

ARTICLE 3 STUDENT (Series 3.000)

Admissions Priority	3.000
Admission of Students on Waiting List	3.100
Student Placement	3.102
Pre-Kindergarten Admission	3.103
Right of Appeal	3.104
Student Progress	3.200
Student Promotion	3.201
Student Records	3.202
Student Transfer or Withdrawal	3.203
Homework Policy	3.300
School Hours	3.400
School Visitors	3.500
Field Trips	3.600
Administrative, Faculty and Classroom Trips Abroad	3.601
Instructional Field Trips	3.602
Attendance	3.700
Elementary School Absences	3.701
Middle and High School	
Middle School and High School Returning From An Absence	3.702
Attendance and Tardiness Records	3.703
Attendance for Credit - Secondary School	3.704
Leaving School Grounds – Closed Campus	3.705
Student Discipline	3.800
Student Conduct	3.801
Appeals	3.802
Safety and Civility	3.803

ADMISSIONS PRIORITY

The following admissions categories below list the order of priority for applicants. Children of parents employed by the US Embassy/Consulate, AISL Overseas Hire faculty and companies participating in either the Special Assessment or Guaranteed Enrollment plan are given the highest priority. All other admissions are contingent upon available space:

- 1) Children of US Embassy/Consulate employees.
- 2) Children of AISL Overseas Hire certificated faculty and professional staff (as defined in Policy 6.041).
- 3) Children of Companies enrolled under the Traditional Special Assessment program.
- 4) Children of Companies enrolled under active Guarantee Enrollment plans. (GEP's are non-transferable)
- 5) Children of US citizens.
- 6) Children of non-US citizens with siblings presently enrolled in AISL.
- 7) Children of non-US citizens from diplomatic missions.
- 8) Children of non-US citizens whose parent(s) are on expatriate status employed by a US-based company (not covered under Priority 3 or 4).
- 9) Children of AISL Local Hire certificated faculty and support staff (eligibility defined in Policy 6.041, 6.042).
- 10) Children of non-US citizens who were previously enrolled in AISL (seeking readmission).
- 11) Children of non-US citizens who themselves have US citizenship.
- 12) All other non-US citizens.

All students applying to AISL must meet our entrance requirements irrespective of priority category or guaranteed enrollment status.

AISL does not have special classes, staff or resources to provide educational support for students with moderate to severe learning difficulties; student identified as eligible for special education services, as well as students who have been identified as having Specific Learning Disabilities (SLD), Emotional or Behavioral Disabilities (EBD), Mild/Moderate/Severe Intellectual Disability, Auditory Impairment or Visual Impairment.

Due to this, AISL reserves the right to deny admission to students who have demonstrable special learning, behavioral and/or emotional needs. It reserves the right to deny admission to students who do not achieve an acceptable score on the admissions test. Potential students who are in this category should contact the school as part of their decision to come to AISL.

AISL may provide student support services for AISL students who meet our entrance criteria, but are not meeting AISL grade level standards. Elementary students who are granted admission, but are identified as needing Academic or English Language support, will be required to follow programs in these areas as defined and provided by the school. Middle/High School students who are granted admission, but are identified as needing English Language support, will be required to follow the programs in this area defined and provided by the school. Families will be charged for these services. Fees will be determined by AISL administration and are dependent on the level of support provided.

Independent of admissions category, enrolled students who are in good standing have the highest priority for continued enrollment and places will not be eliminated for these students in order to admit new students.

ADOPTED FEBRUARY 6 1980
REVISED AUGUST 27, 1980
REVISED MAY 13, 1981
REVISED MARCH 9, 1983
REVISED APRIL 27, 1983
REVISED JUNE 10, 1987
REVISED JUNE 31, 1988
REVISED MAY 17, 1989
REVISED APRIL 18, 1991
REVISED APRIL 23, 1996
REVISED MAY 17, 2000
REVISED MAY 24, 2005
REVISED MAY 29, 2006
REVISED MARCH 20, 2007
REVISED MAY 22, 2008
REVISED SEPTEMBER 29, 2009

ADMISSION OF STUDENTS ON WAITING LIST

Once classes have been determined to be full, all future applicants are placed on a waiting list according to Policy 3.000. When space in a class becomes available, students are placed in the appropriate classroom. The waiting list is maintained in a priority manner as to the date of application and priority listings.

It is the responsibility of the parent/guardian of students on the waiting list to check with the school at least every sixty (60) days regarding admission of their child to the regular school program. Failure to do this will result in the child's name being dropped from the active list.

ADMISSIONS REQUIREMENTS/STUDENT PLACEMENT

Grade placement is based upon age, education needs, and social/emotional maturity.

Students should be no more than one year older or younger than the average for their grade and must have every opportunity to successfully satisfy AISL graduation requirements before their 20th birthday.

Students coming from Accredited state-side schools or other American Accredited curriculum schools will gain admission based upon official records from the previous school which show they have been succeeding at or above the average of their classmates. Students whose records give insufficient information or show areas of specific concern may be required to sit for further admissions screening prior to an admission's decision being made. Additional screening tests will only take place once all previous required documentation has been received and reviewed. AISL reserves the right to assess all applicants.

Admission to Non-Native Speakers of English

Non-native speakers of English who are not fluent in English may be admitted if space is available in the ELL (English Language Learners) program. In the secondary school, admission to the ELL program is dependant upon the applicant's ability to achieve a sufficient score on the English language placement examination that will give him/her every chance of successfully completing the ELL program by the end of Grade 10. It must be understood that to matriculate to grade 11, an ELL student must read and write at a 10th grade level, based on standardized testing undertaken at AISL.

Students in grades 3 through 10 qualified for ELL Program are to receive report cards according to the following criteria:

- At the end of the first grading period at AISL, students will receive a P (pass) or F (fail) grade in the core subjects. For the Electives that do not require a grade level proficiency in English, students will receive a letter grade.
- At the end of the second grading period, the teacher will determine whether a P or F, or letter grade is given. Any accommodation or modification on curriculum or instruction will be noted on the report card.
- At the end of the third grading period a letter grade may be given – unless the Child Study Team advises the continuation of the Pass or Fail Grading System beyond this third grading period.

ADMISSIONS REQUIREMENTS/STUDENT PLACEMENT CONTINUED Policy
3.102

Admission to students who have completed a grade level using a different Academic Calendar

Students who have successfully completed a grade level at a school that uses a January – December academic calendar year will be placed in the grade they have just completed if they are being admitted during Semester 2.

ADOPTED FEBRUARY 6, 1980
REVISED JANUARY 14, 1997
REVISED MAY 22, 2008

Admission to Pre-Kindergarten

Admission to the Pre-Kindergarten is determined by age and through assessment of the applicant's readiness to benefit from the AISL Pre-Kindergarten program. To meet the age requirement, applicants must be four years old on or before August 31st for the school year they wish to enroll.

Admission to Kindergarten

Admission to Kindergarten is determined by the age and through assessment of the applicant's readiness to benefit from the AISL Kindergarten program. To meet the age requirement, applicants must be five years old on or before August 31st of the year they wish to enroll.

Admission to Grade 1

Admission to first grade is determined by age, readiness and AISL assessment. To meet the age requirement, applicants must be six years old on or before August 31st of the school year they wish to enroll and/or successfully completed the AISL kindergarten program or its equivalent, as determined by AISL.

Admission to Grades 2-5

Admission to the Elementary School in grades 2 – 5 is generally based on previous school records and AISL assessment results. Students who have attended a school with an American or similar curriculum will be placed in the grade following the highest grade successfully completed. AISL reserves the right to place students in the appropriate grade based on previous school records, assessment results, and age appropriateness.

Admission to Middle School

Admission to Middle School in grades 6, 7 and 8 is based on previous school records and AISL assessment results. Students who have attended a school with an American or similar curriculum will be placed in the grade following the highest grade successfully completed. Diagnostic tests in some subject areas such as Math, French and Spanish may be given to determine placement in appropriate subject levels.

Admission to High School

Secondary students wishing to be considered for admission to AISL must be in a position to successfully complete a college preparatory academic program in order to earn the AISL diploma. For entry into the IB Diploma Program in Grade 11, students must demonstrate appropriate advanced proficiency in writing, reading and mathematics. All academic and non-academic requirements must be able to be achieved before a student's 20th birthday.

High school students are placed in a particular grade at the beginning of the academic year based on the number of credits earned toward graduation.

Number of High School Credits and Class Placement

The high school counselor will determine credit allocation, appropriate grade, and class placement through a careful review of school records for students coming from schools that use grading and evaluation systems that differ from those used at AISL.

Below 6 credits (including 1 in English and Math)	9 th Grade (Freshman)
6 to 11.5 credits (including 2 in English and Math)	10 th Grade (Sophomore)
12 to 17.5 credits (including 3 in English and Math)	11 th Grade (Junior)
18 + credits (including 4 in English and Math)	12 th Grade (Senior)

Note: Students must earn a total of twenty-four (24) credits and complete 75 community service hours in order to graduate with an AISL Diploma. (Policy 2.5)

Deadline for High School Enrollment Credit

Students in grades 9-12 who enroll at AISL after the 15th day of the semester may not receive credit, unless the student is transferring into AISL from an accredited high school. Students must provide current semester withdrawal information with current grades prior to admission for review.

RIGHT OF APPEAL

Parents have the right to appeal in writing to the Board of Directors any decision regarding admission or student placement.

STUDENT PROGRESS
STUDENT EVALUATION

AISL is committed to continual assessment of student performance and to sharing such pupil appraisal with parents. Reports of pupil progress and performance shall be issued not less than quarterly. For junior high students a mid-term report and end-of-semester report will be completed for each term.

Parent-teacher conferences are encouraged as an integral component of sharing progress. A written report will be made of any parent-teacher conference, with a copy given to the parent upon request. All parents of elementary students will have a conference scheduled during the first term.

Interim reports will be made whenever a pupil's work becomes unsatisfactory or drops seriously in quality.

STUDENT PROMOTION

In general, children will be placed at the course (grade) levels to which they are best adjusted academically, socially, and emotionally. Children will usually progress annually from level to level, spending one year in each level. If, in the opinion of the teachers, guidance counselor, superintendent or his designee, and parents, a student would profit more by staying less than one year in a particular level, the student may either be moved ahead a level or be allowed to progress at his or her own rate of development. On the other hand, some children may profit by staying another year at the same level. Likewise, the parents, teacher, counselor, and Principal will confer to make the decision. In the event of a disagreement, the final decision for appropriate class placement is the responsibility of the AISL Superintendent.

STUDENT RECORDS

The administration is responsible to maintain student records covering conduct, attendance, academic achievement, standardized tests, and any other material considered appropriate.

Student records will be available for review by the student, parent, and the professional staff. The administration may withhold all or part of a student's records from all other personnel or agencies unless given a court order.

Records will be maintained for five years after a student leaves AISL. After that time student information will be posted to a card which will be kept indefinitely. The card should indicate dates of attendance and any school where records were forwarded.

STUDENT TRANSFER OR WITHDRAWAL

When a student transfers or withdraws from AISL to enter another school, the student's records will be forwarded upon written request by the parents or the receiving school. Student records will not be forwarded unless all financial obligations to AISL have been fulfilled.

HOMEWORK POLICY

The Board of Directors of AISL, Nigeria believes that students who are assigned and do homework regularly are able to achieve not only more but more quickly, and that homework provides a useful extension of students' learning opportunities. Homework may be defined as task to be done in students' own time after school hours and is expected at both elementary and secondary levels.

Homework should provide an appropriate challenge for students of all abilities, recognizing individual and group needs.

Properly conceived, carefully designed, presented and monitored by the teacher, homework fosters development of independence, self-discipline and responsibility, and conserves class time for those lessons better taught with close teacher guidance and supervision.

Homework is an integral part of the learning process and presents opportunities for:

- A. practice or drill in those skills already taught
- B. preparation for material to be presented or taught subsequently
- C. extension or transfer of a skill or concept to a new situation
- D. completing assigned work not finished in class

HOMEWORK GUIDELINES

Use of homework requires cooperation among teachers, students, and parents. Homework will be a regular part of each student's school experience. Students should be able to complete the assignments within the guidelines given below:

Elementary

Homework will be assigned Mondays through Thursdays with weekend homework being at the discretion of individual class teachers.

The following times are recommended daily averages:

- A. grades 1 and 2: 15 to 20 minutes
- B. grades 3 and 4: 30 to 45 minutes
- C. grades 5 and 6: 45 to 60 minutes

HOMEWORK POLICY

The pattern of homework will reflect the balance of subject within the timetable, a possible arrangement might be:

Monday: Math & English (Spelling, Language & Handwriting),
Reading

Tuesday: English & Social Studies & Music

Wednesday: Math & Science - Reading

Thursday: English & Math – French

Communication between tutors and specialist staff is necessary to ensure a well-balanced homework schedule.

Junior High

Homework will usually be assigned Monday through Friday. Up to 1 - 2 1/2 hours of homework per night may be slightly more. With the exception of math, homework assignments that are anticipated to take longer than 20 minutes to complete will not be due the following day.

Homework and Absence

A student is responsible for making up homework missed through absence. It is the student's responsibility to ask if there have been assignments during their absence. The time allowed for this is equivalent to the number of days absent. Assignments prior to expected absences will not normally be given.

Homework and Vacations

Homework will not normally be given during vacations. Optional assignments may be available upon parental request.

Responsibility for Homework

Teachers are responsible for:

- communicating homework expectations to students and parents
- assigning, monitoring, correcting, acknowledging and returning student homework in a timely manner
- conferring with parents regarding homework concerns

HOMEWORK POLICY

Students are responsible for:

- understanding the homework assignment(s) before leaving school
- taking home all necessary materials to complete the assignment
- scheduling time for homework that is compatible with family and/or after school activities
- working towards the goal of doing homework with a minimum of parental help

Parents are responsible for:

- providing encouragement and support, and showing interest in the student's work
- assisting students to develop good study habits by providing a comfortable, well-lit area away from distractions
- encouraging students to set a regular time for studying
- evaluating student out of school activities to be sure the student has sufficient study time
- conferring with teachers regarding homework concerns

SCHOOL HOURS

Daily school hours are established prior to the beginning of each school year by the Superintendent in consultation with the Board of Directors.

SCHOOL VISITORS

Any visitors to the American International School (parents, new students, former students, business sales persons, drivers, etc.) must initially report to the main office. The administrative office personnel will assist the visitors in expediting their purpose of the visit.

The school is a place of business and one that is attending to the educational needs of its students. Under no circumstances should any visitor be on school grounds for purpose other than school business. Violation of this policy will necessitate removal from the school's premises by appropriate authorities.

FIELD TRIPS

The Board of Directors of the American International School of Lagos considers school-sponsored individual student and student group trips as part of the educational program and recognizes that opening the community and world around us as an environment for learning enhances and reinforces classroom instruction.

A field trip is a school-supervised activity involving one or more students investigating or participating in real and life-like experiences away from the classroom. All field trips must be well planned and adequately supervised.

The Board of Directors, Superintendent, or teacher in conjunction with an administrator, shall have the right to cancel any field trip at any time.

The Superintendent of Schools shall develop regulations pertaining to the organization, procedures, and supervision of field trips.

ADMINISTRATIVE, FACULTY AND CLASSROOM TRIPS ABROAD

The administration will submit an Annual Plan, through the Curriculum and Finance Committees, for review and approval by the Board at the September meeting. The plan should include the following:

- Proposal
 - Justification
 - Number of students
 - Number of faculty attending
 - Administrators attending
 - Destination
 - Departure Date
 - Return Date
 - Cost
1. Significant changes in the Annual Plan should be approved by the Board prior to making commitments. The Annual Plan should be revised with changes highlighted, and submitted for Board approval. (Significant changes would include but are not limited to new trips, increased number of faculty, changes in administrators making the trip.)
 2. Upon return from travel, the participant will submit a written or oral report to the Superintendent. The report will provide information regarding the purpose, value, and outcome of the travel experience. In the case of the Superintendent, he or she shall report to the Board during the Superintendent's comments at the first Board meeting following his or her return.

INSTRUCTIONAL FIELD TRIPS

An instructional field trip is a school-supervised activity involving one or more students investigating or participating in educational experiences away from the school campus. All instructional field trips must be valuable educational experiences and must be consistent with the learning objectives of the instructional program.

This field trip regulation will apply to all students pre-kindergarten through high school involved in classroom and other school-related activities.

A signed Parent/Guardian Consent Form for Instructional Field Trips shall be required for each student attending the instructional field trips.

The building administrator/principal has the responsibility to carry out or cause to carry out the provisions of this regulation.

Any variations from this regulation, or any interpretation, should be cleared with and approved in writing by the Superintendent or his designee.

ATTENDANCE

The learning experiences which take place in the classroom environment are a meaningful and essential part of the educational program. Time lost from class due to absence is irretrievable, particularly in terms of lost opportunity for the interaction and exchange of ideas and information between students and teachers. Attempting to retrieve past assignments is not a satisfactory substitute for time spent in the classroom. Furthermore, it is unfair to other students who have made the effort to be in attendance thus impeding the progress of the entire class. Therefore, the following attendance policy will determine whether a student will receive credit for classes attended at AISL.

ELEMENTARY SCHOOL

A student may not be absent for more than 10 days during any trimester (grading period). The accumulation of more than 10 days will be considered reason for the student not receiving credit for that grading period. The principal will evaluate on a case-by-case basis to determine whether credit should be granted and/or whether penalties (i.e. non-participation in after school activities) should be administered.

The student report card for the grading period in which the student missed more than 10 days will not have letter grades. A written narrative will take the place of grades during that grading term. By mutual agreement between principal and teacher of record, a letter grade may be given.

It is assumed that the same number of days absent within the allowed 10 days is a reasonable time frame within which the missed work can be made up. It is the responsibility of the students to arrange with the teachers to make up work missed. Completion of missed work does not alleviate the concerns stated in the opening paragraph, but it will help the student catch up with the class and help provide background information for future classroom assessments.

Serious or prolonged illnesses that require constant medical supervision will be evaluated on a case by case basis. A medical doctor must certify each of these exceptions of prolonged illness and will be the only exception to the above policy. Such cases should be forwarded to the principal for review.

MIDDLE AND HIGH SCHOOL

A student may not be absent for more than twelve (12) days during any semester (grading period). Absences will be defined as any time the student is not in class during the instructional day. The accumulation of more than twelve (12) absences in any single class in a semester for non-attendance in any one semester will be considered reason for the student to not receive credit for that grading period. The principal will evaluate on a case-by-case basis to determine whether credit should be granted and/or whether other penalties (i.e. non-participation in after school activities) should be administered. Absences from semester to semester are non-accumulative.

It is assumed that the same number of days absent within the allowed twelve (12) absences is a reasonable time frame within which the missed work can be made up. It is the responsibility of the students to arrange with the teachers to make up work missed. A teacher may assign a pass or fail in every subject affected by the absences.

Serious or prolonged illnesses that require constant medical supervision will be evaluated on a case-by-case basis. A medical doctor must certify each of these exceptions of prolonged illness and will be the only exception to the above policy. Such cases should be forwarded to the principal for review.

A note signed by the parent or guardian giving the dates is required upon return to school.

EFFECTIVE NOVEMBER 30, 1987
REVISED DECEMBER 11, 1991
REVISED JANUARY 1994
REVISED OCTOBER 17, 2006
REVISED APRIL 17, 2008

REVISED JANUARY 25, 2000
REVISED MARCH 15, 2005

ELEMENTARY SCHOOL ABSENCES

Elementary students returning to school after being absent must bring a dated signed note from their parent or guardian detailing the reason for their absence. This note shall be given to their grade teacher. The absence shall be noted and the excuse filed.

If the child will be absent because of a prolonged illness, immediate contact should be made with the school to insure that the child's classroom progress will not be greatly impeded.

MIDDLE SCHOOL AND HIGH SCHOOL RETURNING FROM AN ABSENCE

Upon returning to school after being absent, all secondary students are to report to the office for a re-entry slip. They should have a dated signed note from their parent or guardian detailing the reason for their absence. On presentation of their note, they will be given a re-entry slip. The re-entry slip will have the time of the day issued and the initials of the person issuing it. Students arriving in class without a re-entry slip after being absent should be sent to the office for clearance. All teachers are expected to initial the slip when the student returns to class. Students are to leave their re-entry slip with their last period teacher.

If the child will be absent because of a prolonged illness, immediate contact should be made with the school to insure that the child's classroom progress will not be greatly impeded.

The procedures above will also be followed by students who are tardy to school. Only the teacher/s affected will have to initial the tardy slip. "Tardy" is defined as arriving in a class within ten minutes after the tardy bell rings. If the student arrives after ten minutes, it is considered an absence.

ATTENDANCE AND TARDINESS RECORDS

Attendance records and tardiness shall be a part of the reporting to parents at mid-term and at the end of grading periods. It may also be reported at other times as deemed necessary. Students who exhibit habitual absences or tardiness may be required to have a conference with their parents (guardian) and the school administration.

Students who have been absent from school for prolonged periods of time, i.e. illness, bereavement, etc. are required to make up missed work when they return to school. They will have the same number of days to make up the work as they were out.

An elementary student who misses more than 10 days of classroom instruction during any trimester or a middle or high school student who misses more than 12 days of classroom instruction during any semester will not be eligible for the honor roll for that term. A student who misses more than the allowed days per grade level will receive a "pass" or "fail" grade, based upon the amount and quality of the completed work. By mutual agreement between teacher of record and principal a letter grade may be issued.

ADOPTED FEBRUARY 6, 1980
REVISED AUGUST 12, 1981
REVISED JUNE 10, 1987
REVISED JANUARY 14, 1997
REVISED MARCH 15, 2005
REVISED OCTOBER 17, 2006
REVISED APRIL 17, 2008

ATTENDANCE FOR CREDIT (Secondary School)

In order to earn a credit in a given subject area, a student in grades PreK-5 must:

- be enrolled and in attendance at AISL no less than 50 days in each grading period of approximately 60 days.

In order to earn a credit in a given subject area, a student in grades 6-12 must:

- be enrolled and in attendance at AISL no less than 77 days in each grading period of approximately 90 days.
- If enrolling after 15 days in a grading period, an official transcript, current attendance record, and official withdrawal grades from the previous school must be presented.
- Make up missed work to meet teacher and course requirements.

If one or more of the above conditions is not met, a student may enroll at AISL but it is understood that credit will not be granted.

All evaluation of the non-credit class(es) may be given using these marks: P = Passing (Entered Term Late) or E F= Failing

LEAVING SCHOOL GROUND--CLOSED CAMPUS

No student is permitted to leave the school grounds during school hours without the approval of the administration. Parents must request preferably in writing that their child be allowed to leave the campus during school hours. Teachers shall not send students off campus or staff areas without the written consent of parents and administration approval. Violations of the closed-campus policy are considered truancy and constitute grounds for suspension.

STUDENT DISCIPLINE

It is expected that all students, will abide within the basic rules of conduct laid down by the school. (See Student/Conduct Policy 3.801 and AISL Expectations)

There may be times when a student needs to be reminded of the responsibility he/she has toward the school as a whole as well as to him/herself as an individual, and there must be some sensible rules for dealing with such reminders.

In dealing with student behavior in the classroom, teachers must always be assured of support – from the Principal, the Superintendent and the School Board – for reasonable rules set within the framework of the overall policies applying to conduct. Conversely, teachers are expected to treat each student with respect, courtesy, and consideration. Students have the right to be told clearly what the rules are; and they have the right to appeal to higher authority (Principal in the first instance) if they feel they have been dealt with unfairly or have not been given an objective hearing. It should, however, be pointed out to students that school procedures must be obeyed. The people in charge of the school have the authority to carry out their tasks for the benefit of all concerned, and it is for this reason that the school Board delegates to the Superintendent and his/her professional staff the task of setting specific guidelines for discipline and punishment. *Interpretation and implementation of these guidelines is at the discretion of the administration and School Board.*

Documentation of offense(s) will be collected on an AISL Discipline Referral that will be signed by student, parents, teachers, and Principal. A copy will be retained in a central file in the Main office. Parents, teachers and administration will be issued a copy for their records.

Breaches of discipline shall be dealt with using a progressive process which appropriately meets the seriousness of the offence. Disciplinary measures in order of severity are:

1. *Detention of student*
Detention may be imposed by the faculty or administration, and parents must be notified one day prior
2. *Disciplinary probation of student*

Students may be placed on disciplinary probation following a conference between the student, parent(s) or guardian, and the administration.

STUDENT DISCIPLINE CONTINUES

3. *Short Term Suspension*

Behavior that is of a serious nature and/or that consistently deviates from accepted standards as judged by the administration will lead to short term suspension from one (1) to ten (10) school days by the Principal. A suspended student cannot return to school until a conference is held between the administration, the student, and the parent(s) or guardian. Work missed during suspensions must be made up.

4. *Long Term Suspension*

Behavior that is of a serious nature and qualifies as exceptional misconduct will lead to a long term suspension from eleven (11) school days to the end of the semester.

5. *Expulsion of student*

Very serious and/or chronic offenses may lead to expulsion. This action shall only be taken after due consideration and consultation between the Principal involved, the Superintendent, the student, and the parent(s) or guardian. The Board shall receive the superintendent's recommendation for expulsion.

6. *Student Suspension and Expulsion*

This shall be monitored by the administration. Suspension and expulsion data will be compiled Semi-annually. This information will be reported to the superintendent and the Board of Directors.

Forfeiture of Tuition:

If a student is suspended or expelled, tuition for the period of suspension or for the remainder of the term after expulsion will not be refunded.

STUDENT CONDUCT

The board acknowledges that conduct and behaviors are closely associated to learning. An effective instructional program requires a wholesome and orderly school environment. The board requires that each student adhere to the rules of conduct and submit to corrective actions taken as a result of conduct violations. Students must follow the rules of conduct during the school day as well as during any school activity conducted on or off campus.

Students are expected to:

- Conform to reasonable standards of acceptable behavior;
- Respect the rights, person and property of others;
- Preserve the degree of order necessary for a positive climate for learning; and
- Submit to the authority of staff and respond accordingly.

Students of AISL are expected to behave in a socially accepted manner at school and at school-related extra-curricular activities, irrespective of location. Respect of others, their property and self should be practiced throughout the school day and during AISL sponsored events. The following behaviors are considered unacceptable and interfere with the learning environment and the welfare of others. Such acts (including but not limited to) are considered sufficient cause for suspension or expulsion from AISL:

1. Criminal activities including, but not limited to: possession and/or use of lethal weapons, extortion, theft, vandalism, and black market activities.
2. Violation of Policy 1.900 Tobacco, Alcohol and Drug.
3. Conduct or appearance which disrupts, impedes, or interferes with the operation of the school.
 - A. Intimidation
 - B. Threats by word or deed
 - C. Bullying
 - D. Fighting
 - E. Excessive vulgarism
4. Disobedience of an order of a teacher, administrator, or other school authority
5. Violation of Policy 3.700, Attendance
6. Violation of Policy 4.300 Information Technology.

Exceptional Misconduct

The following are exceptional misconduct and can be cause for discipline, suspension (short or long term) or expulsion from AISL.

1. Assault/fighting: creating a reasonable concern or making harmful or offensive contact with another.
2. Extortion, blackmail and coercion: attempting to obtain money, services or property by threat of injury to a person or property.

3. Interference with school authorities: interfering with the discharge of the official duties of administration or staff by force or violence or intimidation.
4. Intimidation/threat: interfering with the peaceful conduct of other students by intimidation with threat or force or violence.
5. Harassment: intentionally intimidating, annoying or bothering another person.
6. Malicious mischief: intentionally causing damage to any property.
7. Theft: stealing, taking someone else's property without permission.
8. Disruptive conduct: conduct or expression causing substantial or material disruption of any school or material disruption or obstruction of any school function or operation, including, but not limited to refusing to comply with a staff person's directive, using vulgar or profane language, engaging in verbal or physical harassment.
9. Misrepresentation: the forging of any signature or the making of any fake entry or the alteration of any document, including computer record, used or intended to be used in connection with the operation of the school or cheating, plagiarizing or turning in another person's work.
10. Violation of policy 4.300 information technology.
11. Alcoholic beverages, illegal drugs and controlled substances: a student shall not possess, use, sell, distribute, attempt to distribute or be under the influence of or show evidence of having used any alcohol, illegal drug, controlled substance or item which is purported to be an illegal drug or controlled substance.
12. Weapons and explosives: possessing or using a weapon, explosive or other item apparently capable of causing bodily harm. Students who possess firearms or use a gun on school grounds or at school activities will have their enrollment at AISL terminated immediately.
13. Display of affection, sexual activity, lewd conduct: lewd conduct, sexual activity, or inappropriate display of public affection such as passionate kissing or inappropriate touching or hugging, sitting on another's lap or hugging from behind (front to back) is not allowed on campus or at any school activity.

Violations will be subject to progressive discipline, up to and including expulsion from AISL

ADOPTED FEBRUARY 6, 1980
REVISED JUNE 10, 1987
REVISED March 15, 2005

REVISED APRIL 17, 2008
REVISED, JUNE 2009

APPEALS

A hearing to appeal a decision to expel a student will be conducted in the following manner:

1. A student and/or his parents or guardian may request the Superintendent to arrange a hearing before the School Board's Appeals Committee to appeal any disciplinary decision made by the administration involving expulsion of that student. Appeals must be delivered in writing to the President of the School Board within five (5) working days from the day that the expulsion decision is communicated by the administration to the student, or parents and/or guardian.
2. The appellant will be notified in writing of the time, date, and place of the hearing.
3. The President, or in his absence the Vice President, of the School Board shall moderate the proceedings and appoint an appeals committee comprised of the voting members of the school board.
4. A minimum of three members of the Appeals Committee must be present throughout the hearing.
5. The hearing shall be in a closed session of the Appeals Committee. At the discussion of the Appeal Committee witnesses may be called. The proceeding of the Appeals Committee will be held confidential.
6. The appellant is responsible for presenting his case to the Appeals Committee (copies of any relevant documents will be supplied in advance).
7. The Superintendent will present his/her findings to the Appeals Committee (copies of any relevant documents will be supplied in advance).
8. The appellant will present their summation and final comments.
9. The Appeals Committee and Superintendent will meet in a closed session to evaluate the case and arrive at a decision.
10. All parties will be notified of the final decision of the Appeals Committee in writing within ten days from the date of the hearing.
11. The Appeals Committee is responsible for keeping a record of the hearing.
12. The decision by the Appeals Committee of the Board of Directors from the appeals hearing is binding and no further appeal is available.

SAFETY AND CIVILITY

Students and staff learn and work in schools that are free from violence, intimidation, threats, harassment and fear. AISL shall promote safety and civility for all.

Harassment, intimidation and bullying means any intentional written or electronic media message, verbal or physical act, including but not limited to, one shown to be motivated by any characteristics of race, color, religion, ancestry, national origin, gender identity, sexual orientation, mental or physical disability, or other distinguishing characteristics, when the intentional written, verbal or physical act,

- Harms a student; or damages the student's property
- Has the effect of substantially interfering with student education; or
- Is so severe, persistent or persuasive that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

Harassment, intimidation or bullying can take many forms including; slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats, hazing or other written, verbal, or physical actions. Intentional acts refer to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

Many behaviors that do not rise to the level of harassment, intimidation or bullying may still be prohibited by other board policies, classroom, or program rules.

The goals of this policy include appropriate intervention, positive climate, and support for victims and others impacted by the violation. Administration will take prompt, equitable and remedial action when a complaint is reported.

Depending on the frequency and severity of the conduct, appropriate responses to violations of this policy may include intervention, counseling, or discipline to remediate the impact for the victim and the climate and to change the behavior of the perpetrator. Students, staff, volunteers or school contractors who engage in the harassment, intimidation or bullying will receive appropriate discipline, sanctions or other appropriate intervention.

Retaliation for harassment, intimidation or bullying also constitutes violations of this policy. Coercion, discrimination or reprisals taken against persons filing complaints or persons acting as witnesses to complaints shall receive appropriate disciplinary action or sanction according to board policy.