation of the school uniform policy, we will communicate with the family to have it resolved by the following day.

How to Wear the AISC Uniform:

Sweatshirts

School uniform sweatshirts, cardigan sweaters, hoodies, or fleece jackets, with the school logo, are the only sweatshirts allowed for all students, KG3-Grade 12. Non-school sweatshirts are not allowed in any division of the school, even during the winter or cold days. The only exception to this is that each year the Senior students design their own sweatshirts. This is a privilege that the Seniors enjoy. The design is approved by the Administration early in the academic year and may be worn anytime.

Undershirts/T-shirts

Plain t-shirts (long or short sleeves) may be worn under the AISC polo shirts, but must be gray, navy blue or white without any logos or writing showing.

Shoes

Students may wear shoes of their choice, but they must be safe and sensible. Flip-flops, high heels, Croc-type shoes, and backless sandals are not allowed. Students must wear proper athletic shoes to participate in PE class. Futsal shoes and cleats may only be worn on the futsal pitch.

Skirts/Khaki Shorts/Khaki Slacks

- Skirts, skorts, shorts and slacks must be worn at a suitable length appropriate for an educational setting in keeping with the intercultural make-up of the school and professional image of AISC.
- Shorts may not be rolled up, and skirt waists may not be rolled.
- Slacks must be worn at the waist. Underwear may not be visible at any time.
- Slacks may not be rolled up at the ankle.
- Slacks should be a straight cut, classic style and may not be skinny, capris, cropped, or flared.
- Slacks may not have extra pockets or be cargo-style pants and may not be jogger style with elastic at the ankle..

Students in violation will need to make adjustments so their skirts, skorts, shorts or slacks are worn appropriately, or purchase new uniform articles that meet suitable lengths. Suitability will be determined by Faculty and Administration only. While enrolled at AISC, parents accept that the Faculty and the Administration will make the final judgment call on appropriateness and suitability.

Tights & Socks

Tights & socks worn under the skirts or shorts must be solid in color and texture, without patterns or design, and be natural, black, navy blue, or white. Thigh-high socks, socks above the knee, and leg warmers are not permitted. For all students: Tights and stockings must be in good repair, without tears, holes, or rips and must not be distracting.

PE Uniform

Students must wear the AISC PE uniform for all PE classes. On PE days, when students have PE, they may wear their PE uniform all day. Students must wear proper athletic shoes to participate in PE class. Futsal shoes and cleats may only be worn on the futsal pitch. If a student chooses to wear a baseball cap, it must be the AISC logo hat from the uniform shop.

School Jackets

On cold winter days, AISC students may wear their own heavy winter coat as an additional layer when outside the school buildings. Non-school lighter-weight jackets, sweatshirts, and hoodies are not allowed in any division of the school, even during the winter or on cold days. For those who wish to purchase AISC winter jackets, you may do so while supplies last.

Hats, Hoods, Hoodies

Students are not permitted to wear hats or hoods of any kind inside the school buildings before, during, after classes and even during breaks. AISC hats only may be worn outside on the school grounds and when necessary during PE periods or on field trips. Knit hats or any other kind of hats with any other kind of logo may not be worn.

Jewelry & General Appearance

Jewelry that poses a threat to health and safety is not permitted. Final determination around safety of jewelry is to be made by Administration and the school Nurse. Hair must be neat, clean and tidy. Clothing must be kept clean and in good repair. Long hair also must not obstruct facial features and must not obstruct learning or the teacher's view of the child's face.

Elementary (Pre-Primary and Primary) Policies

The policies in this section apply particularly to students in KG3-Grade 5. Other policies, which may also apply to elementary students, are listed in the AISC General Student Policies Section of this Family Handbook.

After School Activities – Grades 1-5

After school activities are offered at regular intervals during the school year for students in Grades 1-5. AISC encourages our students to participate in the after-school activity program. AISC believes that the activity program must be in harmony with and support the mission of the school. Hence, our activity program assumes an educational role designed to aid in the total development of students at AISC. We believe the activity program makes a significant and worthwhile contribution to the educational goals of the school by providing individual learning experiences appropriate to the students' interests, needs and abilities.

In the fall, winter, and spring, a list of activities is published and the children, with the help of their parents, choose which activities they wish to join. Most activities are held on our campus and are always supervised by our teachers and adult sponsors. Interested parents who wish to offer to sponsor an elementary activity may call the Activities Director. When children are signed up for an activity, they are expected to participate each week unless they are absent from school. Late transportation is provided for children who are regularly bussed to school.

Articles Brought to School

Except on "Show and Tell" days, as arranged by the teacher, bringing toys and special objects to school is strongly discouraged. The school cannot be responsible for lost items. War toys, play guns, electronic toys, and skateboards are not permitted at school. Any items brought from home which become a distraction to the learning process will be held by the teacher until the end of the school day and the school will require that they be left at home. **Please see the "Electronic Devices and Equipment Use Policy" in the General Policy section of this handbook for more information on phone use in the Elementary division.**

Assessment

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and areas for growth in the achievement of expectations in each subject in each grade. Assessment is the process of gathering information from a variety of sources (including assignments, day-to-day observations, conversations or conferences, demonstrations, projects, performances, and tests) that accurately reflect how well a student is achieving the expectations in a subject. In the elementary division, report cards are distributed quarterly.

The grading system for elementary subject and effort grades is as follows:

- 1 Beginning
- 2 Approaching
- 3 Proficient
- 4 Exemplary
- X N/A

Class Birthdays/Name Days

Birthday and name day celebrations are a highlight of children's lives. Due to consideration of each child's feelings, invitations to birthday parties brought to school **must** include all of the children in the class. Please inform the classroom teacher in advance if you are planning to send treats to school. **Treats must be nut-free and individually wrapped.** Please note that celebrations will only take place during recess in order not to disrupt instructional time during the school day.

Elementary Field Trips

AISC schedules field trips to supplement and enhance the educational program. Students are expected to participate in field trips unless they are ill. If a student cannot participate in a full-day scheduled class field trip, for other reasons, the parent must keep the child at home as appropriate in-school supervision is not available. If a student does not attend a field trip which is a partial day trip, the school may request that the student attend school and be placed in another grade for the duration of the trip and attend classes as usual once the group returns from the trip.

Homework

Homework in the elementary grades reinforces learning at home and provides parents with an opportunity to talk to their children about what they are doing in school each day. The purpose of homework is to support the learning of skills concepts that have been taught in the classroom, to establish habits in organization and responsibility, and to develop a love for reading and learning. At the same time, we recognize that elementary-aged children need to be allowed time for play and relaxation, socializing with peers, and engaging in sports and other activities which facilitate a healthy and balanced lifestyle. For this reason, daily homework should not take longer than the time outlined below for each grade level.

Grade KG4/5 - 10 minutes + 10 minutes of reading with an adult helper

Grade 1 - 10-20 minutes + 15 minutes of reading with an adult helper

Grade 2 - 20-30 minutes + 20 minutes of independent reading

Grade 3 - 30-40 minutes + 25 minutes of independent reading

Grade 4 - 40-50 minutes + 30 minutes of independent reading

Grade 5 - 50-60 minutes + 35 or more minutes of independent reading

Parents can help their children with homework in the following ways:

1. Provide a quiet, well-lit and supervised place to work. The kitchen table, where parent supervision is available, is a great place for homework. Homework should not be done behind the closed door of a child's bedroom.
2. In the upper grades, help your child budget their time and plan for assignments.
3. Minimize distractions, including tv, music, and internet. For expert advice on limiting screen time, please refer to the [American Association of Pediatrics](#), and [Common Sense Media](#).
4. Listen to your child read or read to your child.
5. Be supportive and available to your child, but if you are doing more work than they are, it is time for you to take a break. Homework is for the student. If you find something too difficult for your child to complete, please contact the teacher.

Library Time

Library time is an important component of the elementary schedule. Children come to the library to have a story read to them, read independently, research, and check out books to take home. They are given the freedom to explore the different areas and search for books of their choice with the guidance of the Librarian and the Library Assistant. The Librarian coordinates lessons with classroom teachers to provide optimum support materials and ideas for classroom activities and research. The children learn that books are meant to be cared for as well as shared and enjoyed. Children in the early elementary grades (KG-1) check out two books at a time per week. Children in the later grades (2-5) check out four books at a time per week. The library does not charge fines for overdue books, but lost books are the responsibility of each patron. The library is open from 8:00 am to 4:00 pm Monday, Tuesday, and Thursday. On Wednesday and Friday, the library opens at 8:00am and closes at dismissal. Books can be checked out over the summer. Suggested book lists for summer reading are sent home with the final report cards but are available at any time. Parents are welcome to use the library throughout the year to check out additional books for their children or for themselves. You are invited to access our extensive [AISC Library Catalog](#) online.

Lunch and Snacks

Elementary children have the option of purchasing a hot lunch or bringing a lunch from home. A menu is sent home each week in *The Islander*; please review this with your child. Students in KG3-Grade 3 eat lunch in their classrooms in a home-style environment where special attention is paid to table manners and healthy eating habits. Students in Grades 4-5 eat lunch in the cafeteria.

Students in KG3-Grade 3 will be served the set lunch unless excused for medical or religious reasons. Students in Grades 4 and 5 may also choose from the a la carte menu. **Children who bring lunch from home should also bring with them whatever they need to eat their lunch, including utensils and condiments. Hot food from home should be heated at home and sent to school in a thermal container.**

In the interest of promoting a healthy lifestyle, the elementary school has a policy disallowing candy, chocolate bars, gum, potato chips and carbonated drinks. The school may remove such snacks and contact the parent in such cases. On special days or occasions, the school may allow these items into the classroom. All snacks sent from home must be nut-free.

Parent Requests – Changes in Routines

In the interest of your child's safety, a written note or email should be sent to the teacher as early as possible to request changes to your child's daily routine such as an early departure from school, riding a different bus in the afternoon, or being picked up by a classmate's parent for a playdate. Please note: Classroom teachers are responsible for ensuring that children follow their normal routine unless they receive specific written instruction from the parents to alter it.

School Hours

School hours are listed in the AISC General Student Policies Section of this Family Handbook. It is important that children arrive at school on time and only once supervision time has begun.

Elementary children should not be left after school to wait for older siblings, as after-school supervision is not provided. The school library is open after school on Monday, Tuesday, and Thursday. Students who wish to stay late must present a note from parents one day in advance so that transportation may be arranged.

Standard of Conduct for Elementary

A committee of students, teachers and parents created the AISC Human Rights Policy to serve as a code of conduct for our school community.

AISC Human Rights and Responsibilities

I have the RIGHT to:	I have the RESPONSIBILITY to:
<p>1 Be myself.</p>	<p>1 Accept and respect others as they are.</p>
<p>2 Be free from name-calling, physical or digital harassment, mental abuse, and bullying.</p>	<p>2 Refrain from and stand up against name-calling, physical or digital harassment, mental abuse, and bullying.</p>
<p>3 Feel proud of what makes me different.</p>	<p>3 Recognize and appreciate differences in others.</p>
<p>4 My privacy.</p>	<p>4 Protect the privacy of others.</p>
<p>5 Learn, make mistakes without embarrassment, and be proud of my success.</p>	<p>5 Support others in their learning, both in their mistakes and successes.</p>
<p>6 My own opinion and to agree or disagree with others respectfully.</p>	<p>6 Create an open, safe space for sharing diverse perspectives and opinions.</p>
<p>7 Feel safe at school.</p>	<p>7 Uphold a safe learning environment.</p>



In addition to the AISC Human Rights Policy, the 3 ‘B’s provide specific expectations for our elementary students. At the beginning of the school year, the children discuss the ‘B’s with

their teachers and learn of their importance whether they are on a school bus, at the Big Toy area, in the cafeteria, or in the classroom.

The three B's are:

- Be Respectful
- Be Kind
- Be Responsible

Each child has the right to be treated fairly and with respect. Students who attend AISC are expected to:

- ✓ Be honest, trustworthy, and truthful
- ✓ Respect the rights, beliefs, and attitudes of others
- ✓ Respect school property and property belonging to others
- ✓ Come to school prepared to learn
- ✓ Complete homework and class assignments to the best of her/his ability
- ✓ Be regular and punctual in attendance

Our children are expected to be well behaved and accept responsibility for their actions. When a behavior problem does occur, it is important for the home and school to work together towards a solution that is in the best interest of the child, the other children in the class, and the correction of the behavior. Interventions may include students working with the Classroom Teacher, Elementary Counselor, and/or Principal to resolve a conflict. If the School determines that a child's behavior poses a risk to themselves or to others, they may be sent home with a parent or guardian for the remainder of the day to have a break, reflect, and calm down.

If a situation between two students occurs, we ask parents to inform the classroom teacher so that they take the appropriate steps to resolve the problem. AISC does not make allowances for parents to take disciplinary matters (for children other than their own) into their own hands.

Student Council - Elementary

The mission of the Elementary Student Council of the American International School in Cyprus is to elevate student voice, develop leadership skills, and make a positive impact on the school community. We do this through service learning, student outreach, leadership workshops, and student-led events and projects.

The Elementary Student Council is involved in a variety of activities. Students participate in lessons on leadership, community outreach, and service learning. We contribute to the school by hosting events such as movie afternoons, conducting student surveys, and promoting school-wide events.

All students who are interested in being a part of the Elementary Student Council must demonstrate leadership and an ethos of inclusion, and be in alignment with all of the school's guiding statements. They are role models for their peers and younger students.

The Student Council application process occurs during quarter 1 of each school year. Applicants must submit the application by the due date. Selections based on the application and demonstration of identified attributes are made by a panel of AISC faculty members.

Uniform

Elementary students are required to wear their AISC school uniform each day. Students in K3 - Grade 5 may wear their AISC PE uniform to school on PE days only. On cold winter days, AISC students may wear their own heavy winter coat as an additional layer when outside the classrooms. Non-school lighter-weight jackets, sweatshirts, and hoodies are not allowed in any division of the school, even during the winter or on cold days. For those who wish to purchase AISC winter jackets, you may do so while supplies last.

School uniform sweatshirts (with the school logo) are the only sweatshirts allowed in school for all students, KG-Grade 12. Non-school sweatshirts are not allowed in any division of the school. **Please clearly label all items belonging to your child.**

For further details, please refer to the Uniform Policy in the General Student Policies Section of this Family Handbook.

Middle and High School (Secondary) Policies

The policies in this section apply particularly to students in Grades 6-12. Other policies, which may also apply to middle and high school students, are listed in the AISC General Student Policies Section of this Family Handbook.

Academic Integrity Policy for Grades 6-12 & IB

AISC maintains strict standards on cheating and plagiarism for the well-being of our students. Part of the preparation for life is the knowledge and understanding of academic rules concerning these offenses that apply in colleges and universities and most organizations. Students must be certain to submit original work for assignments and may not copy from sources for assignments and projects. Quotes and paraphrased passages must be cited as to author and source. The school subscribes to Turnitin.com to assist in its implementation of academic integrity.

AISC is responsible for teaching **The Academic Integrity Policy** to Grade 6-12 students each year. Parents and students are responsible for reading, understanding, abiding by and supporting the school in implementing this policy. For further information, please refer to the policy in the Academic Section of the AISC Website.

Academic Support, Grades 6-12

Students with grades in any quarter of two or more 'D's or one 'F' and IB Students with any 1s or 2s, or two or more 3s in any of their IB courses (in Grade 11 and 12) are automatically placed on Academic Support. Their grades will be reviewed at the end of each reporting period to see if they should remain on Academic Support.

With the intention of improving grades, students in Grades 11-12 on Academic Support, may be assigned to daily study hall during study periods and students in grades 9-12 will be required to attend after-school tutoring. The required tutoring will be conducted by the teacher of the class where the student is not performing to standard. **After-school tutorials will take precedence over any previously scheduled after-school activity until the student is no longer on Academic Support.** Additional restrictions may be assigned by the administration. Students' Academic Probation status will be monitored from year to year. Academic Support status during Quarter 4 will carry over to Quarter 1 of the following academic year.

Prolonged placement on Academic Support may indicate a student requires Learning Center Support Services, or may require an outside referral such as a psycho-educational assessment. In the event of a failed semester in one or more courses, the school may require a student in Grades 6-8 to recover credit through an outside provider. Students in Grade 9 through 12 who fail a semester course, will likely be required to repeat the course through an outside independent study provider, with corresponding fees, to maintain the credits required for graduation. See the Credit Policy section in this handbook for more details. In some cases, the Administration may request that the student is retained in their current grade or the Administration may determine that the student is not well suited for the demands of the AISC American Diploma program or IB Program. In such cases the Administration may not invite the child to re-enroll at AISC for the following school year.

After-School Activities Program

AISC encourages our students to participate in the After-School Activity program. AISC believes that the activity program must be in harmony with and support the mission of the school. Hence, our activity program assumes an educational role designed to aid in the total development of students at AISC. We believe the activity program makes a significant and worthwhile contribution to the educational goals of the school by providing individual learning experiences appropriate to the students' interests, needs and abilities. In the fall, winter, and spring, a list of activities is published and students may choose which activities they wish to join. Most activities are held on our campus and are always supervised by our teachers and adult sponsors.

Eligibility Requirements

All students who would like to participate in an AISC after-school activity, team, club, or event must be willing to accept the guidelines and regulations which govern the after-school activity program and must remain in good behavioral standing. Academic Support tutorials take precedence over after-school activities.

Class Rank/Valedictorian/Salutatorian

Class rank is calculated for college and university placement purposes. Only credits earned at AISC are included in the class rank calculations. A student must attend AISC for at least 2 semesters before being ranked. The Valedictorian is the senior with the highest cumulative average in the class at the conclusion of the first semester of the senior year. The Salutatorian is the senior with the second highest GPA. To be considered for Valedictorian or Salutatorian, a student must have attended AISC for at least two full academic years. If two students are close for either designation, both students' academic histories will be closely examined. If one

of those students transferred to AISC in the middle of High School, AISC will compare the students at the same year of entry. Designations are normally announced following third quarter of the senior year.

Credit Policy, Grades 6-12

Credit Recovery

In the event that a student receives a failing semester grade in a diploma or graduation requirement course, students will likely be required to repeat the course through an outside independent study provider, with corresponding fees, to maintain the credits required for graduation. Credit recovery refers to a condensed course of instruction which consists of a subset or abbreviated delivery of the original course, but will allow the student to address deficiencies in mastery or gaps in learning.

The School Counselor will work with students and their families on a case-by-case basis to determine the best-fit credit recovery course and establish a suitable and acceptable timeline for completion of the course. The School reserves the right to approve the credit recovery program before awarding credit. Once a credit recovery course is approved by the School, it is the parent/guardian’s responsibility to enroll their child in the course, to liaise with the provider, and to provide the School with the official transcript, grade report, and/or certificate from the provider upon completion of the course. The financial responsibility for the credit recovery course belongs to the parent/guardian.

Note about High School Transcripts: Both of the course names and the corresponding grades will show on the transcript. GPA will calculate based on the higher grade.

Diplomas

All students who graduate from AISC receive an accredited American High School Diploma and the Cyprus Apolytirion. In addition, they may also pursue the IB Diploma. Whether following the path to the AD + IB Diploma, the AD Diploma, or the AD Diploma with IB courses, all students must follow the AISC Graduation Requirements, outlined below, which sets a minimum number of credits required in each subject area. Please consult with the School Counselor to determine individual graduation requirements.

Graduation Requirements	
University-Preparatory American Diploma	Standard American Diploma

The following 21 units of credit are required for a University Preparatory Diploma:

- 4 units of English
- 3 units of Social Studies
- 3 units of Science
- 3 units of Mathematics
- 2 units of Modern Language
- 1 unit of Physical Education
- 1 unit of Fine Arts
- 4 units of electives

The following classes are required for currently enrolled students, but credits are not specifically required to graduate.

- 0.75 unit of Senior Research Project/Extended Essay
- 0.5 unit Grade 9 & 10 Research Writing
- 1 unit of Guidance Seminar
- 1 unit of Technology

Students may earn a Standard Diploma by completing 21 units of credit including:

- 4 units of English
- 2 units of Social Studies
- 2 units of Mathematics
- 2 units of Science
- 1 unit of Physical Education
- 1 unit of Fine Arts
- 9 units of electives

The following classes are required for currently enrolled students, but credits are not specifically required to graduate.

- 0.75 unit of Writing Project/Extended Essay
- 0.5 unit Grade 9 & 10 Research Writing
- 1 unit of Guidance Seminar
- 1 unit of Technology

The International Baccalaureate Diploma and the American Diploma at a glance:

IB Diploma	American Diploma (AD)
IB HL courses meet 10/10 days	AD (with HL) 10/10 days
IB SL courses meet 8/10 days	AD (with SL) 8/10 days
6 courses (3 SL & 3 HL or 4 HL) are required	Must take at least 5 courses as a full-time student (Any exceptions to this policy must be in accordance to Graduation Requirements and must have the approval of the Counselor and Administration)
Exams and assessments are marked and moderated both internally and externally	All exams and assessments are marked internally by the teachers.
Grading uses IB scale 1-7	Grading uses AISC scale A-F
Follows the IB prescribed syllabus	Follows the IB units of instruction and content, but some flexibility in syllabus may be offered
IB students have the opportunity to re-sit their final exams in the next exam session (November or May). Before deciding to retake any exams consultation, with the AD/IBDP Coordinator should take place. The better grade will be used in calculating a final grade.	AD students have the opportunity to re-sit their final exams in May before graduation. The better grade will be used in calculating a final grade.
The AISC final exams are registered to take place in the May session.	AD final exams happen at the same time as the IB final exams
Final IB exams cover 2 full years of content.	AD exams in Grades 11 and 12 cover 1 full year of content
CAS is required	CAS is not required, but students are encouraged to participate in community, action and service-learning activities.
TOK is required	TOK is not required, but students may take TOK as an IB Course, earning an IB Certificate.
Extended Essay is required	Writing Project (Junior and Senior Year) is required, or students may take Extended Essay as an IB Course, earning an IB Certificate.
Note: Students can also take a combination of AD and IB courses, earning certificates in IB courses with a score of 4 or higher.	

Grading System

Letter Grades	GPA Value
A+ 97-100(%)	4.00
A 93-96	4.00
A- 90-92	3.75
B+ 87-89	3.50
B 83-86	3.00
B- 80-82	2.75
C+ 77-79	2.50
C 73-76	2.00
C- 70-72	1.75
D+ 67-69	1.50
D 63-66	1.00
D- 60-62	0.50
F 0-59	0.00

IB Grades	GPA Value
7	5.00
6	4.50
5	3.50
4	2.50
3	1.50
2	0.50
1	0.00

Other Marks	
P	Pass
W	Withdrawn
I	Incomplete*
IEP	Individualized Educational Plan. Course requirements may differ substantially from norm
ELL	English Language Program
M	Modified Grade
N/A	Not Applicable

* Incomplete (I) indicates that the student has not satisfied the minimum basic requirements of the course due to extenuating circumstances, including absences for which work needs to be "made up." Teachers will replace the incomplete with an appropriate letter grade depending upon the student's success in meeting the course requirements, within two weeks of the end of the marking period. If the student does not complete the work, the grade will convert to the grade the student has earned to that point. At the time of the Honor Roll calculation, students with an incomplete (I) do not qualify.

Effort Grades for Grades 6-12

The AISC effort grade is based on the *Habits and Attitudes to Lifelong Learning (HALL) Rubric* which identifies approaches to learning that students need to consistently develop to cultivate a growth mindset and become independent life-long learners.


The AISC effort grade is an overall grade given as a combination of all three areas on the HALL Rubric: Preparation, Engagement and Initiative. It is measured on a 5-point scale.

Effort Level 5: The student is highly prepared for class, always seeks assistance when needed, is always attentive and engaged and takes the initiative to reflect critically on own his/her learning including strengths, weaknesses and interests to achieve goals.

Effort Level 3-4: The student is sometimes prepared for class, engaged and attentive but may need adult assistance to avoid distraction and pay close attention to working with care and detail. The student may require assistance with short and long-term planning and in seeking help from a teacher. The student sometimes reflects on his/her learning to improve performance but needs more time to consolidate these habits.

Effort Level 1-2: The student requires monitoring and assistance, is rarely prepared for class, may need significant assistance to stay focused and on task, may disrupt the learning environment for self and others, and rarely takes an active role in his/her own learning needs and interests. The student generally appears disconnected from the learning process, opportunities and experiences provided.

The Habits & Attitudes to Lifelong Learning (HALL) Rubric:

		<h3>Habits & Attitudes to Lifelong Learning (HALL) Rubric</h3> <p><small>This rubric identifies many of the dispositions and approaches to learning that students need to develop if they are to cultivate a growth mindset and become independent lifelong learners.</small></p>		
Name:		Class:	Date:	<input type="checkbox"/> Teacher Assessment <input type="checkbox"/> Self-Assessment
Note: Please tick the box whose statement most represents you (Statements should be read horizontally)				
PREPAREDNESS		1-2	3-4	5
<input type="checkbox"/> Rarely on time for class	<input type="checkbox"/> Frequently asks to leave class; Absences are not documented in advance and/or demonstrate no follow up	<input type="checkbox"/> Sometimes on time for class	<input type="checkbox"/> Absences are sometimes documented in advance and are followed up appropriately	<input type="checkbox"/> Always on time for class
<input type="checkbox"/> Rarely prepared with materials for class	<input type="checkbox"/> Does not prepare to work until instructed by the teacher	<input type="checkbox"/> Sometimes prepared with materials for class	<input type="checkbox"/> Sometimes prepared to work on arrival to class	<input type="checkbox"/> Always prepared with all materials
<input type="checkbox"/> Assignments and homework are rarely complete	<input type="checkbox"/> Assignments and homework are rarely handed in on time	<input type="checkbox"/> Assignments and homework are sometimes complete	<input type="checkbox"/> Assignments and homework are sometimes handed in on time	<input type="checkbox"/> Assignments and homework are always complete
<input type="checkbox"/> Assignments and homework are rarely handed in on time		<input type="checkbox"/> Assignments and homework are always complete	<input type="checkbox"/> Assignments and homework are always handed in on time	
ENGAGEMENT		1-2	3-4	5
<input type="checkbox"/> Requires monitoring to stay focused and on task	<input type="checkbox"/> Rarely listens to instructions and feedback	<input type="checkbox"/> Sometimes attentive and on task; ignores distractions	<input type="checkbox"/> Sometimes listens to instructions and feedback	<input type="checkbox"/> Always attentive and actively engaged
<input type="checkbox"/> Often displays disrespectful behavior (either disruptive or disengaged)	<input type="checkbox"/> Rarely works with care and attention to detail; work is often unfinished and/or rushed	<input type="checkbox"/> Sometimes listens actively and respectfully to others	<input type="checkbox"/> Sometimes works with care and attention to detail; work shows evidence of revision	<input type="checkbox"/> Always listens actively and respectfully to others
<input type="checkbox"/> Rarely demonstrates long-term planning skills	<input type="checkbox"/> Rarely seeks clarification or assistance when needed	<input type="checkbox"/> Sometimes demonstrates long-term planning skills	<input type="checkbox"/> Sometimes seeks clarification or assistance as needed	<input type="checkbox"/> Always works with care and attention to detail; work shows thorough examination and revision
<input type="checkbox"/> Rarely seeks clarification or assistance when needed		<input type="checkbox"/> Always demonstrates focused long-term planning to complete tasks	<input type="checkbox"/> Always seeks clarification or assistance when needed	
INITIATIVE		1-2	3-4	5
<input type="checkbox"/> Rarely takes a reflective role in own learning needs and interests; often appears disconnected from learning	<input type="checkbox"/> Rarely interested in identifying learning opportunities and strategies to meet personal needs and achieve goals	<input type="checkbox"/> Sometimes needs encouragement to assess and reflect on own learning strengths, needs and interests	<input type="checkbox"/> Sometimes needs assistance in identifying learning opportunities, choices, and strategies to meet personal needs and achieve goals	<input type="checkbox"/> Always assesses and reflects critically on own learning strengths, needs and interests
<input type="checkbox"/> Rarely shares ideas or asks questions; may refuse to participate	<input type="checkbox"/> Often relies on the work of others in group work	<input type="checkbox"/> Sometimes needs encouragement to participate and share ideas and opinions	<input type="checkbox"/> Sometimes allows others to take leadership initiatives in group work	<input type="checkbox"/> Always demonstrates a genuine desire to learn and to share ideas through participation and inquiry
<input type="checkbox"/> Demonstrates little to no initiative	<input type="checkbox"/> Rarely takes risks or asserts opinions	<input type="checkbox"/> Sometimes needs encouragement to take risks or assert opinions	<input type="checkbox"/> Sometimes needs encouragement to respond to challenges	<input type="checkbox"/> Always takes intellectual risks, asserts opinions, and supports them
<input type="checkbox"/> Rarely takes risks or asserts opinions		<input type="checkbox"/> Always takes intellectual risks, asserts opinions, and supports them	<input type="checkbox"/> Always perseveres and makes an effort when responding to challenges	

AISC wishes to source, acknowledge and thank *The International School of Bangkok* for allowing AISC to use their HAL Rubric, from which AISC has changed to HALL (May 2014).

Guidance and Counselling Services

AISC has both a Middle School Advisor and a High School Counselor on staff. Middle and high school students have access to individual counseling through the Counseling Office, which also serves as a resource center for teachers, students and parents. In addition, a scheduled Guidance Seminar class is required for all students in grades 9-12. Please see the Guidance and Counselling section on the [AISC Website](#) for more information.

College and University Planning and Placement: The Counselor works with students individually, in seminars, and in family meetings to assist students in exploring options for universities and completing the selection and application process. The Counselor and the IB Coordinator will help each student and their family select courses and the curriculum that is the best fit for each individual student's ability, needs, and future goals.

Standardized Testing: The Counselor coordinates the administration of external college admissions testing and serves as a community resource and referral service for university applications and college entrance tests.

Resource Center for Teachers and Parents: The Counselor keeps and updates books, online resources, and other written material to help with issues including self-esteem, moving overseas, adolescence, multiculturalism, handling crises, grief, etc.

Career Guidance: The Counselor helps students to explore career options including the administration of interest inventories and career surveys.

Individual Counseling: The Counselor works with individual high school and middle school students to overcome classroom difficulties, academic struggles and personal problems so that the student has every opportunity to be successful. If ongoing counselling is needed, or if the Counselor believes the student will benefit from outside support, the Counsellor will refer to a professional in the community.

Group Counseling: The Counselor provides group counseling on an as-needed basis.

Student Achievement: The Counselor monitors high school student achievement through progress and grade reports and meetings with students and teachers to see if students are experiencing academic, social or emotional difficulties. The Counselor, Head of Learning Support and teachers meet together regularly to discuss student concerns. If a student is experiencing academic difficulties, the Counselor will meet with teachers to recommend a prescriptive course of action that may include attending tutorials, attending an after-school help program, working with the Learning Center teachers, or involvement with Administration and Academic Probation. Please refer to the section on Academic Probation in this Family Handbook to see the criteria for being placed on Academic Probation.

Special Events: The Counselor plans and coordinates special events including College Fairs, visits from college and university representatives, and various class activities.

University Admission Requirements: At AISC, students have been admitted to outstanding colleges and universities throughout the world. Use the information below only as a general guide. It is always best to examine each individual institution's own admission requirements.

UK

Students wishing to seek admission into the first year of degree programs in the UK or other European universities are recommended to study the IB Diploma Program at AISC. UK and European universities are most familiar with the IB Diploma as an international qualification. Universities will often publish the number of IB Diploma points required for admission to a course.

Students who are earning the university preparatory American High School Diploma may need to take the SAT test and achieve a certain score, as determined by each university. Taking the SAT and achieving a good score satisfies many universities' requirements for an external exam as part of a student's academic qualifications into the first year of a degree course. UK universities are also becoming more open to considering IB Certificates as part of a student's qualifications. Keep in mind that UK universities look favorably upon work experience gained that is related to the desired area of university study. University admissions officers also strongly consider the student's personal written statement and the teacher/counselor reference. A strong GPA (grade point average) and good grades in classes relevant to the student's chosen university course, particularly during Grades 11 and 12, can also be used to demonstrate a student's ability to succeed in university. Should a student not have the required SAT test score it is possible to apply for a foundation year entry into the chosen university course. The Counselor and student will work together to contact individual universities and discuss the student's qualifications with the university.

If a student's first language is not English, UK and other EU universities may require the student to take the IELTS (International English Testing Language System) and achieve a certain score as part of the university's offer for admission.

USA

Most US universities are interested in the student's GPA (grade point average) and that the student is taking a strong university preparatory high school curriculum. Students are not required to do the full IB Diploma, however many US universities will ask about the student's most rigorous academic courses taken in high school. Therefore, taking the IB Diploma or some IB certificates will enhance the student's transcript and may earn some university credits. Most US universities want students to take the SAT test and achieve a good score. US universities will also take into consideration teacher recommendations, the student's personal essays (if required) and the student's extracurricular activities.

If a student's first language is not English, US universities may require the student to take the IELTS or TOEFL (Test of English as a Foreign Language) and achieve a certain score. US Universities may also consider the student's SAT score as proof of a student's English language ability.

We encourage students and families to consider these factors when selecting high school courses at AISC. At any time if there are any questions about university requirements and the high school curriculum that is the best fit for your student, please contact our School Counselor.

High School Class Changes/Drops and Adds

High school students may drop or add a course within the first ten days of the semester. Changes after 10 days will be made by the Principal or Director on recommendation of the Guidance Counselor/IB-AD Coordinator who will confer with teachers and parents.

High School Exams and Grade 8 Exams

Students in Grades 8-10 take examinations twice per year, at the end of each semester. Mid-year exams are administered in January with end-of-year exams in June. Each exam lasts for approximately one and one-half hours. See the “Quarters and Semesters” section in this handbook for a breakdown of exam grade weights each semester. Students in Grade 11 take final exams in June of their Grade 11 year. Students in Grade 12 take Mock Exams in March and Final Exams in May of their Grade 12 year. An exam schedule is prepared in advance and shared with students and parents. During the second semester exam schedule, juniors and seniors who are not on academic probation may leave campus between exam sessions. All other students are required to stay on campus during exam sessions.

Please note: Exams are to be administered during the scheduled exam weeks only. Exams will not be scheduled early or late for individual students due to absences from school. Exam weeks are published in the school calendar from the spring of the previous school year. Therefore, it is imperative that students plan to be in attendance during those weeks. In the event that a student not in attendance for exams, they will receive a 0 for their semester exam grade. In the event of an emergency, please consult the administration of the school.

Guidelines and Expectations for AISC Exams, Grades 8-12:

Grade 8-10 Exams are scheduled at the end of each semester. Teachers will provide an exam review guide in advance of the exam study week and will offer at least 3 class periods of review during the week prior to exam week. Students are expected to behave appropriately throughout each exam and to respect others during the examination and structured study hall periods.

Exam Weights and Amount of Material Covered

- Grade 8 - Exams are worth 10% of the final semester grade. Semester 1 Exams cover Quarters 1 & 2 and Semester 2 exams cover Quarters 3 & 4.
- Grade 9 – Exams are worth 20% of the final semester grade. Semester 1 Exams cover Quarters 1 & 2 and Semester 2 exams cover Quarters 3 & 4.
- Grade 10 – Exams are worth 30% of the final semester grade. Semester 1 Exams cover Quarters 1 & 2. Semester 2 Exams cover Quarters 1-4 inclusive.

Exam Location

1. Exams will be held in the classrooms as indicated on the exam schedule.
2. It is the student’s responsibility to know all information regarding their exams prior to entering the examination room. This includes date, time, and location of each exam. The exam schedule will be published in the Islander newsletter and posted on each floor of the main building.
3. Upon entering the classroom for an exam, students will move directly and quietly to their seats.

Arrival and Dismissal from Exams

4. Students will not be permitted to write their exam if they arrive 15 minutes or more late for their exam. In such a case, the student will be sent to the administration and upon review of the specific circumstance a determination will be made as to whether or not the exam can be administered. Students arriving late prior to the 15-minute timeframe will be permitted to sit their exam, but they will not be given additional time to complete their exam.
5. Students are not permitted to leave the exam room early. They are encouraged to bring a book to read in case they finish early.

Rules

6. All regular school rules are in effect during examination times and during the exam week. This includes all uniform and electronic equipment use rules. Students will not be permitted to listen to music during structured study hall times.

Violations

7. In the event that a student is caught cheating, the exam will be taken away by the teacher, and the student will be sent to the office to see the principal. Parents will be called, and the student will receive a zero on the exam.
8. If a student is talking during the exam or disrupting the exam in any manner as judged by the proctoring teacher, the exam may be taken away immediately, and a zero may be issued on the exam.

Attendance

9. Students who are absent from an exam due to illness must have their parent/guardian phone the school by 8:00 am on the day of the exam. A medical certificate verifying the illness must be brought to the office upon his/her return to school. Students who are absent from an exam without a legitimate reason may not be entitled to make up the exam.
10. In the rare case that a student must be absent during exam week (with prior administrative approval), the student may not take the exam early but will need to take the exam upon returning to school.

Non-Exam Times During the Day

11. Class schedules will run as normal outside of exam times. All students in grades 8-10 are expected to be in school ALL DAY. Students in grades 8-10 are not permitted to leave the campus in between exam sessions.
12. Valuable study hall time and stress relief time will be provided for students throughout the school day. It is of utmost importance for students to make a commitment to use this time wisely.
13. During Specials and PE classes, students will be completing a Performance Based Assessment to count toward the 10% (grade 8), 20% (grade 9), or 30% (grade 10) portion of their semester grade.

NOTE: IB Examination Guidelines and Code of Conduct will also apply to all IB testing sessions as well as to the School's Mock Exam sessions.

High School Exam Study/Review Days + Grade 8

Prior to exams teachers conduct a minimum of 3 study/review sessions where students review for the exam in each class. During Study/Review Sessions, teachers are asked to introduce no new material and give no tests or quizzes.

International Baccalaureate Program

The International Baccalaureate offers a program which, while absolutely respecting the student's own culture, gives a view of the world and allows the acquisition of knowledge and skills based on reflection, dialogue, critical analysis, and creativity in an academically rigorous context. It is a school leaving qualification undertaken during the last two years and at the same time an examination recognized by the best universities around the world. The IB Diploma curriculum consists of six subject groups. Candidates not electing the full diploma program receive certificates for the exams which they take and successfully pass at the IB level.

The Theory of Knowledge program provides IB Diploma candidates with an opportunity to develop a coherent approach to learning, which crosses subject specific boundaries and encourages internationalism. It addresses the question "How do we know?" when making knowledge claims.

Creativity, Action, Service (CAS)

The CAS requirement encourages students to share their energy and special talents with others. At the present time, IB Diploma students are expected to demonstrate and reflect on a sustained commitment to selected projects, meeting the learning outcomes, over a two-year period in CAS endeavors.

Extended Essay

The extended essay is a piece of individual personal research, presented in not more than 4,000 words in one of the extended essay subjects of the IB Diploma.

For more information on courses offered, please read the IB Course Guide at AISC found on the [AISC website](#).

AISC also offers online IB Courses for students who qualify. The courses are subject to a supplementary fee collected by AISC and paid to Pamoja Education, the online provider. For more information, see the IB Coordinator.

National Honor Society (NHS)

AISC belongs to the National Honor Society. NHS promotes the four qualities of Leadership, Scholarship, Character, and Service. At AISC students in Grades 10, 11, and 12 are selected for NHS membership each year. A minimum 3.50 cumulative grade point average at AISC or another American system school is required. An induction ceremony is held in the spring of each school year and the student members complete special service projects during the school year. Students can maintain their NHS membership by remaining in good academic and behavioral standing at all times. Students may lose the privilege of membership if they should compromise any one of the 4 qualities, Leadership, Scholarship, Character and Service. If a student's behavior or actions are determined to have compromised one of the qualities, the NHS Faculty Council and School Administration will convene to determine whether or not membership will be discontinued. Students may appeal this process. The final decision will rest with the administration of the school.

Predicted Grades

Predicted grades are a necessary part of the International Baccalaureate program and also used in some countries for university admissions. There are two categories of predicted grades used in the AISC IB Program: Predicted IB Grades for Universities and Predicted IB Grades sent to the IBO for all the IB Diploma and IB Courses candidates.

Approach to Predicted Grades

Both universities and AISC appreciate the fact that predictions are estimates and cannot be 100% reliable (although experience shows a good correlation between our predictions and eventual outcomes). A temptation to ‘inflate’ such grades has led to poorer correlation for many schools, in turn undermining the credibility of their estimates. In common with other leading schools, we do not collude in the practice of ‘grade inflation’.

Our approach is based on the following principles:

- We have the students’ best interests at heart. We wish to support their applications to programs that are the best fit so that they make a successful transition to higher education.
- We draw on a wealth of professional judgement and experience. Teachers consider factors such as school reports, previous public examination performance; performance under test conditions in school; data drawn from tracking tests and assessments; classroom performance and engagement with the subject; comparative performance against the standards achieved by previous students on the course; any special factors which may have caused temporary under-performance.
- We do not base predictions on what a student would like to achieve to gain entrance into a particular university or course. Nor do we predict on the basis of a student’s promise to work harder to achieve a certain score. This does the student no service, as university offers based on unrealistic grades are not likely to be met, and a university choice will have been wasted.
- On this basis, we are confident that the grades we predict are an honest assessment of the student’s most likely achievement, based on evidence and professional judgement.

Please note that Pamoja-taught subjects follow the procedures set out by Pamoja Education.

Predicted Grades for Universities

Predicted grades for universities are often required for students applying to higher education around the world, most notably to the United Kingdom and the Netherlands. To assist students with their university planning, AISC issues preliminary Predicted Grades for Universities to students as a total score at the completion of Year 1 of the IB program. These grades are reported to students using a range of 3-point intervals, as follows, to assist them with identifying universities appropriate to their academic profile.

IB Predicted Grades for Universities Score Bands
43 - 45

40 - 42
37 - 39
34 - 36
31 - 33
28 - 30
25 - 27
22 - 24
21 and Below

Final predicted grades for universities are issued on December 1st of senior year for the Counsellor to report them on university applications which are usually due starting in January. There are a few notable exceptions which have an earlier application deadline (Oxford, Cambridge, and programs in Medicine, Veterinary Medicine and Dentistry in the U.K. and Early Action/Decision to the United States). Only when a student is applying to these programs, predictions will be issued on **October 5**.

Predicted IB Grades for IB Diploma

Official final IB predicted grades are confidential and are sent directly to the IBO Assessment Center. These must be submitted by the school in April of a student's senior year. Due to IBO regulation, they are not released to students. The predicted grades are based on student work to date, midterm mock exams and other evidence of prior achievement over the course of the two-year program.

Pre-registration and Scheduling

Students in Grades 5-11 are pre-registered for the next school year in the spring. Teachers, Administrators, and the Counselor work to ensure that students make the correct choices for their future course work. A detailed pre-registration form is completed and shared with parents who must sign their approval. The Principal and Director prepare a Master Schedule and students are scheduled into their classes before start of school in the fall. The IB Coordinator supervises IB registrations.

AISC conducts special counseling sessions in a student's Grade 10 academic year. These sessions are with the IB Coordinator and School Guidance Counselor and outline the student's IB/AD course plan, university, and career choice.

Quarters and Semesters

For Students in Grades 6 & 7

The AISC school year is divided into two Semesters:

Semester 1 (18 weeks) Semester 2 (18 weeks)

Quarter 1: 9 weeks of instruction = 50% of overall Semester 1 Grade

Quarter 2: 9 weeks of instruction = 50% of overall Semester 1 Grade

Quarter 3: 9 weeks of instruction = 50% of overall Semester 2 Grade

Quarter 4: 9 weeks of instruction = 50% of overall Semester 2 Grade

We do not have exams for students in Grades 6 & 7

For Students in Grades 8

The AISC school year is divided into two Semesters:

Semester 1 (18 weeks) & Semester 2 (18 weeks)

Quarter 1: 9 weeks of instruction = 45% of overall Semester 1 Grade

Quarter 2: 9 weeks of instruction = 45% of overall Semester 1 Grade

Semester 1 Exam: Exam material (Q1 + Q2) = 10% of overall Semester 1 Grade

Quarter 3: 9 weeks of instruction = 45% of overall Semester 2 Grade

Quarter 4: 9 weeks of instruction = 45% of overall Semester 2 Grade

Semester 2 Exam: Exam material (Q3 + Q4) = 10% of overall Semester 2 Grade

For Students in Grades 9

The AISC school year is divided into two Semesters:

Semester 1 (18 weeks) & Semester 2 (18 weeks)

Quarter 1: 9 weeks of instruction = 40% of overall Semester 1 Grade

Quarter 2: 9 weeks of instruction = 40% of overall Semester 1 Grade

Semester 1 Exam: Exam material (Q1 + Q2) = 20% of overall Semester 1 Grade

Quarter 3: 9 weeks of instruction = 40% of overall Semester 2 Grade

Quarter 4: 9 weeks of instruction = 40% of overall Semester 2 Grade

Semester 2 Exam: Exam material (Q3 + Q4) = 20% of overall Semester 2 Grade

For Students in Grades 10

The AISC school year is divided into two Semesters:

Semester 1 (18 weeks)

Quarter 1: 9 weeks of instruction = 35% of overall Semester 1 Grade

Quarter 2: 9 weeks of instruction = 35% of overall Semester 1 Grade

Semester 1 Exam: Exam material (Q1 + Q2) = 30% of overall Semester 1 Grade

Semester 2 (18 weeks)

Quarter 3: 9 weeks of instruction = 35% of overall Semester 2 Grade

Quarter 4: 9 weeks of instruction = 35% of overall Semester 2 Grade

Semester 2 Exam: Exam Material covering the full year, Quarters 1-4 = 30% of overall Semester 2 Grade

For Students in Grades 11 (IB or American Diploma (AD) Students)

Grade 11 (IB Year 1) Grading

Semester 1 (18 weeks)

Quarter 1: 9 weeks of instruction = 50% of overall Semester 1 Grade

Quarter 2: 9 weeks of instruction = 50% of overall Semester 1 Grade

Semester 2 (18 weeks)

Quarter 3: 9 weeks of instruction = 30% of overall Semester 2 Grade

Quarter 4: 9 weeks of instruction = 30% of overall Semester 2 Grade

Semester 2 Exam: Exam Material covering the full year, Quarters 1-4 = 40% of overall Semester 2 Grade

Grade 12 (IB Year 2) Grading

Semester 1 (18 weeks)

Quarter 1: 9 weeks of instruction = 50% of overall Semester 1 Grade

Quarter 2: 9 weeks of instruction = 50% of overall Semester 1 Grade

Semester 2 (18 weeks)

Quarter 3: 9 weeks of instruction = 40% of overall Semester 2 Grade

Quarter 4:

Full IB Diploma Candidates: Internal Assessment Coursework Grade = 20% of overall semester 2 and IB Mock Exam = 40% of overall semester 2 (covering 2 years' worth of material).

AD Diploma Candidates: Internal Assessment Coursework Grade = 20% of overall semester 2 and AD Final Exam = 40% of overall Semester 2 Grade (covering 1 years' worth of material).

Courses that do not have mock exams such as Music, Drama and Visual Arts, the quarter 4 grade will be the Internal Assessment Coursework Grade.

Note on Grade 12 Exams: Grade 12 American Diploma (AD) students will take their mock exams mid-Quarter 3.

- If an AD student receives a B+ or better on the mock exam, the student will have the option to choose to either
 - NOT take the final exam and use the mock exam grade as their final exam grade OR
 - Take the final exam, provided they attend all revision classes. If they miss revision classes without a doctor's note, they are unable to take the final exam.
- If an AD student's grade on their mock exam is less than a B+, they must attend revision classes and take the final exam.

For report card purposes, the student final exam grade will be the mock exam grade or the final exam grade, whichever is higher.

School Dances/Prom

School dances are held for the enjoyment of AISC students. High School and Middle School Student Council advisors work with the students to coordinate set-up, collect entrance fees, monitor the activities of the dance, and see that students clean up following the event. High School and Middle School Student Council advisors will work with the other chaperones to see that there is always appropriate supervision. Our goal is for students to have a safe and fun time socializing with other AISC students. The presence of adult supervisors helps ensure that students behave safely and in socially appropriate ways during this school activity. Middle school dances are held from 7-9 pm. Guests from outside AISC are not permitted at middle school dances. High school dances are held from 8-11 pm. With permission of the sponsor, one guest per high school student is permitted provided all guest information is given in advance in the sign-up list. Once students have entered the dance they must remain inside until ready to leave for the evening. Once students leave the dance, they may not return to the campus area.

School rules are always in force at school events, including school dances. Violation of school rules results in disciplinary action being taken. AISC students are responsible for the behavior of their guest(s).

Senior Fees

It is the responsibility of the parents to read the policies regarding tuition and fee payments on each invoice addressed to them. The parents are expected to read and understand their responsibilities regarding tuition fees particularly for Senior students in their graduating year.

Seniors are charged a graduation fee, which is announced each spring. The graduation fee covers the cost of cap, gowns, invitations, programs, and other related expenses.

Furthermore, ALL tuition fees and related services, including the Graduation Fees indicated by the business office must be paid and fully settled prior to graduation. AISC reserves the right to not graduate a student and release records, including transcripts, reports and files unless all fees and documentation is settled as required.

Senior Sign-Out Policy

One of the privileges reserved for senior students is the request sign-out of school during the times they do not have classes. This privilege begins at the beginning of Quarter 2 as long as they meet the following criteria:

1. Quarter grades will be reviewed to determine who has achieved a 3.0 GPA and none of the following grades: D, F, or I, or an IB Grade of 2 or less. Students on Academic Support do not qualify for Senior Sign-Out Privileges.
2. Attendance, tardy, and conduct records are examined to determine who qualifies. Students with more than 5 tardies in any class in one quarter do not qualify.
3. Outstanding work, failure to meet Extended Essay deadlines, or draft dates for any assigned work in any class, or other work not turned in will keep a Senior from receiving sign out privileges. Finally, students receiving detentions or suspensions for poor behavior do not qualify.

Students who meet the above criteria may, with parental approval, be granted sign-out privileges. These students may then leave campus during lunch or free periods under the following conditions:

- Sign out privileges will be determined once at the beginning of each quarter only. If a student does not qualify, but 1 week later turns in all missing work, she/he will have to wait until the beginning of the next quarter to qualify.
- Seniors sign out with security indicating time out, destination and time of return. Failure to do so will result in loss of privileges.
- School conduct rules are in effect while off campus.
- Seniors may only sign out during lunch and free study periods.
- The school uniform rule is in effect when Seniors are off campus.
- Seniors that are free the first period of the day must either notify Ms. Helen the day before or call Ms. Helen by 8:00am the day of, stating that they will not be in until their next class. They may leave a voice mail on her machine if needed. Failure to communicate will result in loss of privileges.

- This privilege will be revoked if the student's average falls below 3.0 or if the student is late or absent for any timetabled class or following a disciplinary issue.

Standard of Conduct for Middle & High School Students

A committee of students, teachers and parents created the AISC Human Rights and Responsibilities Policy to serve as a code of conduct for our school community. Reflecting the voices of all secondary school students, the policy is also used as a tool in mediating and resolving conflict.

AISC HUMAN RIGHTS AND RESPONSIBILITIES

The following rights and responsibilities apply to all community members - **staff, students, families, and alumni** - who have the responsibility to **create a caring school environment** where each individual is valued. The creation of this policy serves to support the **rich diversity** and overall mission of our school.



- 1 I have the right to be myself.** **I have the responsibility to accept and respect others as they are.**

The right to develop one's own personality and individuality (so long as it does not interfere with the rights of others) without disrespectful criticism or pressure from cliques and peers.
- 2 I have the right to be free from name-calling, physical or digital harassment, mental abuse, and bullying.** **I have the responsibility to refrain from and stand up against name-calling, physical or digital harassment, mental abuse, and bullying.**

Freedom from physical abuse and from mental abuse such as name-calling, threats, intimidations, or harassment.
- 3 I have the right to feel proud of what makes me different.** **I have the responsibility to recognize and appreciate differences in others.**

Freedom from being set apart or mocked because of national origin and accent, race, gender, religion, culture, social class, intelligence, sexuality, physical strength, handicap, size, features, friendship groups, age, etc...
- 4 I have the right to my privacy.** **I have the responsibility to protect the privacy of others.**

The right of privacy and freedom from being harassed in the academic, social and athletic spaces within and to and from school. This right extends to freedom from cyber-bullying that impacts individuals within the school environment.
- 5 I have the right to learn, make mistakes without embarrassment, and be proud of my success.** **I have the responsibility to support others in their learning, both in their mistakes and successes.**

The right to an education; teachers should be free to teach, and students should be free to learn without being interrupted by inconsiderate, unruly, or disrespectful students.
- 6 I have the right to my own opinion and to agree or disagree with others respectfully.** **I have the responsibility to create an open, safe space for sharing diverse perspectives and opinions.**

The right to formulate and communicate opinions supported by careful thought and reasoning. Remaining open-minded to diverse thought, students and teachers will respectfully challenge different viewpoints.
- 7 I have the right to feel safe at school.** **I have the responsibility to uphold a safe learning environment.**

The right to a comfortable school environment where personal and school property are respected.



In addition to the AISC Human Rights and Responsibilities Policy, there are specific behavior expectations for student conduct.

Level 1

AISC students want an academic atmosphere that promotes achievement, integrity, and a desire to learn, therefore they will:

1. Attend every scheduled class and in-school activity.
2. Be on time and prepared with all materials for every scheduled class and in-school activity.
3. Be in proper school uniform.
4. Keep the campus clean and graffiti & litter free
5. Use good judgment and practice safety at all times.
6. Not disturb or distract others in class or during exam/testing sessions.
7. Not be distracted by nor cause distractions in class due to the inappropriate use of personal electronic equipment such as cell phones, laptops, or tablets.

Level 2

AISC students wish to maintain a positive school environment, therefore they will:

1. Be respectful and considerate towards people & property (conduct and proper language).
2. Practice safety and proper conduct on the school grounds, on the school bus and at all school-related activities at all times.
3. Not endanger self or others.

Level 3

AISC students will not tolerate serious misbehavior and/or violation of school rules. Therefore, they will:

1. Be truthful and honest (no cheating, plagiarism, theft, lying).
2. Be tobacco, alcohol, and drug-free.
3. Not condone physical violence and/or dangerous behavior.
4. Refrain from willful destruction (vandalism) of property and blatant disrespect and defiance in word or deed.
5. Do not bring weapons (or look alike weapons) onto the school campus, buses, or any other school sponsored activity.

Consequences of Violations

At AISC, we try and link the consequences with the behavior involved when possible. The following is a guideline to which we generally adhere. A violation of policy may bring one, some, or all possible consequences listed here. However, the final decision is made by the administration. Teachers may implement additional strategies within the classroom.

Level 1 Consequences (#1 above)

1. Grades of 0 will be given for worked missed due to skipping class.
2. Notification by the teacher to the appropriate administrator, and possible assignment to lunch or after-school detention.
3. Call home – parent meeting with administrator. Student writes improvement plan.

Level 1 Consequences (#2-5 above)

1. Notification by the teacher to the appropriate administrator, and possible assignment to lunch or after-school detention.
2. Call home – parent meeting with administrator. Student writes improvement plan.

Level 1 Consequences (#6 above– not disturb or distract others in class)

For classroom disruptions by a student(s), the teacher implements a progression of classroom strategies such as but not limited to a warning, redirection of behavior, private conference, lunch or after school detention, and contact with the parent.

If inappropriate behaviors that disturb or distract others in class continue, the following will apply:

1. Notification by the teacher to the appropriate administrator, and possible assignment to lunch or after-school detention. Removal from after school activities/programs/tutoring may take place and after school detentions until 5pm (with parent pick up) may apply.
2. Meet with student, teacher, administrator/counselor, and assignment to after-school or lunch detention for 3 to 5 days. Student, teacher, administrator/counselor and parent meet to review a written student improvement plan.
3. Possible in-school (ISS) or out of school suspension (OSS). Parent meeting with student, teacher, administrator/counselor to review and revise written student improvement plan.

Level 1 Consequences (#7 above– violation of Electronic Equipment Policy)

4. Upon the first offense, the teacher will confiscate the device and turn it into the Administration. Students may receive it at the end of the day, as long as no further misbehavior was noted. Parents will be notified, and the student will be reminded of the AISC Electronic Equipment Policy.
5. Upon the second offense, the teacher will confiscate the device and turn it into the Administration. The Principal will call the parents to pick up it up at the end of the day and the student will be banned from bringing that device onto school premises for the remainder of the school year.

Level 2 Consequences

1. Meet with administrator, student, and parent. The teachers may be involved as well. An improvement plan will be agreed, acceptable to the administrator.
2. Removal from after school activities/programs/tutoring may take place and after school detentions until 5pm (with parent pick up) may apply.
3. In School Suspension (ISS).
4. Out of School Suspension (OSS).

Level 3 Consequences

1. Meeting with Administrator, parent, and student. The teachers may be involved as well.
2. Notification by the teacher to the appropriate administrator, and possible assignment to lunch or after-school detention. Removal from after school activities/programs/tutoring may take place and after school detentions until 5pm (with parent pick up) may apply.
3. An improvement plan acceptable to the Administrator will be agreed, and an out of school suspension will be assigned, or the student expelled from AISC at the discretion of the Director. Violations of our drug free policy results in automatic expulsion, as do alcohol consumption at school or on school trips.
4. Student will be expelled from AISC.

Behavioral Expectations Beyond School Hours

Students are subject to school rules while at any school-sponsored activity in Cyprus or in other countries. See After School Activities Program section of this handbook for further details.

Outside of school hours and school activities, AISC students are expected to conduct themselves in ways that reflect positively on their school. Students who are found to be engaging in behaviors that violate school rules and/or damage the reputation of the school may be held accountable even though this occurs in the evenings or on weekends and may be subject to school discipline or expulsion. Misuse, abuse and/or disrespectful messages about any school community member, using electronic communication tools, such as Facebook and other social networking sites that impact our school community, will be subject to the school's consequences.

AISC is tobacco, alcohol, and drug free. Students whose use of alcohol reflects poorly on the school, even outside of school hours, will at least be suspended. Students who are involved in drugs will be dismissed. In all cases of dismissal for disciplinary reasons, there is no refund of fees and transcripts will indicate that the student was dismissed from the school.

Behavioral Expectations for the Classroom

At AISC, we believe that the classroom should provide a stable environment, which encourages learning. We expect our students to focus on the lesson at hand, to be respectful of self and others, to respect authority, and deal with differences of opinion appropriately, and to come to class promptly and prepared every day. To preserve the integrity of the classroom, as well as scheduled learning time, all teachers will deal with inappropriate behavior swiftly.

No Language other than English in the Classroom Rule (except language classes)

AISC students are asked to speak English during all instructional class time (besides Modern Language classes). This rule is in place to encourage use of the English language in class collaborations and interactions during academic time. It is also in place, so our learning environment is inclusive as English is the "shared language" and common language used by all students. This rule needs to be respected. If students do not follow this rule, disciplinary measures will be taken if student defiance is suspected.

Discipline Record and Future University Applications

Universities often ask on application for admission forms that AISC indicate whether an Applicant has been suspended from school over the previous two-year period. Seniors should be aware that even after applications have been sent and acceptances have been received, AISC is obligated as a matter of academic integrity to inform universities of any additional incidents that would change the status of a student's disciplinary record. Junior and senior students need to be exceptionally cautious in this regard.

Academic Integrity

See the Academic Integrity section of this handbook for consequences applied to violations of the AISC Academic Integrity Policy.

Acceptable Use of Computers and Networks

See the Acceptable Use section of this handbook. Students found to have engaged in prohibited activities or who use the computer system in such a way as to violate School rules and regulations will be subject to appropriate discipline, including loss of computer system use privileges, suspension, expulsion, and/or dismissal.

Student Council

Middle School Student Council

The mission of the Middle School Student Council of the American International School of Cyprus is to inspire and empower students to reach their unique potential and fulfill their goals for personal growth. We do this by encouraging others to be confident and to take risks by developing leadership skills, welcoming diversity, and showing that we all have a small part to play in the big picture of our school.

The Middle School Student Council is involved with a variety of activities. We work for our school and larger community by volunteering and fundraising. Each year, we dedicate ourselves to cultural and other projects at our school and in Cyprus. At school, we contribute by decorating for events and creating a more festive environment at events such as the Winter Potluck lunch. We make posters to inform students, teachers and parents about events and activities. Throughout the school year, we hold dances, movie nights and other fun activities such as Spirit Week.

All students who run for an office in Student Council must remain in Student Council for at least one After-School Activity Period (into November). Officers of Student Council are role models their peers. They must demonstrate leadership, inclusion, and mindfulness of the school's Human Rights and Responsibilities Policy and Mission Statement. More than anything, officers must be positive and active members of the community. At times, all members of Student Council may be expected to commit personal time to the school and Student Council including weekends and after school. However, the Student Council should not interfere with schoolwork.

Middle School Student Council Elections occur in September each year. Candidates must give a speech to the student body prior to the election. They must submit a copy of their speech to the Student Council Teacher Advisor prior for approval ahead of time.

A detailed list of Middle School Student Council offices is available for review from the current Student Council officers or the Faculty Advisor to the Middle School Student Council.

High School Student Council

The mission of the High School Student Council of the American International School of Cyprus is to act as a democratic governing and representative body of the high school student community by serving as a liaison between students and staff, while encouraging student involvement to create a school culture inclusive of safety, unity, and a spirit of equality, thereby offering a memorable high school experience.

The High School Student Council is involved in a variety of activities which provide for fun, inclusive, and community-building activities for the student body, while promoting the mission of the school.

Officers of Student Council are role models their peers. They must demonstrate leadership, inclusion, and mindfulness of the school's Human Rights and Responsibilities Policy and Mission Statement. More than anything, officers must be positive and active members of the community. At times, all members of Student Council may be expected to commit personal time to the school and Student Council including weekends and after school. Any member of the Student Council who is not in good behavioral setting may be removed from the Council.

The Student Council should not interfere with schoolwork. Any member of the Student Council who is on Academic Probation may be required to step down temporarily until academic standing improves.

Elections take place in the spring of the year before. New officers must arrange at least one meeting with the officer they will be replacing the following year to learn about the position. They must also attend at least one student council meeting prior to the end of the school year.

All positions require a completed application form to be turned into the Faculty Advisor of the current Student Council.

If a member of the Student Council is not fulfilling their duties, the following will occur:

- If a representative or officer is not fulfilling their duties, or has two unexcused absences, they will receive up to 2 warnings
- If they still do not fulfill duties, the Student Council Faculty Advisor will meet with the students to make a plan for improvement
- If improvement does not happen, the student may be removed from student council. This decision will be taken by the Student Council Faculty Advisor.

A detailed list of High School Student Council offices, guidelines for how meetings are run, and procedures for unfilled seats and tie votes is available for review from the current Student Council officers or the Faculty Advisor to the Middle School Student Council.

Student Drivers

Students who are not legally permitted to drive (legal age in Cyprus is 18) may not drive to school under any circumstances. Students who are legally able to drive are not allowed to use staff parking spaces.

Student Lockers

Each student in Grades 6-12 is assigned a locker and locker key. Lockers are intended for use by students for the safe keeping of their textbooks and other school materials. It is expected that students adhere to the following guidelines when using their lockers.

1. Students must maintain their locker in satisfactory condition and are responsible for their locker key and for the contents of their locker at all times.

2. Lockers must be locked at all times.
3. Objects are not to be placed outside or on top of lockers.
4. Students may not trade or share lockers unless by special permission.
5. Backpacks must not be left outside lockers or classes. Backpacks should be kept in locker or may be carried to classes provided that they contain no more than one half-days' worth of materials.
6. Items left outside lockers will be placed in the lost and found closet
7. Students are not to deface lockers. This is considered vandalism and is a Level 3 disciplinary matter.
8. A locker clean-out is done by students at the end of each school year. Items left during the summer are likely to be discarded.

Tobacco, Drugs, Alcohol

At AISC we care about our students and the choices they make as they are growing into young adults. This includes taking a position regarding the use of tobacco, alcohol, and drugs: AISC does not approve of its students using these substances; AISC is a tobacco, alcohol and drug free environment for students. We want our students to have the very best chance to be their best while they are under our care and we feel that these substances have a negative impact on all aspects of the development of young people, including their physical, emotional, psychological, social, and intellectual development. Tobacco, alcohol and drug use, and abuse, may involve violations of the law and may impact conditions for enrolment.

AISC recognizes that the family, school, and the community at large have a responsibility in dealing with this important matter. Accordingly, AISC makes a commitment to the health and well-being of its students through age-appropriate programs and procedures.

Outside school, students who engage in behaviors involving one or more of these substances and negatively impact themselves, set a poor example for younger children, or present a negative image of our school may, depending upon the severity of the offense, be expelled from school or not be invited to re-enroll for the next school year.

Tobacco, alcohol and drug related pictures, drawings, jewelry, or other paraphernalia are strictly prohibited.

The AISC Tobacco Alcohol and Drug Policy refers to any form of tobacco, any form of alcohol and any non-prescribed restricted drugs, and/or any illegal drugs.

AISC assumes the following roles and responsibilities:

- Educating students about tobacco, alcohol, and other drugs
- Responding supportively and in a disciplinary manner to those whose use of tobacco, alcohol and/or other drugs interferes with school performance
- Promoting a climate in which students can seek help if they are in distress from their own use or others' use of tobacco, alcohol, and drugs
- Developing and implementing guidelines and sanctions which:
 - Define violations and their consequences, both disciplinary and supportive
 - Define immediate procedures for handling incidents
 - Describe a support and referral system which includes response to self-referrals and suspected users

Support and Referral Team: The Support and Referral Team include the AISC Counselor and the AISC Nurse. Both the Counselor and the Nurse have special training in handling substance abuse and does not label or diagnose. The role of the Team is to:

- Receive data (from teachers, students, parents, or other school employees)
- Assess the situation or student(s) to determine involvement, school performance, behavior, family situation, social and emotional health
- Determine if there is insufficient information to develop an action plan, or whether the situation should be monitored
- Involve the parents
- Refer to community support for further treatment
- Make recommendations to the Administration

Procedures: The School Administration follows up on all tobacco, alcohol, and drug violations that are referred to them by any member of the community, as well as the Support and Referral Team.

- The School Nurse keeps written records of all referrals. Records are confidential.
- The Team reviews all violations and determines who next to meet with: the student, parent and/or administration. Whenever there is clear evidence that a student is becoming a danger to himself/herself or others because of any substance use, the team will immediately notify the parents and the administration in conjunction with the student.
- If necessary, the Team may refer a student to community resources or outside help. In any event, all referrals are first discussed with the parent.
- If required, the Team may refer a student to the administration which will impose consequences.

Suspected Use: Any member of the school community concerned that a student is harmfully involved with tobacco, alcohol, or other drugs can make a referral to the Support Team. All referrals are confidential.

Self-Referral: When a student recognizes that he/she has a problem with tobacco, alcohol or with other drugs and chooses to do something about this problem, the school will cooperate as fully as possible with the student. No disciplinary sanctions will be imposed (for the first time only) provided the following conditions are met:

1. There is no immediate or apparent threat of harm to self or to others;
2. The student is self-referred and not “caught” in violation of school or legal policies;
3. The parents are fully involved and informed

Violations and Consequences: The following consequences apply whenever school is in session and when students are engaged in school sanctioned activities on school property or on other sites.

Violations: A student is considered in violation of the policy on alcohol, tobacco or other drugs if he/she is:

- In possession of tobacco, alcohol, or drugs;
- In possession of paraphernalia associated with tobacco, alcohol, or illegal drug use;

- Distributing tobacco, alcohol, or drugs;
- Selling tobacco, alcohol, or drugs;
- Under the influence of alcohol or drugs;
- In the act of using tobacco, alcohol, or drugs;
- Knowingly in the presence of students in the act of possessing, distributing, selling, or using tobacco, alcohol, or drugs, except when it is clear that the student's presence is for the purpose of intervening for safety reasons or against another's use of alcohol, tobacco and/or other drugs.

Consequences for Violations:

- Selling (attempted or actual)
 - Notify the Police
 - Notify the Parents
 - Notify the Director/Superintendent
 - Full Expulsion (Director and Superintendent makes final decisions)
- Possession of tobacco, alcohol, or drugs, using, consuming, distributing (not for sale) or under the influence of drugs, tobacco or alcohol:
 - Notify the Police
 - Notify Parents
 - Notify Director/Superintendent
 - Referral to Support Team
 - Consider Suspension – up to 7 days and Behavior Probation, or, Full Expulsion (Director and Superintendent makes final decisions)
- Being knowingly in the presence of drugs or alcohol, but not involved with any of the above infractions:
 - Notify the Parents
 - Notify the Director
 - Referral to the Support Team
 - Possible Suspension, or Behavior Probation, depending on the situation
 - Items that can be associated reasonably with tobacco, alcohol or illegal drug use but which show no evidence of tobacco, alcohol, drugs having been used will be confiscated and not returned to the student or family. The student in possession will go home for the remainder of the school day, and may stay home for the following day (administration will make the final decision) and the student will be referred to the Support Team. In all cases, parents will be notified.

AISC Policy Definitions:

Alcohol: Refers to any alcohol related product, such as wine, beer, distilled spirits, malt beverages, etc.

Other Drugs: Refers to any mind-altering substance, legal or illegal. The only acceptable drugs are those medications prescribed by a certified doctor or nurse practitioner to an individual, or over the counter medication given to a school nurse or other designated staff by a parent or legal guardian; that are registered with the school nurse or other designated staff; that are dispensed by or under the supervision of a parent, legal guardian, or the school nurse or other designated staff; and that are taken as prescribed or directed.

Alcohol or Other Drug Related Activities: Refers to the use, consumption, sale, distribution, transfer, promotion, and/or possession, of alcohol or other drugs and paraphernalia use, promotion or marketing.

Tobacco: Any tobacco related product, including electronic cigarettes and any other vaping-related paraphernalia.

Transcripts, Credits, and Weights

An official school transcript of grades is produced each year for each member of the senior class. All semester grades from Grade 9 through Grade 12 and the credit earned for each completed course are included on the transcript. Official copies of transcripts are issued to seniors and sent directly to US, Canadian, and other colleges and universities. Transcripts include the grade point average (GPA) and if requested, rank in the senior class. Transcripts with grades of “incomplete” will not be issued. Our School Counselor verifies all transcripts.

Credits & Weights:

Pass/Fail Classes

- Guidance Seminar – 0.25 credits per year
- CAS – 0.25 credits per year
- Junior Research Project 11/Extended Essay (AD & IB) 11 – 0.50 credits
- Senior Research Project 12/Extended Essay (AD & IB) 12 – 0.25 credits

Graded Classes

- Grade 9 Research Writing – 0.25 credit
- Grade 10 Research Writing – 0.25 credit
- Technology 9 – 0.5 credits
- Technology 10 – 0.5 credits
- Physical Education 9 – 0.5 credits
- Physical Education 10 – 0.5 credits
- TOK 11 – 0.50 credits
- TOK 12 – 0.25 credits
- All other classes – 1 credit per year with a grade weight of 1

Weapons Policy

No students should possess, use, or distribute a weapon when on the AISC campus, school bus or other school sponsored event. A “weapon” is defined as any object, device or instrument designed as a weapon or through its use can threaten or producing bodily harm or which may be used to inflict self-injury. A “look-alike” or any other object that is a facsimile of a real weapon shall be treated as a “weapon.” A student who finds a weapon on the way to school or on the school campus or discovers that he or she accidentally has a weapon in his or her possession and takes the weapon immediately to the director’s or principal’s office shall not be considered to possess a weapon. For violation of this policy, a Level 3 offense, students will be suspended and/or expelled.

Withdrawal from School

Every student leaving AISC must complete a business office clearance form before school records and transcripts can be released. In addition, students are required to secure signatures from all their teachers, the library, cafeteria, Principal’s office, etc. thus ensuring that all fees have been paid, all books returned, and all accounts settled.

Please note: Any student who withdraws from AISC before the end of a quarter will only receive a "grade in progress", (grade to date) and will not receive semester credit.

MEMBERSHIPS AND ACCREDITATION



The American International School in Cyprus is accredited/authorized by the following organizations:

MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS
COUNCIL OF INTERNATIONAL SCHOOLS
INTERNATIONAL BACCALAUREATE ORGANIZATION
CYPRUS MINISTRY OF EDUCATION

The American International School in Cyprus is a proud member of the following organizations:

EUROPEAN COUNCIL OF INTERNATIONAL SCHOOLS
NATIONAL HONOR SOCIETY
MEDITERANNEAN ASSOCIATION OF INTERNATIONAL SCHOOLS
CENTRAL AND EASTERN EUROPEAN SCHOOLS ASSOCIATION

Founded in 1987, The American International School in Cyprus is a private, coeducational, college preparatory school. We are proud to provide a first class American and international university preparatory education within the Cyprus local community that incorporates Greek as a First Language program for our Cypriot students. AISC serves a unique function in the Cyprus community, offering the only American system program in Cyprus while providing our students with the option of the International Baccalaureate program for the last two years of secondary school.

AISC is owned by Esol Education, a leading regional school operator headed by Mr. Walid Abushakra. Esol Education has an established, twenty-five-year track record of operating some of the region's leading American and British curriculum schools. A large number of graduates from ESOL's schools have gone on to attend some of the world's leading universities in the United States of America and the United Kingdom.

Our program develops the whole child by nurturing sense of worth, leadership, academic excellence and independence. We have a strong focus on service learning. Our students participate regularly in community service and character-building life experiences, locally and abroad. An AISC education is rich with diverse learning experiences and opportunities for personal achievements.

The American International School in Cyprus

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