



**American
International
School Kuwait**

High School Student Handbook 2011-2012

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August 2011

Welcome to a new school year!

I am proud and excited to be the new principal of the high school here at AIS. The start to a new academic year always brings challenges and questions to all—students, teachers and parents. This is especially true when a new principal arrives. I'm sure that whether this is your first year or your fourth year in the high school you will have questions, anxieties and high expectations for what this year will be like for you. That is largely up to YOU!

The intent of this Student Handbook is to help you understand the principles under which we will operate as a school. It is imperative that you and your parents read and understand what is expected of all students. First and foremost let me tell you the top three things I expect from each student to ensure that all in the school are successful as students (academically) and as school members (socially and behaviorally).

- Come to school everyday
- Arrive at school by 7:30 each morning
- Come prepared to learn

Coming to school every day means that you will not schedule appointments and vacations when school is in session. You will miss school only when you are too sick to come. Arriving at 7:30 each morning means that you will be on time and not tardy. Coming prepared to learn means that you are rested and all work assigned is done and of high quality. If you focus on doing your best in these three areas, the school year will be productive and you will be a successful student.

Teachers, counselors and all support staff are here to help you grow and mature. AIS is a caring, nurturing environment where each student is important. You need to advocate for yourself and come to us when you have questions or problems arise.

I look forward to getting to know you individually as soon as I can. Make an effort to introduce yourself to me and have patience as I learn your names and how to pronounce them correctly! Together we will have a fantastic school year.

Your principal,

Alicia M. Brown

Mission Statement

The American International School is distinguished in educating and nurturing unique and self-reliant world citizens.

The AIS Community...

- ❖ Is served by a university preparatory school that offers American and International Baccalaureate curricula.
- ❖ Enables students, from nursery through grade twelve, to achieve excellence in all aspects of their lives.
- ❖ Has a dynamic atmosphere that promotes the development of critical and disciplined thinkers who are inspired by the joy of learning.
- ❖ Believes that teachers are highly trained professionals who are in a position of trust and who are bound by moral and ethical obligation.
- ❖ Believes that parents are the first teachers of the child, and that mothers and fathers must play an integral role within the school.
- ❖ Believes that empowered students are able to excel academically in an environment that challenges all facets of their intellect.
- ❖ Promotes ethical and compassionate behavior in all as we share knowledge and begin to acquire wisdom in a climate of trust and hope.
- ❖ Ensures that all members of the AIS community know their rights and responsibilities and the consequences for their actions and inactions.
- ❖ Encourages scholarly diligence and personal determination, and believes in the dignity of hard work and the value of play and recreation.
- ❖ Seeks to develop the potential of the human mind by attending to the physical, intellectual, social and emotional development of students.
- ❖ Believes the strength of character necessary for co-operation and collaboration comes from self-confidence and high self-esteem.
- ❖ Celebrates cultural diversity and honors tradition in an atmosphere of equality where people from around the world learn from one another, and are able to understand one another's ways of knowing.

Charter of Students' Rights and Responsibilities

- I have the right to learn.** It is my responsibility to appreciate learning for its own sake, to be responsible for my own learning, and to do nothing that would impede the learning of others.
- I have the right to a school environment that is conducive to learning.** It is my responsibility to treat school property with care, to dress and act 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 evaluated fairly by my teachers.** It is my responsibility to do my own work, to avoid all forms of plagiarism, and to do nothing that would give me unfair advantage on a quiz, test, examination, or assignment.
- I have the right to personal dignity and privacy.** It is my responsibility to respect the privacy of others and to treat them in a dignified manner.
- 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 situations.
- I have the right to my personal possessions.** 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 courteously by everyone.** It is my responsibility to be courteous and to treat everyone else respectfully regardless of age, gender, rank, or the job that they do.
- I have the right to feel secure at school and to feel good about myself.** It is my responsibility to behave in ways that enhance the self esteem of others.
- I have the right to be heard and to express my point of view.** It is my responsibility to listen to others, to hear their opinions courteously, 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.

EXPECTATIONS OF CONDUCT

POSITIVE/PLEASANT/POLITE

In all interpersonal dealings, members of the AIS family are required to be positive, pleasant and polite. Individuals are expected to respond in the affirmative and to explore positive alternatives. All requests to students will be reasonable, and it is expected that students will respond to the best of their ability and as quickly as possible. A minimum of social courtesy is expected in all social interactions at AIS. Being polite is a basic courtesy extended to everyone at AIS.

PREPARED/PUNCTUAL/PRODUCTIVE

Every student is expected to do their best in their academic endeavors.

To this end:

- Students must arrive in class with all the materials they require for the class instruction.
- Students are to arrive at class on time for instruction.
- Students are to use every minute of class time to complete the daily work prescribed by the teacher.

PARTICIPATE

Students arrive at AIS with a variety of talents. Students are expected to share these gifts freely to make AIS the best school it can be. Everyone is expected to contribute in meaningful ways to enhance our school culture. Participation in school activities enhances the quality of the AIS school experience.

PRIDE

Students who take pride in themselves and in their school are students who strive to embrace every opportunity to be and do their best. Every action that students engage in should build pride in them and in their school.

TEACHER ADVISORY PROGRAM (TAP)

DEFINITION:

The AIS Teacher Advisory Program (TAP) is a system that formally structures significant links between teachers and students.

GOAL:

Teacher Advisors will provide significant support to students during their AIS career through:

- pursuit of personal and academic goals
- Grade 9 and 10 TAP Advisors will monitor and encourage student progress in their MYP community and service projects.
- Grade 10 and 11 TAP Advisors will monitor and encourage student progress in their DP creativity, action and service projects.
- participation in school activities.

STRUCTURE:

- Same grade groupings of no more than twenty (20) students will be assigned to a teacher advisor. TAP groupings will stay intact for the duration of a student's school career at AIS.
- TAPS will meet at scheduled 30 minute meetings, two times per week.
- TAP Advisors will provide support for students academically and personally during the student career at AIS.

The International Baccalaureate Organization

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

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

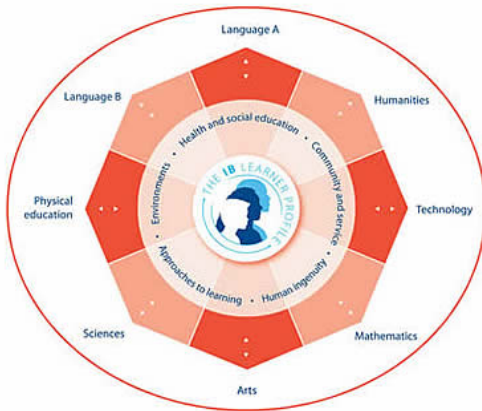
The concept of international education is defined according to the following criteria:

- 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 IBO are preparing students for success. For more information about the school or the programmes please visit the American International School www.aiskuwait.org and the International Baccalaureate Organization www.ibo.org

The Middle Years Programme

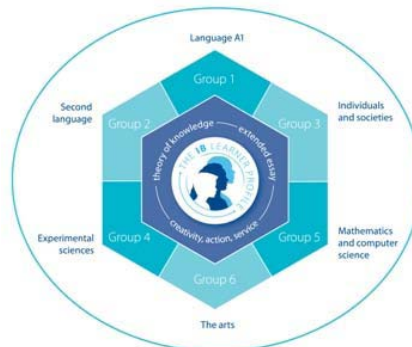
The Middle Years Programme (MYP) is for students in grades six through ten and provides a framework of academic challenge and life skills through embracing and transcending traditional school subjects. Eight subject areas and five areas of interaction form the basis for this programme. Assessment of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



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The Diploma Programme

“The international Baccalaureate (IB) Diploma Programme is a challenging two-year curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification that is widely recognized by the world’s leading universities.



© International Baccalaureate Organization

Students learn more than a collection of facts. The Diploma Programme prepares students for university and encourages them to:

- Ask challenging questions
- Learn how to learn
- Develop a strong sense of their own identity and culture
- Develop the ability to communicate with and understand people from other countries and cultures.”

IB Learner profile

| | |
|---|---|
| IB programmes aim to develop internationally minded people who, recognizing our common humanity and shared guardianship of the planet, help to create a better, more peaceful world. IB learners strive to be: | |
| Inquirers | They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives. |
| Knowledgeable | They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines. |
| Thinkers | They exercise initiative in applying thinking skills critically and creatively to pose and approach complex problems, and make reasoned, ethical decisions. |
| 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 work effectively and willingly in collaboration with others. |
| 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. |
| Open-minded | They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience. |
| Risk-takers | They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs. |
| Balanced | They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others. |
| Caring | They show empathy, compassion and respect towards the needs and feeling of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment. |
| Reflective | They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development. |

Attendance

1 Attendance

- The responsibility for regular and punctual attendance, which is necessary for satisfactory school progress, rests with the student and parents. 90% attendance is required to attain credit for a course. Students will be warned when they approach the 10th absence.
- All students must be accounted for. Any unexcused absence will be dealt with as a truancy issue. For a student who is irresponsible about their attendance, Saturday School will be assigned as a natural consequence to truancy. If a student continues to make poor decisions, School Administration will deal with the student. Suspension from school or withdrawal from AIS may result. Students with an unexcused absence recorded will be dealt with before their next regularly scheduled class.
- When students are in attendance at school, and where they must leave for a prearranged appointment, a note giving parental permission must be presented to the attendance secretary. Students will not be allowed to leave the school without prior parental permission.
- Students who do not abide by attendance guidelines will be placed on Academic Probation after the 10th absence.

Expectations of School Personnel

- School Administration and staff will support parents in helping students fulfill their attendance obligations.

Expectations of the Parents

- Parents will support their children in responsible attendance at school.
- When it is impossible to have the student attend school because of a prearranged appointment that cannot be made outside the school day, or if the child is too ill to attend school, parents must – prior to, or on the day of the absence – account for their child by making a phone call or sending a note apprising the school that the student is under the supervision of the parent.

Expectations of the Student:

- Students will only be absent when it is impossible for them to be in attendance.
- Students are to remind their parents that contact with the school must occur prior to, or on the day of the student absence from school.

Attendance Intervention Protocol

- Where deemed necessary by the subject teacher, a discussion will take place with the student regarding an attendance concern.
- If the attendance concern persists, a phone call will go home from the subject teacher indicating an attendance concern.
- If the attendance concern persists, a referral on the attendance concern will be forwarded to School Administration. A meeting will be arranged with School Administration, parents and the student to discuss the attendance concern. Where deemed necessary, an attendance contract will be signed by the parents, student and School Administration.

- At breach of contract, the student's full time status at AIS will be reviewed.

Procedures to Follow When Late

- Students who are late in the morning or afternoon must report to the office and obtain a late slip. All lates to begin the morning and the afternoon will be tracked through the office. Three lates in a calendar month will result in administrative intervention and a 7:00 am detention assigned for the next school day.
- Consequences for lates to classes will be administered by the classroom teacher.

Permission to Leave School

- Any student wishing to leave during school hours due to illness, or prearranged appointment, must receive permission from the office and their parents and officially sign out. In cases where a written note from parents is not provided, parents will be contacted before the student is allowed to leave the school.

2 Attendance of School Related 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.
- Students attending such events are responsible for all work missed in their regular classes.
- 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. 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.
- No summative assessments will be assigned the day students return from MUN or EMAC.

3 Work Missed During Absences

- It is the responsibility of the student to find out what work will be missed, and when possible, to complete it during his/her absence. All remaining work must be completed by the student upon his/her return to school. Students can access the online homework site for all missed classes.
- Students who miss an assessment will be required to write the assessment immediately upon their return to school. Typically, the assessment will be written the next class.
- Students absent for more than one day should ensure they are checking the online homework site and emailing their class teachers.
- Students arriving to school part way through the day must contact those teachers whose classes they missed for assignments and/or to make-up tests or quizzes given earlier on the same day.
- 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.

4 Gate Procedures

- The American International School is a gated campus. Once students arrive at school they must remain on campus until the end of the school day.
- Once a student leaves campus, they may not return unless they are accompanied by a parent or are participating in an approved AIS activity. The teacher sponsor of the activity will leave an attendance list, with the time of the activity, at the gate or give students passes.
- All gates will be open to student traffic from 7:00 to 7:45 a.m. After 7:45 students must enter through the front gate.
- Activities, detentions, remedial classes, and other after school events begin at 14:45. By that time all students remaining on campus must be with a member of the faculty and/or in an assigned supervised area.
- Visitors must enter through the front gate and obtain a security pass. Adolescents not registered at AIS may not come on campus during the school day.

Uniform Policy

5 Uniform Policy Overview

- The uniform promotes an atmosphere of equality in a multi-cultural setting.
- The uniform assures that students dress with modesty and in good taste reflecting sensitivity to local culture.
- The uniform encourages students to appear tidy, comfortable, and well-groomed.
- Students must be in school uniform when coming to or leaving the campus.
- Students must strictly adhere to the uniform when representing the school on field trips. Students, on certain field trips where it is deemed appropriate, may dress in formal business attire with the permission of the principal.

6 Standard Uniform Dress

- 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 hoodie pullovers). Seniors may design one additional polo shirt in a color and logo approved by the administration. T-shirts or exposed undershirts must be solid black or white.
- Long-sleeved shirts worn under the polo, must be white or the color of the polo in the case of seniors.
- Under AIS sweaters and jackets, students are to wear AIS collared shirts.
- Belts must be black or blue.
- Clothing should be relaxed in fit so as to provide comfort while seated in class.
- Young women: skirts or dresses must be below the knee in length and if the skirt has a slit/split it cannot be above the knee. NO KNEES CAN BE SHOWING! Pants may be mid-calf or full length.
- Young Men: full length pants.
- Young women may wear the hijab providing that it is navy blue, black or white.
- Students taking PE must wear PE clothes purchased from the store.

7 Prohibitions

- Baggy trousers, torn clothing, ill-fitted clothing.
- Items of clothing that depict ethnicity or nationality.
- Hats, caps or sunglasses in the classrooms.
- Pictures or writing on the skin.
- Logos, or slogans, which in the opinion of the school are lewd, demeaning, bigoted, sexist, or in any other way offensive.
- Bright and colorful makeup and nail polish.
- Shoulders, knees, midribs and waists are to be covered at all times.
- Shirts and blouses that expose under-garments when bending, crouching, or sitting.
- PE clothes may not be worn in the classroom unless it is a PE class.
- Body piercings.

8 Grooming

- Hair should be well groomed and natural in color.
- Men's hair must be shorter than shoulder length.

9 Jewelry

- Girls may wear no more than two pairs of small non dangling earrings.
- Men may not wear earrings.
- Men may not have visible body piercings.

10 Non-Standard Dress Days

- The "Prohibitions" listed above apply to all school days including relaxed dress days and spirit days unless otherwise specified. Spirit days will be scheduled throughout the school year.
- On the last Thursday of each month there will be a relaxed dress day.
- Young men may wear either full length pants or bottoms that cover the knees on relaxed dress days.
- Students may not wear PE clothes on relaxed dress days.

11 Consequences for Not Following Dress Code

- If a dress code violation cannot be corrected in the classroom the student will be sent to the office and issued a detention.
- Students will be loaned or sold appropriate clothing, if it is available, so that they can return to class promptly.
- Students who are unable to borrow or purchase appropriate clothing shall return home to change or have appropriate clothing delivered to the school.
- Frequent or flagrant infringements of the dress code will be considered non-compliance as described in the Student Code of Conduct.
- Students are responsible to make up all work missed while they are out of class and responsible to obtain and act on any notices given during that time.

12 Physical Education Dress Code

- Non-marking sports shoes designed for running activities.
- Students must purchase PE clothing through the school store. This includes pants/shorts, and shirt.
- 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.
- PE attire is not permitted to be worn in any class (including homeroom) other than PE.

Student Code of Conduct

13 Student Code of Conduct Overview

- The Student Code of Conduct flows from the Mission and Beliefs of the American International School and the Charter of Student Rights and Responsibilities and assures that there are consequences for all behavior.
- The Student Code of Conduct applies to all school activities including evening and weekend events as well as school sanctioned trips, local as well as international.
- Students are under the authority of all of the teachers at all times in the classroom and anywhere on campus or while attending or traveling to and from school activities.
- Infractions of the Student Code of Conduct are divided into two categories; misbehavior and grave (extremely serious) misconduct.

14 Examples of Misbehavior

- Disruptive or inappropriate behavior in class, in the corridors or in the canteen.
- Disruptive or inappropriate behavior while traveling on school buses and/or failing to follow instructions from the bus driver.
- Littering, failing to put away garbage, making or leaving a mess in the classroom, the canteen or the hallways.
- Roughhousing, bothering other students, boisterous behavior.
- Skateboarding or bringing a skateboard to school (unless for a club/activity). Wearing shoes with roller balls or bringing roller blades to school.
- Failing to obey established classroom rules.
- Use of telephones or portable audio devices or other electronic equipment without the permission of a teacher.
- Other behaviors, which in the judgment of the school disrupt the learning environment.
- Continuous use of a language other than the language used in instruction.

15 Consequences for Misbehavior

- Being assigned a different seat in the classroom or given a time out of the classroom.
- Conference or detention with the teacher.
- Parental telephone contact or conference.
- Guidance referral or a case conference with teachers and the student.
- Confiscation of an item or device for a set time or pending parental pick-up. Those in possession of a mobile phone in class will have it confiscated.

- Community service administered by the teacher, in the form of useful work, chosen by the student in lieu of other consequences. Such assignments are not punishments, but rather are consequences which teach the dignity and usefulness of work.

16 Examples of Grave Misconduct

- Persistent misbehavior.
- Noncompliance or defiant, argumentative, or oppositional behavior toward teachers or administrators.
- Smoking tobacco: possession of tobacco will be considered as evidence of smoking.
- Possession or use of illicit drugs or alcohol.
- Possession or distribution of pornographic material.
- Stealing or being in possession of stolen goods.
- Fighting, inciting violence, bullying, harassing, intimidating or issuing threats.
- Making verbal or written statements that are bigoted, racist, sexist, or defamatory toward a person or group.
- Using foul or profane language.
- Violating the privacy of others, or subjecting them to ridicule in any way including the use of electronic means such as email, photography, or audio recording.
- All forms of vandalism including graffiti (in any form, including liquid paper).
- Possession of a weapon or any behavior that could jeopardize the health and safety of others.
- Other behaviors which in the opinion of the school constitute grave misconduct.

17 Consequences for Grave Misconduct

- Referral to assistant principal or principal and detention or out-of-school suspension.
- Recording the office referral in the student's file.
- Parental conference, cautionary letter to file, mandatory counseling.
- Compensation for damages or restitution of property.
- Recommendation for expulsion.
- Student placed on behavior probation.
- Other consequences as determined by the administration.
- 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.

18 Detention Procedures

- Teachers may detain students in their classroom for misbehavior.
- Detention may be assigned by the administration at a central location.
- Parents will be notified of all school detentions and a parent conference may be scheduled for repeat offenders.

19 Out-of-School Suspension and Recommendation for Expulsion

- Out-of-school suspension will be utilized after other disciplinary methods have been used, except when, in the opinion of the school, an immediate suspension is warranted.
- Suspended students are responsible for all school work missed during the suspension. They may arrange to come to school before or after regular hours in order to obtain assignments and to submit work.
- 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.
- Expulsion is a very serious disciplinary procedure. The student is removed from school for the duration of a semester, a school year or permanently. The expelled student will not be allowed on campus after he/she is expelled.
- 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.

20 Appealing the Ruling of a Teacher

- Any disagreement or concern with a teacher should first be addressed by the student with the teacher.
- The disagreement should be voiced privately and courteously and it should never be addressed during class time.
- Students who are not willing or who do not feel able to discuss the matter with their teacher may encourage their parents to contact the teacher on their behalf.
- Students who have addressed their disagreement with the teacher courteously and in private (or whose parents have done so) and who wish to pursue the matter further may make an appointment to see a counselor, the assistant principal, or the principal.
- Expressing disagreement with a teacher's ruling or judgment on matters publicly and/or during class time is an infraction of the Student Code of Conduct.

21 Acceptable Use of Information and Communication Technology

- Students cannot install software or change computer settings.
- Data is not to be downloaded without the consent of the teacher.
- Messaging services such as MSN Hotmail, Yahoo, Facebook and other forms of electronic communication such as ICQ, IRC or Mobile Message Service, Email, PC to PC calls, or PC to cell phone calls are not to be used while working on computers in the classroom unless otherwise directed by the teacher.
- Information gleaned using information technology must conform to school rules concerning profanity, lewd or pornographic material, cultural sensitivity, bigotry and intolerance, harassment, and the incitement of hatred.
- Students bring information technology equipment to school entirely at their own risk. The school assumes no responsibility for student owned information technology items such as laptops, flash drives, mobile phones, cameras, etc. that are damaged, lost or stolen while they are at school or at school events.
- Students must turn off and put away their mobile while in the classroom.

- Being in the possession of a mobile phone in a testing or examination setting will be considered academic malpractice and could result in the student losing all value for the test or examination.
- Teachers may request phones to be turned in at the beginning of class.
- Use of mobile phone accessories such as cameras or recorders are prohibited on campus without the approval of a teacher or administrator for each instance of usage.
- Taking photographs or videos is prohibited on campus without the approval of a teacher or administrator.
- 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.
- 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 a recommendation of expulsion from school.

22 Rules Regarding Lockers, Valuables and Textbooks/Instruments

- Students may rent a locker for KD 5 annually.
- Students will be issued a combination lock. It is the student's responsibility to secure his/her valuables.
- Students are responsible for returning the same combination lock at the end of the year. Lost locks will be billed to the student (KD 3).
- It is the responsibility of the student to keep textbooks in good condition.
- Lost or damaged textbooks will be paid for by the student: soft cover KD 20 and hard cover KD 30. IB Bio and Chem. hard cover books are KD 40.
- Money will be refunded if a misplaced book is found and returned in good condition.
- 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.
- In the interest of security and student health and safety the school reserves the right to inspect lockers at any time.
- 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.
- Report cards will be held until the replacement fee is paid.

23 Hall Passes

- A student's first responsibility is to arrive to class on time. Should students need to be out of class, they will get permission from the teacher after arriving to the class on time.
- Students may leave class with the permission of the teacher, but must carry an Admin approved hall pass to do so.
- Students are to go directly to and from the agreed destination in the shortest possible time.
- Students are not to socialize while on leave from class.
- A student must not enter any empty classroom or office at anytime.

24 Rules for Supervised Study

- Students must report to the class on time.
- Students in academic good standing will be allowed, at the discretion of the AIS Administration and after checking in with their assigned teacher, to study in the library or canteen.
- Should a student's academic standing fall, they may be required to stay and study under the supervision of their assigned teacher.

25 Eligibility for Activities/Athletics

- Students must be in good standing at the school. This would include a student's conduct in school and out of school, attendance, tardies, suspensions, etc.
- Students "At Risk" will not be permitted to participate in extracurricular activities. "At Risk" is defined as any student with two failures and/or a GPA less than 1.5. Any student not meeting this requirement may appeal their eligibility to the high school principal.
- The decision of eligibility will be based on official grades, progress reports, attendance records, teacher/administrator recommendation, coaches/sponsor recommendation, and principal's discretion.
- The coach or sponsor will inform students of any requirements/expectations which are specific to a particular sport or activity that are in addition to this policy.
- 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.
- Any student transferring in from another school in the middle of the year must have their eligibility reviewed by the administration prior to the participation in an event.
- KSAA/EMAC Events

EMAC Host Family Responsibilities

- The use of tobacco, drinking of alcohol, or use of illegal drugs will not be allowed during travel or while in the host city during the period of time covered by the activity.
- Any sightseeing or travel in the host city will be done only with the permission of the host family and the coach.
- Under no circumstances will housing arrangements be changed without permission of the Activities Director and the knowledge of the coach.

- Visiting students will be in the home of the host family no later than **10:00 pm**. Coaches and host families may elect to set earlier curfew hours.
 - All laws of the host country will be adhered to.
 - Any unusual circumstances or problems which occur during the stay in the host city will be reported, as soon as possible to the Activities Director or the visiting coach.
 - All host families are provided with a comprehensive schedule of activities, as well as emergency telephone numbers of visiting sponsors and host school officers (contained in this program).
 - Suitable transportation to and from AIS is provided by the host family. Participants are not allowed to travel in a taxi unless accompanied by a member of the host family.
 - Breakfast and a sack lunch will be provided by the host family, if requested.
- Students must be in attendance at school the day after a KSAA or EMAC event. Students missing school due to illness must present a doctor's note. Failure to attend school after a KSAA/EMAC event will result in a Saturday detention.

26 Procedure for Appeal

- The student must register their appeal with the coach/sponsor of the particular activity. The coach will bring that appeal to the attention of the principal and the appropriate director.
- The Principal determines current status of appealing student and once a decision is reached, eligibility or ineligibility is binding for at least the duration of two (2) weeks.

Student Services

27 Health

- The Health Office at AIS offers health care Sunday through Thursday from 7:00 to 14:45. There is a nurse on duty during this time period.
- 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.
- 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.
- Students who feel unwell during the school day must alert their classroom teacher and the nurse will be called to minister to the student. After arriving at school, a student may not leave campus for health reasons unless the school nurse or building principal has granted permission.

28 Library

- Library hours for students are from 07:00 to 15:30.
- A free personal library card is issued to each student upon the receipt of a passport-sized photograph. To check out a book or use a computer, students must present their own library card.
- Internet access is available in the library. Students may only access their email accounts before or after school. Students are not allowed to play games or visit non-educational websites during school hours. All other rules for information technology use in the classroom apply to the library.
- Students with no overdue books may borrow up to 10 books.
- Students will be reminded of overdue books on a bi-monthly basis through lists sent to their teachers. Final report cards will be withheld until all library books have been returned.
- A student will be charged the following for lost or damaged materials. This will be refunded if the book is returned later.

| | | | |
|------------|-------|-------------------|---------|
| Soft cover | 5 KD | Book/Tape | 15 KD |
| Hard cover | 20 KD | Playaways | 20 KD |
| Reference | 30 KD | Damaged resources | 5-20 KD |

29 Guidance

- A counselor is available to provide students with academic and/or social-emotional guidance
- Academic counseling includes issues such as study skills, course selection and academic concerns, post-secondary preparation.
- Social or emotional counseling includes issues such as peer relations, interpersonal conflicts, or other issues of a personal nature.

30 ICT Support

- Students can receive Information and Communication Technology (ICT) Support for computer problems by first asking the teacher to call ICT Support using the classroom computer. Failing that, the ICT Support office is located at the second door on the left after one enters the school (beside the security office).

31 Deliveries for Students

- Items delivered to school during the day from home such as homework and class projects must be properly labeled with the student name and grade.
- The item can be given to the guard who will direct it to the office. Students are not to go to security to retrieve items.
- Students must pick up the item between classes. Items **will not** be delivered directly to the classroom.
- Food will not be delivered to students at school unless prior consent from the office.

32 Canteen Services

- Students may purchase food items from the cafeteria at the HS lunchtime.
- Students on supervised study may use the canteen during supervised study time providing the elementary and middle schools are not using the canteen for their lunch.
- Students are to clean their own tables and place all refuse in the garbage bins.
- Water may be purchased at breaks and may be taken to class. Food, juice, soft drinks, snacks, and candy are not permitted in the classrooms.
- Water and food cannot be purchased during class time.
- Cutting in line or asking others in line to make purchases is not permitted.

Academic Requirements and Procedures

33 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. Generally, students will be retained based on the following criteria:
 - Students who fail 2 subjects or have a GPA less than 1.5.
 - Students who have a GPA of 1.5 or higher **but** are failing one class will need to attend summer school in order to redress the lack of skills in the subject area and achieve a grade of C (73%) or above.
 - All grade 9 and 10 students must complete the Community and Service Component of the MYP. Any student failing this component will be required to redo his/her Community and Service Project before the first day of the next school term. Students who do not pass the Community and Service project will not receive their MYP Certificate. The failure may affect a student's ability to be promoted to the next grade level.
 - All grade 10 students must complete the Personal Project component of the MYP. Failure of the project will result in an "F" and may have serious implications for student promotion to the next grade level. (Students with two "F"s will be retained.) Failure to complete the Personal Project will result in having to do the project by the next school term.
 - Students who do not successfully complete the Community and Service and Personal Project requirements will not be permitted into the DP Program.
 - Students may not take a subject course at summer school more than two times.

34 Grading

- All grades are calculated as percentages over the course of the full year.
- In all MYP courses, the midterm and final will hold heavier consideration when determining the “best fit” of a student
- In grades 11 and 12, midterms will be worth 10% and finals worth 20%.
- All courses in grades 9-12 (with the exception of Science 10) will have cumulative finals.
- Only grades earned at the American International School grades nine through 12 are used to compute the cumulative Grade Point Average (GPA).
- Students in a SL class receive an additional 0.5 point on successful completion of the two year course and a full 1.0 point for an HL class. See chart 40.8.
- Students who enroll in the Diploma Programme and remain in the Diploma Programme for the full two years will benefit from a Grade Point Addition for each year (grade 11 and 12). A student who remains in the DP class(es) for the whole year of grade 11 would receive the Grade Point Addition only for the year of study completed. A certificate student must sit for the World Exam and complete all internal and external assessment components in order to receive the Grade Point Addition in grade 12.
- MYP and Grades 11-12 Grading System:

| % Range | Regular Class | SL/extended Class | HL Class |
|----------------|----------------------|--------------------------|-----------------|
| 93-100 | 4.0 | 4.5 | 5.0 |
| 90-92 | 3.7 | 4.2 | 4.7 |
| 87-89 | 3.3 | 3.8 | 4.3 |
| 83-86 | 3.0 | 3.5 | 4.0 |
| 80-82 | 2.7 | 3.2 | 3.7 |
| 77-79 | 2.3 | 2.8 | 3.3 |
| 73-76 | 2.0 | 2.5 | 3.0 |
| 70-72 | 1.7 | 2.2 | 2.7 |
| 67-69 | 1.3 | 1.8 | 2.3 |
| 63-66 | 1.0 | 1.5 | 2.0 |
| 60-62 | 0.7 | 1.2 | 1.7 |
| Below 59 | 0.0 | 0.5 | 1.0 |
| Incomplete | 0.0 | 0.0 | 0.0 |

- MYP Grade Boundaries and Conversion to Percentage (See pgs **33-34** at the end of this handbook).

35 Late Admission and Early Withdrawal

- Students will be allowed to transfer into the school, when seats are available, up to the 1st of May during the year, with the following stipulations:
 - They must have been in full-time attendance at school during the current academic year up to the point of transfer.
 - Student must provide transfer grades from their previous school and an authorization for release of information.
- Where a student's withdrawal is unavoidable and a significant proportion of a semester has been covered, the Administration may issue semester grades on the basis of work completed.
- A leaving certificate, transfer grades or transcript will only be issued to a withdrawing student if:
 - All fees have been paid.
 - The withdrawal form has been completed.
- Students are assigned to classes by the counselor in consultation and with the approval of the Principal.
- Where a student joins the school from outside Kuwait, placement is always probationary until approval for grade equivalency has been obtained from the Ministry of Education.

36 AIS High School Division Add/Drop Policy

- Guiding Principles
 - Grade 9, 10 and 11 students must have a full timetable.
 - Grade 12 students can have one open period for a supervised study.
 - Parents must be informed of decisions students are making regarding their timetable.
 - Students must meet all AIS graduation requirements.
 - Teacher, coordinator, counselor, administration input is valued in determining a student's schedule.
- Procedures

It is to the student's advantage to take the necessary actions as soon as he/she has made his/her decision to pursue dropping a class.

- During spring registration students must attend information sessions about course selection. The course selection process involves teachers, students and parents. After reference to the Program of Studies and discussion with their parents and teachers, students complete the course selection sheet which is signed by their parents and appropriate teachers. Students must work with the counselor to ensure all graduation requirements are met.
- Diploma Programme students meet individually with the coordinator to examine their course selections and to ensure that they are meeting IBO requirements.
- Students may drop and add courses until school closes in June. The permission of the counselor and parent are required.
- Grade 9, 10, and 11 students will not be allowed to make any changes to their timetables in the fall.
- Grade 11 and 12 students are allowed to move within a subject area one week after the first and second reporting period. Students will not be able to change classes during any

- other time. They may do so with teacher, Head of Department, counselor, DP coordinator if applicable, principal and parent approval (*e.g.* Math SL to Math Studies).
- Grade 12 students may drop a class if they do not have a supervised study course in their schedule; a new class will **not** be added. Students must have the drop request signed off by the teacher, parent, counselor and the principal.
 - When students drop classes after the second reporting period, transcripts will indicate a WP (Withdrawal Pass) if the student is passing the course at the time of withdrawal and a WF (Withdrawal Failure) if the student is failing the course at the time of withdrawal. This will not affect the GPA.
 - Students will **NOT** be allowed to drop a class after the third reporting period.
 - AIS recognizes that exceptional cases will be handled individually at the discretion of the counselors and principal.
- All students intending to enter the Diploma Programme must fulfill the following requirements:
 - Minimum 2.5 overall GPA
 - Successful completion of the Personal Project
 - Successful completion of Community and Service

37 Graduation Requirements

- In order to receive a United States High School Diploma from the American International School a student must:
 - Attend four years (8 semesters) of secondary school, grades 9-12
 - Complete twenty-six (26) out of a possible 32 credits
 - Attain a minimum cumulative GPA of 1.50
 - Pass all required courses

The final grade for each full credit course is based on the successful completion of that course at the end of the academic year. Passing mark for Grades 9&10 is a three (3) on the MYP scale of 1-7. Passing mark for grades 11 & 12 is 60%. Each credit involves approximately 150 hours of instruction spread over a 180 day school year September through June.

- Students who are considering attending Kuwait University's "Science Colleges" (Engineering, Science, Allied Health, Medicine, Dentistry, Pharmacy, Science majors in Education) must successfully complete the following courses before graduation: Biology, Chemistry, Physics, Algebra II (Math 10), Pre-Calculus (DP1 Math SL/HL) or Calculus (DP2 Math SL/HL).
- Graduating Seniors will be presented with an Honor Sash to wear with their cap and gown. The sash signifies that the graduating Senior obtained a minimum grade point average of 3.4 with no grade below a C during grades 11 and 12. Such a student must have been in attendance at AIS for at least grades 11 and 12.

Course Requirements

| | | | |
|-------------------------------|--|---------------|--|
| Group 1 Language A | | 4 credits | Students must take one English course per year. English electives cannot be substituted for Group 1 courses. |
| Group 2 Language B | | 4 credits | *Students with an Arabic passport must take Arabic 9, 10, 11, 12 or Arabic as a Foreign Language (AFL) in grades 9, 10. *Students with a non-Arabic passport must take AFL 9 & 10 or AFL 9 and French 1 & 2 or Spanish 1 & 2. |
| Group 3 Humanities | | 3 credits | Humanities 9&10, Topics in 20 th Century World History, DP students may take any Group 3 course to satisfy graduation requirements. |
| Group 4 Science | | 3 credits | Science 9 & 10: Focus on Chemistry/Physics or Chemistry/Biology or Physics/Biology and one additional science course. |
| Group 5 Mathematics | | 3 credits | Math 9 & 10 plus one additional math course. |
| Group 6 Fine Arts | | 2 credits | Fine Arts 9 & 10 |
| Physical Education | | 2 credits | P.E. 9 & 10 |
| Technology | | 1 (2) credits | Technology 9 & 10: 1 credit Moslems, two credits Non-Moslems |
| Religion | | 2 credits | Religion 9, 10, 11, 12 (Muslims only)/AFL 9, 10 (Muslims only) |
| Electives | | 1 credit | Muslims: Student choice 4(5) required for students with a non-Arabic passport depending on Language B track. |

Student Evaluation and Reporting

38 Report Cards and Parent Conferences

- Students are evaluated on a daily and ongoing basis. Students are encouraged to regularly discuss assignments, tests and homework with their parents.
- 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.
- Teachers may send Progress Update Reports (PUR) throughout the school year.
- Progress Reports are issued at regular intervals throughout the school year and a final summative assessment is provided in June. See the annual calendar for specific reporting dates.
- There are three conference days scheduled. Students are encouraged to accompany parents to the conferences.

39 Incompletes and No Grade

- Where a student joins the school from outside Kuwait, placement is always probationary until approval for grade equivalency has been obtained from the Ministry of Education.
- 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 “I” for incomplete. Students will have a maximum of 10 school days to make up the required work.
- 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. Should the attendance period be less than five weeks and if grades are not available from their previous school, the student will receive a NG (No Grade) for that marking period.

40 Homework

- The amount of homework time required will vary, but it is essential that students spend quality time in independent study daily. Effective time management and the ability to focus on the work at hand are more important than the length of time spent.
- Students can reduce the amount of time required for homework by using class time productively.
- Students should work in a quiet area free from interruption or distraction. The school library is available for student use before and after regular school hours.
- In addition to assignments, successful students read for recreation and relaxation and stay informed by reading newspapers daily.

41 Late Assignments

- Failing to complete assignments on time will negatively affect a student’s grade. Our HS (grades 9-12) policy is as follows:

Formative Work:

These regular assessments are intended to measure student progress at certain points to ensure understanding of the material. It is really practice before the summative and it is

expected that all students do the work on time. These assessments may include: short homework assignments, quizzes, in class work as examples. All are due on the date given by the teacher

- Teachers will send a Progress Update Report home to be signed by the parent if late work becomes a pattern.
- It is up to the teacher to determine further consequences.

Summative Work:

Summative assessments are given at a certain point in time to determine what a student has learned and to what level. Examples of this type of assessment may include: end of unit or chapter tests, semester exams, major projects, lab reports. Summatives are determined by the teacher and failure to complete these assignments on time will impact a student's grade.

1. All assignments are due on the date given by the teacher.
2. Teachers will communicate to the parents that the student has failed to turn in a summative assignment.
3. Teacher will inform student and parents that the student will have until the following Saturday during Saturday detention to complete and turn in the assignment. The two-hour Saturday detention is a consequence for late work and will be served regardless of the assignment being done prior to Saturday.
4. Teacher sends the student name to the Assistant Principal to be added to the list for Saturday detention.
5. Students are to arrive to Saturday detention with all the material necessary to complete all the required school work. School computers and materials will not be available.
6. Students who have not turned in the late summative at the end of Saturday detention **will** receive a zero on that assignment.
7. The assistant Principal will arrange a parent-teacher-student conference for those students who chronically turn in late work.

42 Coordination of Major Tests

- Major tests are coordinated on the test/assignment calendar to avoid students writing more than two new major tests in one day.
- This does not include make-up tests that students are writing, nor does it include tests that are being rewritten, or tests that have been postponed.
- Routine quizzes, daily assignments or longstanding major projects are not included.

43 Examinations: Student Code of Conduct

- Examinations are to be written at the prescribed time without exception. Students will not be exempted from examinations for personal or family reasons or, in particular, to travel. The only exceptions will be for hospitalization or bereavement due to death in the immediate family.
- Students shall adhere to school dress code requirements.

- When instructed to enter the examination room, students must do so in a quiet and orderly manner.
- The teacher makes the ultimate decision as to where a student may sit to take an examination.
- No food or refreshment other than bottled drinking water is permitted in the examination room.
- Students may take to their desk the following items:
 - Pens, pencils, eraser, geometry set, and ruler.
 - Pencil cases are not permitted.
 - Other materials may be permitted only if specifically stated in the proctor instructions for a specific examination.
- If a student realizes that they have accidentally taken unauthorized materials into an examination room, that student must notify a proctor immediately. Failure to do so may lead to an allegation of academic malpractice.
- Information technology items such as mobile phones, pagers, personal digital assistants (PDA's), personal stereos (iPODs), cameras and any other electronic devices are not permitted in the examination room.
- Notwithstanding the above, students must produce and keep in a visible place, suitable to the proctor, any electronic item inadvertently brought into the examination room. Failure to disclose possession of such an item prior to the examination will be deemed to be academic malpractice.
- Electronic calculators:
 - Students may use only approved calculators during the examination. Calculators can be brought to examinations only when specified by the instructor in the directions to the examination.
 - Students may not use or store data, programs or other applications in their calculator that may assist them to recall facts or formulae.
 - If required by the proctor, students must provide a list of information and programs stored on the calculator.
- The instructions given by a teacher must be obeyed. The teacher has the right to immediately expel from the examination room any candidate whose behavior is interfering with the proper conduct of the examinations.
- Formal assessment at the end of term is done in such a way that ensures each student works independently. It is used to:
 - determine eligibility for promotion
 - rank for academic standing and awards
 - diagnose deficiencies for remediation
- It is therefore imperative that each student's work be his or her own. To use the work of another or to allow someone else to benefit from your work is academic malpractice. (See below)
- Academic malpractice is a serious offense and will result in a zero grade on the examination.
- The onus is on the student to be above suspicion in the examination setting. Proctors will consider any suspicious behavior as evidence of academic malpractice. Students will not be given the benefit of the doubt in such situations.

- During the examination session, a student must not communicate in any way with another student. Failure to observe this constitutes academic malpractice.
- In the case of emergency, a student may be allowed to leave the examination room. Such leave is granted at the discretion of the teacher.
- Students will be supervised during a temporary absence. No communication will be permitted with any person other than the supervising teacher.
- No material may be taken from or returned to the examination room during a temporary absence.
- Students who arrive late to the midterm or final examination, will only be permitted to enter the exam room at 2 alternative times:
 - 15 minutes after start time;
 - 30 minutes after start time.
- Any student arriving more than 30 minutes late will not be permitted to write the exam and will be awarded a zero.
- All work completed during an examination and submitted for assessment must be the student's own work.
- Students must hand in all examination papers, answer sheets, data booklets and scrap papers at the end of the examination.

44 Academic Malpractice

- 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 malpractice.
- The onus is on the student to be above reproach. Suspicious behavior will be considered as evidence of academic malpractice.
- Malpractice 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. Malpractice includes:
 - Plagiarism: this is defined as the representation of the ideas or work of another person as the candidate's own
 - Collusion: this is defined as supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another
 - Duplication of work: this is defined as the presentation of the same work for different assessment components.
 - 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 an examination).

45 Consequences for Academic Malpractice

- All incidents of Academic Malpractice 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.
- Consequences for Academic Malpractice will include:
 - The student will receive a zero for the material in question.
 - Parents will be contacted.

- Teachers may ask students to redo the assignment to ensure the material has been learned but no marks will be awarded.
- The student will be issued a 2-hour Saturday detention.

46 Academic Distinction

- The American International School Kuwait is proud to recognize individual student achievement 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.
 - Honor Roll
 - Minimum grade of 80%
 - Minimum GPA 3.4
 - Principal's List
 - Minimum grade of 87%
 - Minimum GPA 3.8
- Graduating with Honors
Graduating seniors will be presented with an Honor Sash to wear with their cap and gown. This sash signifies that the graduating senior obtained a minimum grade point average of 3.4 with no grade below 73% during grades 11 and 12. Such a student must have been in attendance at AIS for at least grades 11 and 12.

47 Valedictorian/Salutatorian

- Each year the school identifies two students to speak at the Commencement Exercises on behalf of the graduating class. The Valedictorian and Salutatorian respectively occupy the first and second position based on grade point average for the final two years of school. Only students who have been at AIS for the last four years will be considered.

2011-2012 HIGH SCHOOL BELL SCHEDULE

| TIME | DAY 1 | DAY 2 | DAY 3 | DAY 4 | DAY 5 | DAY 6 | DAY 7 | DAY 8 |
|-------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| 7:35 | Warning Bell | Warning Bell | Warning Bell | Warning Bell | Warning Bell | Warning Bell | Warning Bell | Warning Bell |
| 7:40 to 8:45 | A | G | E | C | A | G | E | C |
| 8:50 to 9:50 | B | H | F | D | B | H | F | D |
| 9:55 to 10:55 | C | A | G | E | C | A | G | E |
| 11:00 to 12:00 | D | B | H | F | D | B | H | F |
| 12:00 to 12:30 | Lunch | Lunch | Lunch | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:35 to 1:30 | E | C | A | G | E | C | A | G |
| 1:35 to 2:30 | F | D | B | H | F | D | B | H |

ADVISORY SUNDAYS AND WEDNESDAYS

| Period 1 | Period 2 | Period 3 | Period 4 | Extended Advisory |
|-----------------|-----------------|-----------------|-----------------|------------------------------|
| 7:40-8:35 | 8:40-9:30 | 9:35-10:25 | 10:30-11:20 | 11:25- 11:55 |

Subject Specific Grade Boundaries

The IBO grade boundaries will be used to determine a final 1-7 MYP grade in each subject. The boundaries are computed in such a way that the grade earned is final and the student is only able to change the overall mark until further assessments have been completed during the school year.

| Language A Project | | | Language B | | | Personal | | |
|--------------------------------------|-------------------------|-------------------------|--------------------------------------|-------------------------|-------------------------|--------------------------------------|-------------------------|-------------------------|
| Boundaries (based on criteria) | Final Grade (1-7) | High School AIS % | Boundaries (based on criteria) | Final Grade (1-7) | High School AIS % | Boundaries (based on criteria) | Final Grade (1-7) | High School AIS % |
| 0-4 | 1 | 45% | 0-8 | 1 | 45% | 0-5 | 1 | NA |
| 5-9 | 2 | 50-55% | 9-16 | 2 | 50-55% | 6-9 | 2 | NA |
| 10-14 | 3 | 60-68% | 17-23 | 3 | 60-68% | 10-13 | 3 | NA |
| 15-19 | 4 | 70-78% | 24-30 | 4 | 70-78% | 14-16 | 4 | NA |
| 20-23 | 5 | 80-88% | 31-36 | 5 | 80-88% | 17-21 | 5 | NA |
| 24-27 | 6 | 90-95% | 37-42 | 6 | 90-95% | 22-24 | 6 | NA |
| 28-30 | 7 | 97-100% | 43-48 | 7 | 97-100% | 25-28 | 7 | NA |
| | | | | | | | | |

| Humanities Education | | | Mathematics | | | Physical | | |
|--------------------------------------|-------------------------|-------------------------|--------------------------------------|-------------------------|-------------------------|--------------------------------------|-------------------------|-------------------------|
| Boundaries (based on criteria) | Final Grade (1-7) | High School AIS % | Boundaries (based on criteria) | Final Grade (1-7) | High School AIS % | Boundaries (based on criteria) | Final Grade (1-7) | High School AIS % |
| 0-7 | 1 | 45% | 0-4 | 1 | 45% | 0-5 | 1 | 45% |
| 8-12 | 2 | 50-55% | 5-8 | 2 | 50-55% | 6-10 | 2 | 50-55% |
| 13-18 | 3 | 60-68% | 9-12 | 3 | 60-68% | 11-15 | 3 | 60-68% |
| 19-23 | 4 | 70-78% | 13-17 | 4 | 70-78% | 16-20 | 4 | 70-78% |
| 24-28 | 5 | 80-88% | 18-21 | 5 | 80-88% | 21-24 | 5 | 80-88% |
| 29-33 | 6 | 90-95% | 22-25 | 6 | 90-95% | 25-28 | 6 | 90-95% |
| 34-38 | 7 | 97-100% | 26-28 | 7 | 97-100% | 29-32 | 7 | 97-100% |

Sciences
Technology

Arts

| Boundaries (based on criteria) | Final Grade (1-7) | High School AIS % | | Boundaries (based on criteria) | Final Grade (1-7) | High School AIS % | | Boundaries (based on criteria) | Final Grade (1-7) | High School AIS % |
|--------------------------------------|-------------------------|-------------------------|--|--------------------------------------|-------------------------|-------------------------|--|--------------------------------------|-------------------------|-------------------------|
| 0-5 | 1 | 45% | | 0-6 | 1 | 45% | | 0-5 | 1 | 45% |
| 6-11 | 2 | 50-55% | | 7-10 | 2 | 50-55% | | 6-9 | 2 | 50-55% |
| 12-18 | 3 | 60-68% | | 11-14 | 3 | 60-68% | | 10-15 | 3 | 60-68% |
| 19-24 | 4 | 70-78% | | 15-21 | 4 | 70-78% | | 16-21 | 4 | 70-78% |
| 25-28 | 5 | 80-88% | | 22-25 | 5 | 80-88% | | 22-26 | 5 | 80-88% |
| 29-32 | 6 | 90-95% | | 26-29 | 6 | 90-95% | | 27-31 | 6 | 90-95% |
| 33-36 | 7 | 97-100% | | 30-34 | 7 | 97-100% | | 32-36 | 7 | 97-100% |

C&SP (Grade 9/10)

| Boundaries (based on criteria) | Final Grade (1-7) | High School AIS % |
|--------------------------------------|-------------------------|-------------------------|
| 0-1 | 1 | NA |
| 2-2 | 2 | NA |
| 3-4 | 3 | NA |
| 5-6 | 4 | NA |
| 7-8 | 5 | NA |
| 9-9 | 6 | NA |
| 10-10 | 7 | NA |

The Big6™ Skills



The Big6 is a process model of how people all ages solve an information problem. It consists of six stages that will help you successfully complete any homework or research assignment.

STAGE 1 – TASK DEFINITION

Determine the purpose and need for information.

- What is my current task?
- What are some topics or questions I need to answer?
- What information will I need?

STAGE 2 – INFORMATION SEEKING STRATEGIES

Decide how to get information to meet the task

- What information sources can I use?
- Which information sources are the best?

STAGE 3 – LOCATION & ACCESS

Find the resources and the specific information in each resource.

- Where can I find these sources?
- Where can I find the information within the source?

STAGE 4 – USE OF INFORMATION

Read, view or listen and take notes.

- How should I record my notes?
- What information from the source is useful?

STAGE 5 - SYNTHESIS

Organize and present your information

- How should I organize my information?
- How can I best present the information to meet the requirements of my task?

STAGE 6 - EVALUATION

Judge the process and result

- Did I do what was required?
- Which stage of the Big6 of easiest for me? Which stages were the hardest?

Adapted from the *Big6 Research Notebook* by Robert E. Berkowitz.

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