



المدرسة الأمريكية الدولية
American International School

Middle School Parent-Student Handbook 2022-2023

American International School Kuwait

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Our Mission and Beliefs

1. AIS Mission Statement

AIS Kuwait inspires students to be responsible and adaptable world citizens who retain their cultural values while persevering in the face of new challenges.

تلهم المدرسة الأمريكية الدولية في الكويت طلابها ليكونوا مواطنين عالميين مسؤولين ومبدعين، ومحافظين على قيمهم الحضارية، ومثابرين في مواجهة التحديات الجديدة.

2. Beliefs

AIS Kuwait is an IB World school that offers American and International Baccalaureate curricula. Our community believes that:

- education has the power to make the world a better place.
- individuals are able to achieve personal excellence and balance in all aspects of their lives.
- intellectual, social, emotional, physical and spiritual development are important facets of education.
- families and communities play an integral role in a child's development.
- everyone has rights and responsibilities and that we are all accountable for our actions.
- respectful and responsible behavior is essential for cooperation and collaboration.
- interaction with individuals of different backgrounds fosters an appreciation for diversity.
- others with different ways of thinking can also be right.
- critical thinkers are inspired by the joy of learning.

3. IB Learner Profile of the Graduates

In preparation for adulthood, graduates of AIS Kuwait will be:

Thinkers

They take initiative to organize ideas and apply thinking skills independently, critically and creatively to recognize and approach complex problems concepts, ideas and issues that have significance to local and global systems. In doing so, they acquire in-depth knowledge and understanding that transfers across a broad and balanced range of disciplines.

Knowledgeable

They explore concepts, ideas and issues that have significance to local and global systems. In doing so, they acquire in-depth knowledge and understanding that transfers across a broad and balanced range of disciplines.

Inquirers

They develop their natural curiosity. They acquire the skills necessary to engage in inquiry and research, and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives, resulting in continued growth and development.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them. They are positive people who value a strong work ethic, self-reliance and volunteerism. They are not only 'takers', but also 'makers'.

Open-Minded

They are flexible and adaptable members of a global community, understanding and appreciating their own cultures and personal histories, as well as sensitively respecting the perspectives, values and traditions of others who are different from them. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Balanced

They are motivated and manage time appropriately to maintain healthy and productive lives. They are realistic and understand the importance of intellectual and emotional balance to achieve personal well-being for themselves and others

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service in the community, and to stewardship of the natural environment, acting passionately and diplomatically to make a positive difference to the lives of others.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They are confident and proficient in the use of modern communication technologies, understanding the importance of the appropriate use of technology in maintaining positive interpersonal relationships. They demonstrate active listening skills and work effectively and willingly in collaboration with others.

Reflective

They give thoughtful consideration of their own learning and experience in order to use, teach and build upon it. They are able to evaluate and understand their strengths and limitations, as well as the impact of their actions, so that they can set goals which are supportive of their learning and personal development. They self-advocate reasonably and develop confidence by celebrating successes.

Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought, and have the persistence and adaptability to explore new roles, ideas and strategies. They are agents of positive change - brave and articulate in defending their beliefs and taking action.

4. The International Baccalaureate Organization

IB Mission Statement

The International Baccalaureate Organization (IB) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB offers students three programmes: the Primary Years Programme (PYP) for AIS students in kindergarten to grade five; the Middle Years Programme (MYP) for AIS students in grades six to ten; and the Diploma Programme (DP) for AIS students in grades eleven and twelve.

Through the *IB Learner Profile* and the commitment to *International Education*, AIS seeks to prepare its students to meet the complex needs of the 21st Century. The IB Learner profile seeks to develop students that are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

The concept of international education is defined according to the following criteria:

- Developing citizens of the world in relation to culture, language and learning to live together
- Building and reinforcing students' sense of identity and cultural awareness
- Fostering students' recognition and development of universal human values
- Stimulating curiosity and inquiry in order to foster a spirit of discovery and enjoyment of learning
- Equipping students with the skills to learn and acquire knowledge, individually or collaboratively, and to apply these skills and knowledge accordingly across a broad range of areas
- Providing international content while responding to local requirements and interests
- Encouraging diversity and flexibility in teaching methods
- Providing appropriate forms of assessment and international benchmarking.

Together, AIS and the IB are preparing students for success. For more information about the school or the programmes please visit the American International School www.ais-kuwait.org and the International Baccalaureate Organization www.ibo.org

Programmes Taught in the Middle School:

The Middle Years Programme

The IB Middle Years Programme (MYP) is for students in grades six through ten and provides a framework of academic challenge and life skills through embracing and transcending traditional school subjects. Eight subject areas and six Global Contexts form the basis for this programme. Assessment of student achievement is measured using a criterion-referenced approach.



School Procedures

5. Parent-School Relationship

We believe that families and communities play an integral role in a child's learning. We have a shared responsibility for promoting our principles and beliefs, captured in AIS policies and procedures.

5.1 Guiding Principles

- a. Parents need regular, specific and encouraging information about their child's academic progress.
- b. The language of communication with parents will be English with verbal translation services provided upon request.
- c. Parents will act and speak respectfully and in a proactive manner that seeks resolution for issues or disputes.
- d. Parents will seek answers or a resolution by communicating with stakeholders in the following order:
with the teacher or counselor,
then the assistant principal or principal,
then the superintendent.

5.2 School Responsibilities

- a. The school website will provide school information including calendars and important notices for parents and community.
- b. Teachers will provide frequent and regular feedback regarding each child's progress through PlusPortals and Microsoft Teams. Other communication includes: parent-teacher conferences, telephone calls, email and on-line communication.

6. Attendance and Lateness

AIS Attendance Policy and Procedures reflect the guidelines set forth by the Ministry of Education. We believe that regular, punctual attendance maximizes teaching and learning potential, and thereby the success of all students. The responsibility for regular and punctual attendance, rests with the student and parents.

6.1 Expectations of the Student

- a. Students will only be absent when it is impossible to be in attendance.
- b. Students are expected to take responsibility and take proactive measures to catch up on missed learning.

6.2 Expectations of the Parent

- a. Parents are expected to promote punctual and regular school attendance.
- b. Parents are expected to contact the school directly prior to, or on the day of the student absence from school.
- c. Parents are expected to support AIS Policy and Procedures, to best support an optimal learning environment.
- d. When possible, appointments are arranged outside the school day (dentist, doctor, etc.).

6.3 Excused Absences

Excused absences are limited to:

- a. Participation in an official AIS sanctioned activity or sporting event.
- b. Illness, requiring doctor's note with Ministry stamp (when absence exceeds one day).
- c. Death of a family member.
- d. Participation in an outside activity for an official Kuwait National team (with letter and Ministry stamp).

6.4 Unexcused Absences

Unexcused absences include any absence not falling under section 6.3.

6.5 Consequences for Excessive Unexcused Absences

- a. 5th absence: Parents are contacted, and student receives a warning.
- b. 10th absence: Parent meeting and student contract.
- c. 15th absence: Kuwait Ministry policy requires students to not exceed 15 days absence or students may receive no credit for course.
- d. If absences exceed 15 days in the academic year, this may result in further disciplinary actions.

6.6 Truancy

- a. Absence from school without parental permission or knowledge is truancy. Parents will be notified in the case of truancy.
- b. Students who are not in their scheduled class, without a hall pass or teacher permission, will be considered truant (skipping class).
- c. Excessive tardiness to class may be considered truancy (which will result in a consequence at the discretion of the MS Office Administration).
- d. Truancy will be considered Grave Misconduct and result in an administrative intervention (*parent phone call/parent meeting/detention/behaviour contract/suspension*).

6.7 Arrival to School and Late to First Block

- a. Students not in their scheduled classroom at 7:40 am are late and must report to the main office to receive a time-stamped admit slip.
- b. Students must proceed from main office to their scheduled block class, in a timely and direct manner. Failure to attend class promptly will be considered truancy and subject to further intervention.
- c. A pattern of repeated late to classes OR an accumulation of many late to classes, will result in teacher intervention, and then administrative intervention (*parent phone call/parent meeting/detention/behaviour contract/suspension*).

6.8 Late to Class (Blocks 2-6)

Students not in their scheduled classroom at the start of class, according to the bell schedule, are late.

Late to class will be tracked in PlusPortals and managed by classroom teachers according to classroom agreements.

When a pattern of lateness is identified, progressive measures to encourage on-time arrival to class will include:

- teacher phone-call home to parents
- teacher-parent-student meetings
- administrative intervention

6.9 Permission to Leave School

To ensure the safety of our students, a student may be signed-out of school. Procedures include:

- a. Students may be required to contact teachers prior to leaving school.
- b. Parents have contacted with the main office 24-hours in advance. Documentation to support absence may be required in certain situations (i.e. assessments)
- c. Parents come into the main office to sign student out. Siblings, nannies, drivers, etc. may not sign out a student.
- d. Appointments including doctor, dentist, orthodontist, etc., wherever possible, shall be made outside school hours. Missing classes disrupts and inhibits learning and adversely affects student achievement
- e. Any student who leaves school and misses an assessment will take the assessment the same day they return to school. Documentation for absence must be provided. (*exceptions: NEASAC, KASAC*)
- f. Any student not in attendance for an assessment without permission will be deemed truant and will result in an administration intervention. Student will be expected to complete the assessment on the next day. Student will lose one re-take opportunity.

6.10 Attendance Related to Outside School Activities

Students on field trips or other school activities such as a sports tournament or a music festival will be recorded as present at school.

- a. Students attending such events are responsible for all work missed in their regular classes.
- b. Students attending out-of-school events for three or more days will receive a homework sheet from the Activity/Athletic Director or their coach. This sheet must be brought to each subject teacher for homework assignments at least two days prior to leaving AIS for the out-of-school event.
- c. Coaches will check with students prior to leaving AIS to make sure all students have homework assignments. Individual teachers will be responsible for collecting homework from the traveling student.
- d. Assessments assigned for the day students return from a NESAC event will be reassigned to a future date by the classroom teacher with advanced notice by the student/coach.
- e. Students are responsible to have a conversation with teachers and check online learning environments (Microsoft Office 365, PlusPortals)

- f. Attendance on the days before and after a KASAC/NESAC event are mandatory; however, students will be exempt from completing assessments-they will be rescheduled to a later date.

6.11 Work Missed During Absences

- a. It is the responsibility of the student to find out what work will be missed, and when possible, to complete it before or during his/her absence. All remaining work must be completed by the student upon his/her return to school. Students can access PlusPortals/ and O365 for all missed classes.
- b. Students absent for more than one day should ensure they are checking Plus Portals and emailing their class teachers.
- c. Students arriving to school part way through the day must sign in at the office and contact those teachers whose classes they missed for assignments and/or to make-up tests or quizzes given earlier on the same day. Arriving late does not change a due date or assessment date.
- d. If students are in school for any period of time on test days or days when major assignments are due, they are responsible for taking the test and/or turning in the assignments.

6.12 Hall Passes

- a. Should students need to be out of class, they will get permission and carry an official hall pass from the teacher after arriving to the class on time. Hall passes are a privilege and not a right.
- b. Students are to go directly to and from the agreed destination in the shortest possible time. Students are not permitted to go to the canteen while on leave from class.
- c. Students are not permitted to go the canteen, socialize or enter any empty classroom or office at any time while on leave from class.

6.13 Gate Procedures

- a. Students are required to have their ID Cards to enter the school gates.
- b. Visitors must enter through the front gate and obtain a security pass. Adolescents not registered in AIS may not come on campus.
- c. Regular supervision duty begins at 7:15 AM. Students are required to leave campus by 3:00 PM in the afternoon if they have no other after-school commitments.
- d. Once students exit through a gate they will not be allowed to re-enter, not even if there is a special event.

7 Student Code of Conduct

At AIS we believe that respectful and responsible behavior is essential for establishing a safe and inclusive learning environment.

7.1 Student Code of Conduct Overview

- a. The Student Code of Conduct flows from the Mission and Beliefs of the American International School (AIS), the IB Learner Profile and the Charter of Student Rights and Responsibilities.
- b. The Student Code of Conduct applies to all school activities. This includes evening and weekend events, school sanctioned trips both local and international.
- c. Students are under the authority of all teachers at all times: in the classroom, on campus or while attending or traveling to and from school activities.
- d. Infractions of the Student Code of Conduct are divided into two categories: Misbehavior (7.8) and Grave Misconduct (7.10)
- e. AIS uses a progressive discipline approach when responding to instances of student misbehavior and student grave misconduct – wherever necessary a differentiated approach is applied.

7.2 AIS Uniform Procedures

At AIS we believe in an atmosphere of respect, inclusivity and equality within our multicultural setting. The AIS uniform assures all students are respectful, well-groomed, comfortable and modest.

- a. Standard Uniform Dress
 - 1. Students must adhere to school dress policy on all regular school days. Specific relaxed-dress days will be announced school-wide.

2. Students will be required to wear clothing purchased through the school store even in winter months. This includes bottoms and tops (polos, blouses, vests, zip jackets and pullovers).
3. Safe footwear that allows students to participate in the MYP Programme.
4. Clothing should be relaxed in fit to provide comfort while seated in class.
5. Young women: skirts must be below the knee in length.
6. Hijab shall be navy blue, black or white.
7. Students will be in uniform on all out-of-school field trips.
8. AIS athletic wear is not considered Standard Uniform Dress, with the exception of 5th Grade.
9. Students must be in school uniform when coming to or leaving the campus.

b. Consequences for Not Following Dress Code

1. Students who do not abide by AIS Dress Code will be sent to the office, by any staff member, to speak with an administrator (administrator intervention).
2. Students who are unable to borrow or purchase appropriate clothing may be required to return home to change or have appropriate clothing delivered to the school. Students will need to wait in the office until they are in uniform. In this situation, an absence will be recorded for the class missed.
3. A school uniform will be sold or loaned to limit lost learning
4. All lost learning time will be made up by the student at lunch, after school or during Saturday detention.
5. If a dress code violation cannot be corrected, the student may be required to work in the office, or may be sent home for the day, resulting in a parent contact/meeting.
6. Three infringements of the dress code may be considered non-compliance and may result in progressive consequences as outlined in sections 7.9 and 7.11 of this handbook.

c. Relaxed Dress Days

1. On the last Thursday of each month there will be a relaxed dress day.
2. All students must wear relaxed fit clothing that covers shoulders and knees.
3. Students may not wear PE clothes on relaxed dress days.
4. Clothing must be school appropriate and not depict nationality.

d. Physical Education Dress Code

1. Non-marking sports shoes designed for running activities
2. Students require a sports bag for storing regular clothes along with deodorant. The sports bag should be carried with the student to the designated class area.
3. PE attire is not permitted to be worn in any class other than PE.
4. Uniform is tracked by PE teachers during the course of a unit, if a student does not wear their uniform there will be progressive discipline.

7.3 Information and Communication Technology Use

At AIS, technology has the power to connect us to the world and expand our international-mindedness. We believe that use of technology carries the responsibility of being accountable for our actions. We believe that respectful and responsible behavior is essential for cooperation and collaboration.

a. Computer/Tablet/Internet Usage

1. Wi-Fi is provided by AIS so that students have a safe and filtered internet. Therefore, the issue of personal hotspots, routers or biscuits is highly discouraged.
2. Students may use technology in the classroom when invited by the classroom teacher.
3. When invited to use technology, students are to use IT approved devices and access the internet in a responsible manner that is in keeping with the Student Code of Conduct.
4. Electronic communication from any location, including the student's home, regardless of time, including weekends and holidays, is within the purview of the school if, in the opinion of the school, it impacts its smooth operation or the well-being of any of its students or teachers.
5. Students and their parents are to sign the Acceptable Use Agreement before the student can use IT devices on the school internet.
6. Students who do not abide by the Acceptable Use Agreement will be subject to consequences ranging from temporary loss of use, to suspension, or recommendation for expulsion.

7. Students bring electronic devices to school entirely at their own risk. The school assumes no responsibility for student owned devices that are damaged, lost or stolen while they are at school or at school events. In the event damage or theft occurs from another student, it is expected that his/her family compensates for damages.
 8. Taking photographs or videos is prohibited on campus without the approval of a teacher or administrator.
 9. Taking photographs of other persons, even after teacher permission has been given, is not allowed without the express consent of the person or persons being photographed.
 10. Violating the privacy or dignity of any individual using electronic means (photographing, recording, eavesdropping, or broadcasting electronically) shall be considered grave misconduct and subject to suspension and confiscation of the equipment involved. Depending on the gravity of the situation the violation could result in the loss of privileges (such as participation in graduation) or a recommendation of expulsion from school.
- b. Phone Use: As per Ministry of Education, The Public Administration for Private Education Ref. 171/ص/وت issued April 19, 2017:
- حظر احضار الطلاب لهواتفهم النقالة بالمدارس الخاصة
 - Ban students from bringing their mobile phones in private schools (Ref. 171/ص/وت)
- As a result, cell phones and other technologies such as smartwatches and earphones will be by invitation only.
1. Cell phones are to be placed in backpacks before entering the building, and subsequently in lockers as soon as students enter campus.
 2. Cell phones may not be used as an internet hotspot.
 3. If cell phones are seen, including in pockets, any teacher will confiscate the phone and give it to the office. The phone will be returned to the student at the end of the school day. Repeated infractions will result in progressive consequences.

7.4 Lockers, Valuables and Textbooks/Instruments

- a. Students are required to rent a lock for 5 KD annually. It is the student's responsibility to secure his/her valuables. For the safety of all students, these locks must be school provided to keep combination codes in case of emergency situations (see item g. below)
- b. Students are responsible for returning the same combination lock at the end of the year. Lost locks will be billed to the student (3 KD).
- c. It is the responsibility of the student to keep textbooks in good condition.
- d. Lost or damaged textbooks or library books will be paid for by the student: soft cover 20 KD and hard cover 30 KD.
- e. Money will be refunded if a misplaced book is found and returned in good condition.
- f. Expensive jewelry or other unnecessary valuables are not to be brought to school. The school will not assume responsibility for any valuables that are damaged, lost or stolen.
- g. In the interest of security and student health and safety, the school reserves the right to inspect lockers at any time.
- h. Students taking Band will be charged a 40 KD rental fee for their instrument rental. Students are responsible for the daily maintenance of their instrument. Damaged or lost instruments will result in a replacement fee of the rented instrument.
- i. Report cards will be held until the replacement fee is paid.

7.5 Backpacks/School Supplies

- a. Students are sometimes reminded about the weight of their backpacks and the impact this has on their physical health. Students should organize themselves to consider taking home only items that are necessary for that evening's homework. Backpacks should not be carried from class to class, they should stay in student lockers.
- b. Supply lists are provided to students at the beginning of the school year from each classroom teacher. Students are requested to choose an organizational system that will help them organize and be prepared for work in school and at home.

7.6 Rules of Conduct for Bus Riders:

While on the bus, students are under the immediate supervision of the bus driver. Respectful, responsible and safe behavior is mandatory at all times, and inappropriate behavior will result in progressive consequences which may include exclusion from transportation services, without a refund of fees.

If there are issues or concerns that arise from the bus, parents should contact the Transportation Director at the school and/or the Assistant Principal. Bus riders are expected to:

1. Be on time at pick-up points, standing on the sidewalk until the bus comes to a complete stop.
2. Treat bus drivers and bus monitors with respect and follow all instructions.
3. Remain seated while the bus is moving.

4. Be respectful of ALL other riders.
5. Use appropriate, respectful language at all times.
6. Keep hands and feet to self at all times.
7. Throwing things inside or outside the bus is not allowed.
8. Any damage to the inside or outside of bus is not allowed and the cost of repairs may be incurred by the parent(s) of each student involved in such incidents.
9. Each student will remove their trash from the bus, upon exiting, and dispose of it properly.

Failure to abide by the rules of conduct for the bus riders will be considered grave misconduct and consequences will be applied accordingly.

7.7 School's Clinic

In the event that a nurse is required:

- a. The student will request the Nurse Pass from the teacher.
- b. The student will go directly to the nurse.
- c. The nurse will determine whether the student will return to class, be sent home, or need external medical attention.
- d. If student returns to class – they must present the nurse's return-to-class pass.
- e. Excessive visits to the nurse may result in administrative intervention.
- f. If there are specific needs, parents should notify the nurse with a doctor's note. Administrators and teachers will be informed accordingly.

7.8 Misbehavior

Misbehavior examples may include but are not limited to:

- a. Disruptive or inappropriate behavior.
- b. Disruptive or inappropriate behavior while traveling on school buses and/or failing to obey a directive from a school employed adult.
- c. Roughhousing, bothering other students, boisterous behavior.
- d. Failing to obey established classroom rules.
- e. Use of cell phones on campus before 2:55 PM.
- f. Littering, failing to put away garbage, making or leaving a mess in the classroom, the canteen or the hallways.
- g. Being in unsupervised areas at any time (including ES or HS areas).
- h. Other behaviors, which in the judgment of the school, disrupt the learning environment.

7.9 Consequences of Misbehavior

Consequences may include but are not limited to:

- a. Being assigned a different seat in the classroom.
- b. Give a brief time out of the classroom followed immediately by conversation with teacher.
- c. Conference or detention with the teacher.
- d. Teacher assigned detention within the school day (7:15 AM to 3:00 PM)
- e. Parental contact or conference.
- f. Guidance referral or a case conference with teachers and the student.
- g. Confiscation of an item or device.
- h. Logical restorative consequences administered by the teacher/administrator
- i. Office assigned detention during the school day (7:15 AM to 3:00 PM) or after school.

7.10 Grave Misconduct

Grave misconduct examples may include but are not limited to:

- a. Persistent misbehavior.
- b. Non-compliance or defiant, argumentative, or oppositional behavior toward teachers or administrator
- c. Truancy
- d. Possession or use of vaping device, tobacco, drugs, alcohol.

- e. Possession or distribution of pornographic material.
- f. Stealing or being in possession of stolen goods.
- g. Fighting, inciting violence, bullying, harassing, intimidating or issuing threats.
- h. Making verbal or written statements that are bigoted, racist, sexist, or defamatory toward a person or group.
- i. Using foul or profane language.
- j. Violating the privacy of others or subjecting them to ridicule in any way including the use of electronic means such as email, texts, photography, video, or audio recording.
- k. All forms of vandalism, including graffiti.
- l. Possession of a weapon or any behavior that could jeopardize the health and safety of others.
- m. Any form of plagiarism or cheating on an internal or external assignment or exam.
- n. Multiple suspensions.
- o. Other behaviors which in the opinion of the school constitute grave misconduct.
- p. Missing a detention may result in a suspension.
- q. Any action that jeopardizes the safety of the school community

7.11 Consequences for Grave Misconduct

Consequences may include but are not limited to:

- a. Parental conference, cautionary letter to file, mandatory counseling.
- b. Referral to assistant principal or principal and detention or out-of-school suspension.
- c. Compensation for damages or restitution of property.
- d. Student placed on behavior probation.
- e. Loss of privileges (such as participation in school events, athletic teams, etc.)
- f. Recommendation for expulsion.
- g. Illegal activities such as the possession, use or distribution of banned substances including drugs and alcohol will be referred to the Ministry of Private Education for action. The legal consequences for such activities are severe.
- h. Other consequences as determined by the Administration.

7.12 Addressing Bullying

Bullying is a form of repeated intentional and aggressive behavior directed at an individual or individuals that causes fear or distress and/or harm to a person's body, feelings, self-esteem or reputation. Bullying includes but is not limited to physical harm, intimidation, rumors and gossip, and can occur on campus, off campus or through social media. When bullying occurs outside of school, and has an impact in school, administration will take disciplinary action.

- a. Principals and counsellors will implement programs to educate the student body about bullying prevention.
- b. When a student, staff or family member becomes aware of bullying, it is imperative that they report to the counsellor or administration. Counsellors and administration will then conduct an investigation.
- c. Consequences for bullying will follow consequences for grave misconduct (3.5).

7.13 Behavior Probation

Students who have consistently been involved in incidents of misbehavior and/or grave misconduct may be placed on behavior probation. Behavior probation will involve a series of interventions designed to help students make better choices in addition to multiple parent meetings. If the student is unable to modify his/her behavior to match the student code of conduct, the school will seek Ministry support and/or encourage student to seek placement at another school. Students on behavior probation are ineligible for after school activities and are required to leave campus at 2:30pm.

7.14 Detention Procedures

- a. Teachers may detain students in their classroom for misbehavior at break, lunch or after school.
- b. Teachers will contact parents when students are required to serve detention.
- c. Detention may be assigned by the administration at a central location.

7.15 Suspensions and Expulsion

- a. In-school and out-of-school suspensions will be utilized after other disciplinary methods have been used, except in cases of grave misconduct.
- b. Suspended students are responsible for all schoolwork missed during the suspension.
- c. When, in the judgment of the Superintendent and the school's administration, it is in the best interest of the school and the other students, a suspended student may be recommended for expulsion.
- d. When a recommendation for expulsion is made, the student is subject to is an expulsion committee hearing.
 1. When a recommendation for expulsion is pending, a student will be suspended while a written recommendation for expulsion is prepared and presented to the school's administration.

7.16 Academic Concern

There are two levels of academic concern determined at the end of the first and final reports: 'At-Risk' and 'Academic Probation'. Note that a failure in any given class is defined as an overall grade of 1-2.

- a. At-Risk: Receiving one failure and/or an overall MYP total of 30 or below. A parent meeting and plan of action is required for students in this situation.
- b. Academic Probation: Receiving two failures and/or an overall MYP total of 27 or less or having finished the prior year on probation.
 1. All students placed on academic probation will also involve parent meetings and a plan of action. Students placed on academic probation may be retained or required to take summer school before consideration is taken for promotion to the next grade level. Students who are at risk may be deemed ineligible for after-school activities.

7.17 Student Promotion & Retention

The majority of students at AIS are promoted to the next grade level at the end of the year. There are, however, situations where students are not meeting grade level expectations and for educational reasons the student may be required to be retained at the current grade level. The decision whether or not to retain students will be made by the appropriate school personnel in consultation with the parents.

- a. Retention: generally, students will be retained based on the following criteria:
 1. Fails (receive a grade of a 1 or 2) in any two subject areas.
 2. Receives an overall MYP total of 27 or less.
 3. Have been on academic probation in the previous year and have continued to be on academic probation using the above criteria.
- b. Promotion: the student will be asked to complete one or both of the following to be promoted when less than three of the criteria from (a.) above are met:
 1. Take and pass a test of basic skills within the subject area and/or the AIS entry examination.
 2. Attend AIS approved summer school in order to redress the lack of skills in the subject area.
- c. Students that do not satisfactorily complete the remedial measures will be retained at the current grade or may seek placement in another school.
- d. In order to ensure a productive learning environment for all students there is a school expectation that all students are working towards meeting expectations in their effort/attitude. Student placed on behavior probation who do not progress will be asked to seek placement in another school.

8 Athletics and Activities

At AIS, we believe that individuals are able to achieve personal excellence and balance in all aspects of their lives. Through sport and activities, we believe students are provided with opportunities to connect with the world around them.

8.1 Eligibility and Expectations

To participate in Activities/Athletics programs, students must be in good standing at the school. This would include a student's conduct in school and out of school, attendance, tardy to classes, suspensions, etc.

- a. Students on academic and/or behavior probation will be ineligible for participation in extracurricular activities until deemed eligible by athletic director, programme coordinator and administration.

- b. The decision of eligibility will be based on official grades, progress reports, attendance records and discipline records.
- c. The coach or sponsor will inform students of any requirements/expectations which are specific to a particular sport or activity. This includes attending all practices and games, team meetings and submitting all required paperwork and fees. If a student fails to meet these requirements or expectations, they are at risk of being removed from the team.
- d. Any report of misconduct by a student may result in the ineligibility of that student for the remainder of the activity for the entire year.
- e. If a student is removed from a team or chooses to quit a team they may not be allowed to participate in activities or athletics for one calendar year. This decision will be made by the Activities/Athletic director in collaboration with the MS Administration.

8.2 Conference Events

AIS Kuwait is a member of both Kuwait American School Activities Conference (KASAC) and Near East Schools Activities Conference (NESAC) conference of events.

- a. Students who participate in KASAC events will travel to the host school for competitions.
- b. Any sightseeing or travel in the host city will be done only with the permission of the host school and the coach/sponsor.
- c. Hotel arrangements made by the school are not to be changed by any participating student, coach or sponsor. Hotel arrangements will be changed only in emergency situations and only by the tournament or Activities/Athletic director.
- d. All participants, including the host school, will observe the curfew hour set by NESAC (U14/Junior Varsity/Varsity 10:00pm), or as soon as possible after a scheduled activity is completed – whichever is later. The Tournament Director may list an earlier curfew time.
- e. All laws of the host country and the AIS student code of conduct will be adhered to.
- f. Any unusual circumstances or problems which occur during the tournament/ activity MUST be reported as soon as possible to either the host school or visiting coach/sponsor.
- g. Any serious breach of the above will result in the student being sent home as soon as practically possible at the parent's expense with the loss of all awards. In addition, the student will be excluded from participation in NESAC events for one academic year, including the same activity the following year.
- h. If any of the above rules are violated, the participant's school administration will also determine consequences according to school and Board policies taking into consideration the seriousness of the infraction, the degree of involvement, and past history.

* Students are exempt from taking an assessment the day after returning from travel for a NESAC event.

9 Student Services

We believe that respectful and responsible is essential for cooperation and collaboration, and that our interactions with individuals of different backgrounds fosters an appreciation for diversity.

9.1 Health

- a. The Health Office at AIS offers health care Sunday through Thursday from 7:00 AM to 3:00 PM. There is a nurse on duty during this time-period.
- b. Each student must have a health history form completed by a parent on file in the Health Office. This form includes health and immunization information as well as parental permission to administer first aid and non-prescriptive medication.
- c. Students are not to carry medication on their person. All medicines are to be dropped off at the Health Office. The student must have a note from the parents stating when and why they are taking the medication. Prescription medications brought to school by the students must be left in the Health Office with instructions on dosages and times to be administered.
- d. Students who feel unwell during the school day must alert their classroom teacher. The nurse will be called to minister to the student in medical emergencies. After arriving at school, a student may not leave campus for health reasons unless the school nurse or divisional principal has granted permission.

9.2 Food Allergies

The American International School Kuwait is an Allergy Aware school. Food allergies including peanut/tree nut allergies, are a significant health concern within the school environment. Allergic reactions can range from mild symptoms to life threatening

reactions. Ensuring a safe environment for all students and visitors is a primary focus for the administration and staff at AIS. Your assistance and support in helping us maintain a safe environment for every student, staff and visitor is greatly appreciated. In an attempt to raise awareness and prevent an unnecessary exposure during school hours, AIS is implementing the following steps to address food allergies. These include:

- a. A letter or note is required from the student's physician identifying the nut/food allergy and given to the school nurse.
- b. A Food Allergy Emergency Care Plan will be established for those students with documented food allergies, signed by the parent and the physician.
- c. Epi-pens will be stored in the classroom, main office, and/or clinic and are required to be supplied by parents.
- d. Students may carry additional epi-pen on their person (when developmentally appropriate).
- e. Substitute teachers will be informed of any students with life-threatening food allergies by having a copy of the Food Allergy Emergency Care Plan with student picture in the "Sub Folder".
- f. The student with a food/nut allergy will only eat food brought from home and be restricted from sharing food with other students.
- g. Food is not allowed in Middle School classroom(s) for the safety of all students.
- h. No tree nut/peanut products are sold in the canteens.
- i. Whenever food is used as part of students' curriculum, teachers will assure that foods used will allow for full inclusion of all students in a classroom.
- j. Parents of students with food/nut allergies will be asked to provide alternative treats OR provide explicit permission (email is acceptable) for their child to fully participate in special events.

9.3 Learning Commons and Library/Textbooks

- a. The Learning Commons is available for students from 07:15 AM Sunday through Thursday.
- b. For library news, catalog, databases and other resources, students may access the library website via the AIS Website. This site is accessible from home and school.
- c. Students with no overdue library books may borrow up to 5 books.
- d. Students with no overdue textbooks may borrow textbooks as needed by subject.
- e. Students MUST have their AIS ID with visible photo in order to checkout library books in the library or textbooks in the storeroom.
- f. Students will be reminded of overdue books by paper notice via English teachers and emails via the MS Office before report card times. Report cards will be withheld until all overdue library/textbooks have been returned or payment is received to replace lost or damaged books.

9.4 Guidance

- a. Counseling staff are available to provide students with academic and/or personal guidance.
- b. Counseling staff also assist students with course selection.
- c. Students, parents, teachers or school administrators can initiate the counseling process.

9.5 Deliveries for Students

- a. Items delivered to school during the day from home such as clothing, homework and class projects must be properly labeled with the student's name and grade.
- b. Delivered items can be given to the guard who will forward them to the office. Students are not to go to security to retrieve delivered items.
- c. Students must pick up the item between classes. Items will not be delivered directly to the classroom.
- d. No outside deliveries are permitted for students. Students may bring lunch from home or purchase from the canteen Any food deliveries for special occasions must be requested by the teacher and must be approved by administration the day before.

9.6 Canteen Services

- a. Students may purchase food items from the canteen in the early morning before school starts, during MS lunchtime, and after school. They are not allowed to go to the canteen while on leave from class.
- b. During the morning and afternoon nutritional breaks, students are only allowed to purchase food items in the MS hallways.

- c. Students are to clean their own tables and place all refuse in the garbage bins.
- d. Water may be purchased in the MS hallways at breaks and may be taken to class. Food, juice, soft drinks, snacks, and candy are not permitted in the classrooms.
- e. Water and food cannot be purchased during class time.
- f. Cutting in line or asking others in line to make purchases is not allowed.

10 MYP Grading System

American International School’s MYP Grading System Assessment in the MYP is criterion referenced, which means that teachers measure each student's attainment against specified subject criteria rather than against other individuals in the class. For each criterion there is a range of points awarded, based on student performance at the time of assessment. Each criterion has a descriptor that explains as clearly as possible what each student has been able to achieve. When the points for each criterion are added up, the student's overall score falls within a Point Range, which equates to an IB Grade equivalent/Academic grade that may range from 1 to 7. *(See charts and information provided on pages 29-34.)*

10.1 Approaches to Learning skills (ATLs)

- a. ATLs are assessed in each subject area on a scale of E – Expert/Sharing; P – Practitioner/using; L – Learner/developing; N – Novice/beginning. *(See ATL information below).*
- b. Effort Descriptors: The effort grade is based on the teacher’s professional observation of the student in relation to the Middle Years Programme Approaches to Learning (ATL) Expectations. The goal of the ATL is to enable students to apply a range of skills in different learning situations. Teachers integrate these learning expectations into their subject-specific content and will consider the following expectations for learning.

Skill Level	Descriptor
Novice/beginning N	Students are introduced to the skill, and can watch others performing it (observation).
Learner/developing L	Students copy others who use the skill and use the skill with scaffolding and guidance (emulation).
Practitioner/using P	Students employ the skill confidently and effectively (demonstration).
Expert/sharing E	Students can show others how to use the skill and accurately assess how effectively the skill is used (self-regulation).

ATL skill categories	MYP ATL skill clusters
Communication	I. Communication
Social	II. Collaboration
Self-management	III. Organization
	IV. Affective
	V. Reflection
Research	VI. Information literacy
	VII. Media literacy
Thinking	VIII. Critical thinking
	IX. Creative thinking
	X. Transfer

10.2 MYP General Grade Descriptors

MYP general grade descriptors

To arrive at a criterion levels total for each student, teachers add together the student's final achievement levels in all criteria of the subject group.

Schools using the MYP 1–7 scale should use the grade boundary guidelines table that follows to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

10.3 Determining Achievement Levels – Best Fit

At the end of a period of learning, teachers must make judgments on their students' achievement levels in each subject-group criterion. To determine these achievement levels, teachers must gather sufficient evidence of achievement from a range of learning experiences and assessments. Teachers need to ensure that this evidence comes from the performance of the student over the duration of the units taught.

A carefully constructed assessment task on an individual unit may provide evidence of achievement in all strands of a criterion or criteria.

When applying the assessment criteria to student performance, the teacher should determine whether the first descriptor describes the performance. If the student work exceeds the expectations of the first descriptor, the teacher should determine whether it is described by the second descriptor. This should continue until the teacher arrives at a descriptor that does not describe the student work; the work will then be described by the previous descriptor. In certain cases, it may appear that the student has not fulfilled all of the descriptors in a lower band but has fulfilled some in a higher band. In those cases, teachers must use their professional judgment in determining the descriptor that best fits the student's performance.

The descriptors, when taken together, describe a broad range of student achievement from the lowest to the highest levels. Each descriptor represents a narrower range of student achievement. Teachers must use their professional judgment to determine whether the student work is at the lower or the higher end of the descriptor and award the lower or higher numerical level accordingly. Some other factors may also influence the teacher's decision on an achievement level, including the following.

Student support—students will experience varying levels of support in their units, since peer conferencing, formative assessment with feedback from the teacher, editing and correcting are all essential learning tools. Teachers should be mindful that achievement levels accurately reflect what students can do.

Group work—teachers need to carefully document the input of individuals working in a group situation so that the achievement levels for individual students can be determined. In these ways, at the end of a period of learning, evidence of student learning, gathered from a range of learning experiences in each of the objectives, can be matched to the appropriate assessment criteria to determine the student's achievement level

10.4 Assigning an MYP Overall Mark

Assessment in the MYP is *criterion-related*, which means that teachers measure each student's attainment against specified subject criteria. For each criterion there is a range of points awarded, based on student performance at the time of assessment. Each criterion has a descriptor that explains what the student has been able to achieve. When the points for each criterion are added up, the student's overall score falls within a Point Range, which equates to an IB Grade equivalent/Academic grade that may range from 1 to 7.

Key points to remember:

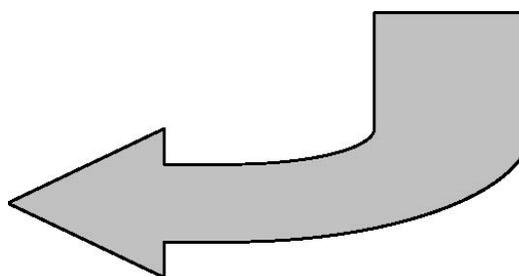
- Assessment is based on observations of what a student *can do* and is carried out on a continuous basis
- The teacher assigns the mark which corresponds with the level reached consistently
- All marks are based on students' work and can be supported with evidence.

The overall mark is determined by adding together the individual criterion marks. This overall mark is compared to the grade boundaries for the subject area and a grade within the range of 1-7 is assigned.

For Example:

SCIENCES	DESCRIPTOR	MAX VALUE	STUDENT GRADE
Criterion A:	Knowing and Understanding	(max 8)	6
Criterion B:	Inquiring and Designing	(max 8)	5
Criterion C:	Process and Evaluating	(max 8)	7
Criterion D:	Reflecting on the Impacts of Science	(max 8)	4
TOTAL		(max 32)	22

Boundaries (based on criteria)	Final Grade (1-7)
1-5	1
6-9	2
10-14	3
15-18	4
19-23	5
24-27	6
28-32	7



The student would receive a final grade of 5 in this course. Overall, student achievement can be summarized as...

5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
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10.5 MYP assessment criteria

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

11 Reporting of Student Learning

The purpose of assessment is to promote student learning, provide feedback and provide a criterion-referenced level of achievement.

11.1 Report Cards and Parent Conferences

- a. Students will receive feedback on a daily and ongoing basis. Students are encouraged to regularly discuss assessment feedback with their parents.
- b. Three-way conferences will be held twice per year (October and January).
- c. Report cards will be sent two times during the year (January and May).
- d. Students should encourage parents to address concerns directly with the teacher as they arise. There is no need for them to wait for the scheduled school wide parent conference. They should call the office secretary to arrange a meeting or a telephone interview.
- e. Teachers will regularly post student achievement on PlusPortals.
- f. At-risk communications are issued throughout the school year at set-times, and as necessary. See the annual calendar for specific reporting dates.
- g. A student, who, for a valid reason, has not completed the required work for a course at the end of the progress report or semester, will be given an "IE" for insufficient evidence.
- h. A student must have been in attendance at least five weeks in order to receive a grade for the reporting period based solely on work completed at AIS.

11.2 Homework

Purpose - Homework is an opportunity for students to consolidate their learning, receive feedback from a teacher and extend learning experiences beyond the classroom (in becoming an independent learner).

Students should check PlusPortals to access grades and Teams for resources. Students should use their Teams calendar to keep track of assignments.

11.3 Late Assessments

- a. Teachers will communicate to parents that students have not turned in an assessment on the same day. The MS office will be cc'd on this communication.
- b. Teachers will inform students and parents that student will have 2 academic days to turn in the late assessment without penalty.
- c. If the student has not turned in the assessment, a detention may be assigned to help structure the student's time to finish.
- d. Parents will be contacted and made aware that this is the final due date and all work will be collected and graded.
- e. Students are to arrive to the detention with all the materials necessary to finish the assessment-the school will not provide the resources needed.

11.4 Missed Tests/Quizzes

Students who miss an assessment should be prepared to perform the assessment upon their return to school. Students may be required to write a missed assessment during lunch or after school.

11.5 Retake Procedure

- a. Re-takes are granted on an individual basis and at the discretion of the teacher; however, in every case there must be evidence from the student that efforts were made to improve original level of achievement.
- b. The highest level of achievement through the retake process will be recorded.
- c. Retake requests by students should be made within two weeks of receiving original assessment results.
- d. Parents must be notified of the need for a re-take of an assessment.

11.6 Student-Teacher Communication

Any disagreement or concern a student has with a teacher should first be addressed by the student with the teacher at an appropriate time and not during class. The disagreement should be voiced privately and respectfully. Students who have addressed

their disagreement with the teacher in a respectful manner, and who wish to pursue the matter further, may make an appointment with the counsellor. If this doesn't resolve the issue, the student can then take the issue up with the assistant principal or principal. Expressing disagreement with a teacher's decision publicly is considered misconduct and may result in consequences.

11.7 Academic Misconduct

- a. Students must do their own work in order to be assessed properly by teachers. Student behavior that obscures or invalidates fair evaluation of individual progress or achievement is academic misconduct.
- b. Students may be asked to turn in assignments via the plagiarism-checking website turnitin.com. Individual departments will determine cases of academic misconduct informed by the results of this website.
- c. Misconduct is defined as behavior that results in, or may result in, a student or any other student gaining an unfair advantage in one or more assessment components. Misconduct includes:
 1. Plagiarism: this is defined as the representation of the ideas or work of another person as the candidate's own.
 2. Collusion: this is defined as supporting misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another.
 3. Duplication of work: this is defined as the presentation of the same work for different assessment components.
 4. Any other behavior that gains an unfair advantage for a student or that affects the results of another student (for example, taking unauthorized material into an examination room, or misconduct during any assessment).

11.8 Consequences for Academic Misconduct

- a. All incidents of Academic Misconduct will be recorded with the Assistant Principal and placed in the student's file. Teachers will email the Assistant Principal the student's name, with title and date of assignment.
- b. Consequences for Academic Misconduct will include:
 1. Parents will be contacted.
 2. Students to redo the assignment to an acceptable level to ensure the material has been learned
 3. The student may be issued a 2-hour detention.
 4. Academic misconduct on a final exam or IB World Exam may result in loss of course credit, graduation privileges, in addition to other consequences stipulated by the IB.

11.9 Academic Distinction

The American International School Kuwait is proud to recognize individual student achievement for students in grades 6, 7, and 8 in the MYP at academic distinction assemblies at the end of each semester. There are two levels of academic distinction: The Honor Roll and The Principal's List.

- a. Honor Roll : Grades 6, 7, and 8: Minimum Overall MYP Total of 41+ in **all** subjects.
- b. Principal's List: Grades 6, 7, and 8: Minimum Overall MYP Total of 48+ in **all** subjects
- c. Classes that meet 3/8 days in a cycle are considered half classes and have been weighed appropriately in academic distinction decisions of a. and b. above.
- d. Special Recognition and Most Improved Awards will be given to students who have accomplished something noteworthy, have excelled within the IB Learner Profile, or who have shown great improvement over the course of the school year.

MLA Citation Guidelines

Works Cited (MLA Format)

Books (one author)

Author Last Name, Author First Name	Title (in italics)	Place of Publication	Publisher	Most Recent Year of Publication	Print or Web
Example: Gleick, James. <i>Chaos: Making a New Science</i> . New York: Penguin, 1987. Print.					

Books (more than one author)

First Author's Last Name, First Name, and Second Author's First name Last name	Title (in italics)	Place of Publication	Publisher	Most Recent Year of Publication	Print or Web
Example: Gillespie, Paula, and Neal Lerner. <i>The Allyn and Bacon Guide to Peer Tutoring</i> . Boston: Allyn, 2000. Print.					

Reference Books (e.g. Encyclopedia, Dictionary, etc.)

Title of Article (in quotes)	Title of Reference (in italics)	Edition	Year of Publication	Print or Web
Example: "Ideology." <i>The American Heritage Dictionary</i> . 3rd ed. 1997. Print.				

Internet Sites

*Note: MLA no longer requires the use of URL's, however the URL can be added to the end of the citation if needed.

Author and/or Editor Name (if applicable)	Article Name (in quotes)	Name of Site (in italics)	Version Number (if applicable)	Publisher Name and Publishing Date	Web	Date of Access
Example:						
Bernstein, Mark.	"10 Tips on Writing the Living Web."	<i>A List Apart: For People Who Make Websites.</i>				
Mag., 16 Aug. 2002.	Web. 4 May 2009.	<URL>				

Newspapers

Author last name, Author first name	Title of Article (in quotes)	Name of Newspaper (in italics)	Day Month Year	Page no.	Print or Web
Example:					
Brubaker, Bill.	"New Health Center Targets County's Uninsured Patients."	<i>Washington Post</i>	24 May 2007:	LZ01.	Print.

Magazines

Author last name, Author first name	Title of Article (in quotes)	Title of Periodical (in italics)	Day Month Year	Pages	Print or Web
Example:					
Buchman, Dana.	"A Special Education."	<i>Good Housekeeping</i>	Mar. 2006:	143-8.	Print.

PARENT-SCHOOL PROTOCOL

Guiding Principles

- AIS is committed to creating an educational culture that is based on mutual respect and understanding.
- Parents are the child's first teacher, therefore AIS considers parents to be integral in their child's social, emotional and academic development.
- Parents need regular, specific and encouraging information about their child's academic progress.
- Parental involvement in whole school and divisional improvement plans and accreditation protocols is encouraged.
- The language of communication with parents about their children will be English with verbal translation services provided upon request. However, for general communications, Arabic will also be available.

Parent Responsibilities

- Parents will be expected to show an active interest in their child's education and to support school policies, procedures and programs.
- Parents will understand the procedures related to voicing a concern about programs, placements or specific teachers.
- Parents will understand appropriate contact protocols with the school or division seek answers or a resolution by first communicating with the teacher, leader, assistant principal, principal, superintendent and/or owner in this order.
- Appointments to meet with any staff member during school hours are expected and will be set by appropriate secretarial staff at each division.
- Parents will act and speak respectfully and in a manner that seeks resolution for issues or disputes.
- Parents will first seek resolution by first communicating with the teacher, then the assistant principal and/or principal (who will determine middle level leadership involvement), then the superintendent or director, in this order.
- Parents will try not to let their time exceed thirty minutes in order to give time for the staff to meet with students or other parents.

School Responsibilities

- The school website will provide school information including calendars and important notices for parents and community and a portal for sending comments to school administration.
- Teachers will provide frequent and regular feedback regarding each child's progress in school. This communication will include: Parent-Teacher conferences, progress reports, telephone, email and on-line resources.
- Teachers and staff will be provided an atmosphere that is respectful, welcoming and encouraging of parental involvement.
- Principals will seek effective ways to develop strong parental involvement in their divisions and to contribute to the school's continuous improvement plans.
- Annual surveys of parents regarding educational programs and school policies will provide administrators with information to guide subsequent decisions and implementation.
- Staff will be provided training in cultural sensitivity and given effective strategies in dealing with multi-ethnic and multi-national parent populations.
- The school will provide parents various opportunities to learn about programs, initiatives, and strategies to support student learning.
- Divisional administrators will publish annually a document for parents and students outlining academic expectations, behavior objectives and all other school policies and procedures that guide the day-to-day operation of each division.

CHARTER OF STUDENTS' RIGHTS AND RESPONSIBILITIES

I have the right to learn and be challenged. It is my responsibility to appreciate learning for its own sake, to be responsible for my own learning, and to improve the learning of others according to the student code of conduct.

I have the right to a school environment that is conducive to learning and is safe and hygienic. It is my responsibility to treat school property with care, to follow school policies and procedures, to dress appropriately, and to assist in making the school a clean, healthy and orderly place.

I have the right to be treated fairly and to be assessed fairly and impartially by my teachers. It is my responsibility to do my own work, to avoid all forms of academic misconduct, and to do nothing that would give me unfair advantage on an assessment or assignment.

I have the right to privacy. It is my responsibility to respect the privacy of others in person and online.

I have the right to feel that I belong to the school community. It is my responsibility to be accepting of others, to share knowledge by learning collaboratively when it is appropriate, and to do my fair share in group work within an encouraging and welcoming school community.

I have the right to my personal possessions within the limits of the student code of conduct. It is my responsibility to treat the personal belongings of others with respect.

I have the right to be respected as an individual and to be treated in a caring manner by everyone. It is my responsibility to be caring and to treat everyone respectfully regardless of age, gender, and/or position.

I have the right to feel safe, secure, and treated with dignity at school at all times in person and online. It is my responsibility to behave in ways that enhance the self-esteem of others and prevent all forms of bullying and disrespect.

I have the right to be heard and to express my point of view to develop myself as a critical thinker. It is my responsibility to listen to others, to hear their opinions thoughtfully, to express my opinions in a civil manner, and to inform my own point of view through learning.

I have the right to be proud of my cultural heritage regardless of my ethnicity, language, religion or nationality. It is my responsibility to be respectful of, and to learn about, the cultural heritage of others, and to inform others about my background and my ways of knowing.

I have the right to be aware of what is expected of me academically in terms of feedback, assessments, examinations, and assignments. It is my responsibility to meet these expectations and to self-advocate as appropriate.

CODE OF ETHICS

The purpose of the code of ethics:

- To inspire stakeholders to reflect and uphold the honor and dignity at AIS.
- To identify the ethical responsibilities and commitments at AIS.
- To guide ethical decisions and actions at AIS.
- To promote trust and confidence at AIS.

The term stakeholders includes AIS parents, students, owners, admin, leadership, AIS staff, nannies and workers.

Stakeholders to Stakeholders

All stakeholders shall respect the dignity and equality of all individuals, groups and cultures.

All stakeholders will promote an inclusive, safe and caring learning and working environment at all times.

All stakeholders shall respect the professional and personal time of all employees.

All stakeholders shall not harass or threaten others personally or professionally.

All stakeholders in an evaluative position should remain unbiased and maintain confidentiality.

All stakeholders should excuse themselves in situations where there is conflict of interest or a perceived conflict of interest.

All stakeholders may request the presence of other stakeholders support in meetings.

All stakeholders will maintain professionalism and confidentiality.

All stakeholders shall promote global citizenship.

All stakeholders will model digital citizenship by demonstrating responsible, respectful, and safe use of technology and when participating in a digital environment.

All stakeholders shall adhere to policies and procedures in their guiding statements, handbooks, contracts and promotional material.