

ARTICLE 3 STUDENT (Series 3.000)

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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) Dependents of US State Department and Consular employees, AISL overseas hire faculty and staff, and Special Assessment companies.
- 2) Dependents of Guaranteed Enrollment Plan companies.
- 3) Dependents of US citizens who are on expatriate assignment in Nigeria.
- 4) Dependents of non-US citizens who are on expatriate assignment in Nigeria.
- 5) Siblings and previously enrolled students.
- 6) Dependents of US citizens who are permanent residents of Nigeria.
- 7) Dependents of non-US citizens who are permanent residents of Nigeria.

In order to ensure the international character of our student body, to maintain an appropriate balance and preserve the fundamental identity of the school, we will limit the enrollment of any single nationality group to fewer than 30% (except US Citizens on temporary assignment in Lagos).

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
REVISED FEBRUARY 22, 2010

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, and students have met the requirements of Policies 3.000 and 3.102, 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.

At the time of placing a new applicant student to the waiting list, it is the responsibility of AISL to provide the respective parent/guardian with copies of AISL Policies 3.000 through 3.104 inclusive.

Once an applicant is within one year of eligibility for entry it is the responsibility of the parent/guardian of students on the waiting list to check with the school at least every 6 months 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.

ADOPTED FEBRUARY 6, 1980
REVISED FEBRUARY 11, 1981
REVISED MARCH 9, 1983
REVISED JUNE 10, 1987
REVISED MAY 22, 1991
REVISED FEBRUARY 22, 2010

STUDENT PLACEMENT

Grade placement is based upon age, education needs, and social/emotional maturity. In general, 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 US schools or other American accredited curriculum schools will generally be accepted 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 on the continuation of the Pass or Fail Grading System beyond this third grading period.

Student Support Program

The AISL Elementary student Support Program provides assistance to students who are not meeting AISL standards. The goal of the program is to help qualifying students to meet classroom expectations independently. The K-2 program concentrates on Reading intervention while the grades3-5 program provides generalized academic support.

The K-2 program provides supplemental direct instruction in the areas of Phonological awareness, Letter recognition, Reversals, Phonics, Decoding, Word recognition, Accuracy, and Fluency in a group or one-on one setting.

The Grade 3-5 Academic support program is offered to students who require generalized academic intervention as they are not achieving classroom expectations in one or more subject areas. Students referred to this program will be further assessed to determine specific areas of weakness.

All students are expected to meet AISL curriculum standards. The student support program will assist classroom teachers with differentiating instruction and when requested, assistance may be provided to modify instructional methods, environmental conditions, and testing administration. The student support program does not modify the curriculum content.

In some cases, students recommended may be receiving services as an alternative to a specialist subject.

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 generally 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
REVISED FEBRAURY 22, 2010

GRADE SPECIFIC ADMISSIONS REQUIREMENTS

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 Grades 6 - 8

Admission to Middle School in grades 6 - 8 is based on previous school records and AISL assessment results. Students who have attended a school with an American or similar curriculum will generally 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 class levels.

GRADE SPECIFIC ADMISSIONS REQUIREMENTS (contd.)

Admission to Grades 9 - 12

High School students in grades 9 -12 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 proficiency in writing, reading and mathematics. A student must be able to achieve all academic and non-academic requirements before their 20th birthday.

High school students will be placed in a particular grade 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.

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| 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 2.500)

Deadline for High School Enrollment Credit

Students who enroll at AISL in grades 9-12 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.

STUDENT PROGRESS/ ASSESSMENT

AISL will continually assess student performance and share such student appraisal with parents. For Elementary School students (grades Pre-K to 5) a report will be completed at the end of each trimester. For Middle and High School students (grades 6-12) a mid-term report and end-of-semester report will be completed for each semester.

Parents/guardians of all students will have an opportunity to attend parent/teacher conferences in the first grading period. Additional parent/teacher communication shall be initiated by the school where in the teacher's opinion a student's work becomes unsatisfactory or demonstrates a significant drop in quality.

STUDENT PROMOTION GRADES K-8

A student satisfactorily completing each grade's work will be promoted to the next grade.

The recommendation for retention of students is made by the teacher in consultation with the Principal and parents, and if appropriate, with other advisory staff. The decision will be based on the total evaluation of the student's growth in all areas of development. In all cases, the decision for retention rests with the principal and the parents.

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. All other access to student records shall require parental/guardian written approval or in accordance with applicable law.

Records will be maintained for five years after a student leaves AISL. After that time only summary student transcripts shall be maintained indefinitely.

STUDENT TRANSFER OR WITHDRAWAL

Following transfer or withdrawal of a student from AISL to enter another school, the student's records may be forwarded upon written request by the parents or the receiving school. Student records will not be released unless all financial obligations to AISL have been fulfilled.

HOMWORK POLICY

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

Elementary Program

Homework will be assigned at the discretion of individual class teachers based on the following principles:

- Homework should be assigned on normal school weeknights Monday-Thursday
- Weekend homework may assigned on an occasional basis at the discretion of the teacher
- Homework should be tailored to the learning goals of each grade
- Normal homework load on students in Grade should not exceed ... per week for an average student
- Homework may be graded for the purposes of feedback to students but should not form (more than x%) (part) of final grading, which should be primarily based on supervised classroom activity
- At each grade level, the average homework load between classes should be reviewed (bi-)weekly by the faculty.
- Homework assignments and project work that are anticipated to take longer than 20 minutes to complete will not be due the following day.

Significant volumes of homework, and particularly that involving mandatory internet research should not be issued with a next day guideline (recognizing vagaries of internet access in Nigeria and potential after school activities)

The following times are recommended daily averages and are inclusive of graded project work:

- 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

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

| | |
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| Monday: | Math & English (Spelling, Language & Handwriting), Reading |
| Tuesday: | English & Social Studies & Music |
| Wednesday: | Math & Science - Reading |
| Thursday: | English & Math – French |

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

Secondary School

Homework will usually be assigned Monday through Friday. Secondary students should anticipate between 1 and 2.5 hours of homework per night, inclusive of project work. 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 or student request.

Responsibility for Homework

Teachers are responsible for:

- communicating homework expectations to students and parents.
- clearly indicating the expected time a student should reasonably expect to spend on a task when the homework or project work will exceed 20 minutes to complete.
- assigning, monitoring, correcting, acknowledging and returning student homework in a timely manner
- conferring with parents regarding homework concerns
- coordinating homework schedules with all teachers at a particular grade level to actively ensure an even spread of homework for students throughout each week.
- Recognising the benefits to students of participating in structured after school activities, including receiving of coaching for the Saturday Sports program, and modifying homework expectations to allow students reasonable time to participate in such programs.
- Taking into account major after-school events in the school calendar for that grade to ensure students are not overly burdened with homework at these times. Examples include try-outs for sports teams, obligations of school plays, band/concert rehearsals and performances, etc.

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

ADOPTED APRIL 20, 1988
REVISED MARCH 15, 2005
REVISED FEBRUARY 22, 2010

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 the purpose of their 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 purposes other than school business. Violation of this policy will necessitate removal from the school's premises by appropriate authorities.

FIELD TRIPS

A field trip is a school supervised activity involving one or more students investigating or participating in educational experiences away from the school campus, such as international trips, arts competitions, athletic tournaments, clubs, students activities, and rewards and celebrations. All field trips should have a significant connection to the grade level or course curriculum of study.

All international field trips must be approved by the Board of Directors. 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 has the responsibility to carry out or cause to carry out the provisions of the policy. Any variation from this policy should be cleared with and approved in writing by the superintendent. The Superintendent shall develop regulations pertaining to the organization, procedures, and supervision of field trips.

This field trip policy will apply to all students preschool through grade 12. A signed Parent/Guardian Consent Form for Field Trips shall be required for each student on all field trips.

FIELD TRIPS

General Consideration for all Field Trips

- A. The safety and well being of the staff and students shall be the primary considerations of the field trip.
- B. Pre-planning and follow-up activities must occur in conjunction with all field trips.
- C. The hazards or safety in the area will be taken under consideration when planning the field trip.
- D. In advance of the trip, the staff member in charge will review with the students and parents potential hazards, acceptable standards of conduct on the trip, as well as the educational objectives to be achieved.
- E. Transportation of students on school-sponsored trips will be by school approved transportation.
Students are discouraged from driving private vehicles for school-sponsored events. If students will be driving in private vehicles for a school-sponsored trip, special authorization and written parent permission are required. Approval is required by grade level principal in advance of the event.
- F. There must be an approved list of competent/responsible supervisors which may include staff, adult volunteers, and parents, with sufficient numbers to ensure the safety of all participants. Because supervisors are to help supervise students, student siblings should not be included on the field trip.
- G. The following must be considered when planning a field trip and developing a list of supervisors:
 1. Age of students.
 2. Size of group, including adults.
 3. Developmental levels and behaviors of students.
 4. Medical needs of students.
 5. Mode of transportation and security.
 6. Location of field trip.
 7. Potential hazards at the location.
 8. Length of field trip.
 9. Planned activities for trip.
 10. Anticipation of other school groups at the same site.
 11. Prior to departure, the staff member in charge shall provide the grade level principal with a roster of all students, staff, and volunteers and itinerary of the field trip.

Procedures for Requesting Authorization

- A. The staff member proposing the field trip will meet with the grade level principal sufficiently ahead of the event to accomplish the necessary planning. The principal's tentative approval must be obtained before any discussion is held with students or parents and prior to any public announcement.
- B. When reviewing the proposal with the grade level principal, the teacher will do the following:
 1. Present written objectives to be accomplished by the field trip.
 2. Indicate how the individual, class, or group will be adequately prepared to represent the school and the educational value of the field trip.
 3. Cost of the field trip.
 4. Review safety hazards at the locations.
 5. Plan for transportation and security.

6. Plan for competent/responsible supervision of the activity, and CPR certification.
 7. Plan and procedures for responding to emergencies.
 8. Complete and submit to grade level principal the Field Trip Proposal Form.
- C. When all plans are completed, the staff member shall meet with the grade level principal. The principal shall determine if all requirements have been met and approve or disapprove the proposal.
1. If the approved trip is in Lagos the grade level principal's signature on the Field Trip Proposal Form is the final requirement.
 2. If the field trip is out of Lagos or out of Nigeria the Field Trip Proposal Form shall be submitted to the Superintendent and then to the Board of Directors for final approval.
All out of Nigeria field trips must be approved during the school year prior to the trip.
- D. Upon approval by the appropriate principal or Board of Directors, the staff member in charge will do the following:
1. Inform parents or guardians in writing of activities, goals and objectives, and cost of the proposed field trip.
 2. Obtain in writing parent or legal guardian permission for each participant. Permission slips will be placed on file in the building prior to departing on the trip.
 3. Secure school approved transportation and security for the field trip.
 4. Take along on all trips copies of any permission forms indicating a specific medical problem and parent contact information.
 5. For all athletic field trips a first aid kit must be available at all times.

Supervision of Participants

- A. All field trip groups shall be under the direction of a school staff member during the trip.
- B. The staff member in charge, or a designated adult supervisor, shall be immediately available to participants at all times while away from school.
- C. Names of adults selected to participate as supervisors shall be submitted in advance to the grade level principal for review. At least one adult supervisor must hold a current CPS card.
- D. Prior to departure, the staff member in charge will confirm that adequate supervision is present as prescribed during the planning stages, and as otherwise prescribed in this regulation.
- E. The staff member in charge shall be responsible for training and assigning specific duties and responsibilities to adult supervisors prior to the trip.
- F. If secondary students will be permitted to go in small groups, unchaperoned, the parents or legal guardian must know of the practice and its implications prior to giving permission. Elementary students shall not be permitted to go unchaperoned.

Safety and Emergency Procedures

The safety of all students must be the prime consideration on planning a field trip. The following criteria must be met in order for a field trip to be approved:

- A. The number of chaperones to students will be determined by the age of the students and the location of the field trip. There will be a student to adult ratio of no more than 7 students to 1 adult chaperone when the trip is traveling by plane.
- B. Students will travel by AISL approved transportation with AISL approved security on all field trips.
- C. At least one supervisor must hold a current First Aid/CPR card.

Extended Field Trips

An extended field trip is one which includes an overnight stay. This included international field trips.

- A. Every effort should be made to minimize absences from the normal school program.
- B. Travel in other countries will be by public transportation or charter service rather than by privately operated vehicles unless the transportation is provided by host families. Students from AISL shall not drive any vehicle when traveling in another country.
- C. The Code of Conduct is to be made known to parents and students prior to travel. The chaperone shall strictly enforce the Code of Conduct at all times.
- D. All students and adults will have current visas and passports for countries of travel.
- E. Medical needs of students must be planned for and evidence of accidental medical insurance coverage for the student is required for all trips out of the country.
- F. The grade level principal will determine the number of adult supervisors required to accompany groups on field trips. Adequate supervision for both boys and girls must be provided if needed.
- G. A minimum of two supervisors will be required for all extended 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 their September meeting. The plan should include the following:

- Proposal
 - Justification
 - Expected/maximum number of students
 - Number of faculty attending
 - Administrators attending
 - Name of lead organiser from the faculty
 - 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 lead organiser 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 relevant 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.

STUDENT ATTENDANCE ON TRIPS

Attendance on school trips shall be considered a privilege accruing to students with good disciplinary and attendance records. In accordance with the discipline policy (3.800), the Principals of the Elementary, Middle and High Schools shall have the right to exclude students from fields trips for reasons of breach of the school disciplinary policy.

ATTENDANCE/ABSENCE

Elementary School

A student may not be absent for more than 8 days during any trimester (grading period). The accumulation of more than 8 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 8 days will not be issued letter grades without the express permission of the Elementary Principal who may allow exceptions where absence is the result of genuinely unforeseen circumstances, for example student or close family illness, death in family etc. A written narrative will take the place of grades during that grading term.

It is assumed that the same number of days absent within the allowed 8 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. 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.

ATTENDANCE/ABSENCE

Elementary

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/High School

Upon returning to school after being absent, all middle and high school 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 attendance office. 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. The last period teacher, who receives the re-entry slip with all of the teacher's initials on it, should return the slip to the office and the registrar will file it.

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 from the time the tardy bell rings. If the student arrives after ten minutes, it is considered an absence.

Attendance and Tardy Records

Attendance records, which include recorded tardies, shall be a part of the reporting to parents 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 that includes their parents (or 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 absent.

An elementary student who misses more than 8 days of classroom instruction during any trimester or a middle or high school student who misses more than 10 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. Receiving a "pass" or "fail" in a course has no bearing on a student's grade point average.

ATTENDANCE FOR CREDIT

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 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 personally 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.

ADOPTED FEBRUARY 6, 1980
REVISED MARCH 15, 2005
REVISED APRIL 17, 2008
REVISED FEBRUARY 22, 2010

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 includes by means of 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 making the intentional written, verbal or physical act,

- Results in physical or mental harm to a student, staff member, parent or visitor on campus; or damages or devalues that person'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/or to change the behavior of the perpetrator. Students, staff, volunteers or school contractors who engage or participate 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 also result in appropriate or further disciplinary action or sanction as provided for by AISL policies.

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. They are provided as examples of behaviors considered unacceptable and which interfere with provision of a positive learning environment. Each are considered sufficient cause for suspension or expulsion from AISL :

- Criminal activities including, but not limited to: possession and/or use of weapons, extortion, theft, vandalism, and black market activities.
- Violation of Policy 1.900 Tobacco, Alcohol and Drugs.
- Conduct or appearance which disrupts, impedes, or interferes with the operation of the school.
- Intimidation
- Threats by word or deed
- Bullying
- Fighting
- Excessive vulgarism
- Disobedience of an order of a teacher, administrator, or other school authority
- Violation of Policy 3.700, Attendance
- 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, violence, sabotage 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 or intending to cause 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 or obstruction of any school activity, function or operation, including, but not limited to refusing to comply with a staff person's directive, using vulgar or profane language or 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 records, 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. Mis-Use Information Technology: Violation of policy 4.300 information technology.
11. Alcoholic beverages, illegal drugs and controlled substances: possession, use, sale, distribution, attempt to distribute or being under the influence of or showing evidence of having used any alcohol, illegal drug, controlled substance or item which is purported to be an illegal drug or controlled substance, while on school property or involved in school related activities.
12. Weapons and explosives: possessing, using or brandishing a weapon, explosive or other item deemed capable of causing bodily harm. Students who possess or discharge firearms 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 and/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) on an AISL campus or at any school activity.

Depending on the severity of the offence, violations may 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
REVISED FEBRUARY 22, 2010

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 (including but not limited to the school faculty, administration, fellow students, parents and visitors on school grounds and all school property and property of others on school grounds) 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 required 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.*

Offense(s) will be documented 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 to the day of detention.
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.
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 term.
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 Superintendent has authority to make expulsion decisions subject to the appeals process outlined in Policy 3.803 The Board must be notified of all student expulsions by the Superintendent.
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.

APPEALS AGAINST EXPULSION

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 (collectively defined as The Appellant) 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/her absence the most senior available Board officer, 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 Appeals Committee witnesses may be called. The proceedings of the Appeals Committee will be confidential.
6. The Appellant is responsible for presenting his/her 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.