



AMERICAN
INTERNATIONAL
SCHOOL
CHENNAI



High School Handbook 2018 -2019

HIGH SCHOOL CALENDAR 2018 -19

July	1-31	Summer Holidays
August	1-8	Summer Holiday
	8	New Student Orientation
	10	School Reopens
	15	Indian Independence Day - school closed
	18	AISC Birthday(1995)
	20-24	Yearbook Photos
	21	Senior Class College Night
	27-31	HS MAP testing
	30	Back to School Night
September	10-14	All School Spirit Week
	14	UN Parade
	15	International Day
	21 - 28	Discover India
	29 -30	Fall Break
October	1-7	Fall Break
	10	PSAT
	19	HS Discovery Day
	26	Mid-Semester Progress Report Sent Home
November	1	HS Music Concert
	5-6	Diwali Holidays
	8	HS Conference 8:00 am - 10:00 am (Drop in)
	8	HS Conference 10:30 am- 4:00 pm (By appointment)
	9	HS Conference 8:00 am - 4:00 pm (By appointment)
	9-11	CHEMUN
	16	HS Celebration Of Learning
	23	Thanksgiving Holiday
	30	HS Play
December	1	HS Play
	17-21	Semester exams
	21	End of Semester I
	22-31	Winter Break

January	1-15	Winter Break
	16	Classes Resume
	18	HS History Day
	21 - 26	THIMUN
	23	HS Report Cards
	25	Indian Republic Day Weekend
February	1	HS Discovery Day
	4	Junior CLASS College Night
	16	Feb Fling
	19-23	HS GEMUN
	22	AISC Holiday
	25 - 28	All School Spirit Week
	25 - 28	MS/HS FCD Week
March	1	All School Spirit Week
	1	MS/HS FCD Week
	8	NHS Induction Ceremony and Dinner
	15	HS Celebration Of Learning
	15	HS Progress Report
	15	CABARET
	19	HS Conference 8:00 am - 10:00 am (Drop in)
	19	HS Conference 10:30 am - 4:00 pm (By appointment)
	22	Spring Fest
	23-31	Spring Break
April	20	HS Prom
	22-26	HS MAP Testing
	29	May Day Celebrated
May	3 - 24	IB/AP Exams
	16 - 17	HS Senior Exams
	24	HS Recognition Ceremony
	25	Graduation
	27	HS Farewell Assembly
	27 - 31	HS Exams
	31	End of Semester 2; Last day of classes

Cover art by Eunbin Choi (Class of 2018)

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CONTACT INFORMATION

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HIGH SCHOOL FACULTY

Administration

Principal	Joelle Basnight
Associate Principal	Mike Malone
Counselors	Josiah Laposky Susannah McGlamery
Athletics & Activities Director	Ryan McFarland
IB and AP Coordinator	Mike Malone
IB CAS Coordinator	Soyeon Lee
Online Coordinator	Soyeon Lee
Personalized Learning Coordinator	Soyeon Lee
Administrative Assistant to the Principal/IB AP Coordinator	Sunita Suchith
Administrative Assistant to the Counselors	Priya Sarath

Teachers


English	Shari Abbott Mark Condon Lisa Levi Pepper McFarland
English as an Additional Language	Sarah Sahr (Director) Amy Burchett Nicholas Pollman Matthew McCarthy
World Languages	Nicole Merletti Serge Nicolai Shauna Derrickson

Social Studies	Gretchen Bade Robert Gold Greg Israel Pepper McFarland
Science	Hans DeJong Shira Daryn Jayanthi Ramakrishna Lakshmi Vijayaraghavan J. S. Lakshmi
Mathematics	Judson Ford Kala Ganeshan Manoharan Krishnan J.S. Lakshmi Beth Rappe
Performing Arts	Deborah Lee Todd Welbes Cary Stewart
Visual Arts/Design Technology	Ed Doherty Kate Wentworth Roger Bodary
Information Technology	Peter Jacobson Geetha Venugopal
Physical Education	James Dowling Sherilyn Billett
Learning Support	Beth Rappe
Librarian	Peter Jacobson
Library Assistant	P. Karthikeyan
Lab Assistant	Sagaya Mary
Teaching Assistant	Neeraja Chandrasekar

LEADERSHIP, ALL SCHOOL FACULTY AND STAFF

Head of School	Andrew Hoover	headofschool@aischennai.org
Chief Business Officer	Alankrit V Arora	aalankrit@aischennai.org
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Director of Teaching & Learning	Daniel Love	ldan@aischennai.org
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School Psychologist	Nigel Holdsworth	hnigel@aischennai.org
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Admin. Asst. to AAD	Monicka Davi	dmonicka@aischennai.org
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HOS Office	Angeline Mohan	mangeline@aischennai.org
Business Office	Sudha Meeran	msudha@aischennai.org





ABOUT THE SCHOOL

The American International School Chennai is a private, nonprofit institution located in the capital city of Tamil Nadu, India. In April 1995, AISC opened its doors for the first time to eight students at the Russian Cultural Center with the support of parents, the Office of Overseas Schools, and the U. S. Consul General. By August 1995, enrollment had increased to eighteen students in Kindergarten through eighth grade. In January 1996 the preschool was added. In July 1997, a second campus was acquired on Murray's Gate Road and the educational program was expanded to include High School. In July of 2003, the school left its campuses in Alwarpet and moved to its current purpose-built 13-acre campus in Taramani. In 2006 the school was authorized by the International Baccalaureate Organization to offer the IB Diploma Program.

Today, the American International School Chennai offers an educational program based on an American

curriculum that emphasizes the development of the whole child. The school, with a current enrollment of approximately 900 students, independently operates under the auspices of the U.S. Consulate in Chennai. Our well-trained and committed professional staff is determined to provide the best education possible for its children and to make the American International School Chennai a quality institution.

In February 2004, AISC received formal accreditation from the European Council of International Schools (CIS) and Middle States Association (MSA). This accreditation was renewed in 2013 for a period of 10 years. In 2006 the school was authorized to offer the International Baccalaureate (IB) Diploma Program. The AISC High School diploma has been approved by the Association of Indian Universities.

We prize the diversity of cultures represented in our student body. AISC provides an American-style education for students representing over 30



different countries, with Korean and American students forming the two largest national groups. Many of our school families come from the international business communities. At this time about 20% of our student body comes from the United States.

English is the mother tongue of one quarter of our students. The rest speak English as a second, third, or fourth language, and their English proficiency varies widely. Students who are new to English are admitted without assessment prior to grade eight. Support for explicit language development is the focus of the EAL program. Students are supported in the following ways: Co-teaching for Language development, placement in the EAP (English for Academic Purposes) course and voluntarily opting to use the services of the Writing. At the High School level, proficiency in English is linked to admissions decisions and students must demonstrate at least an intermediate level of skill in reading, writing, speaking and listening.

There are many opportunities for students to participate in co-curricular activities. A wide variety of competitive sports are offered, including basketball, soccer, swimming, track and field, badminton, tennis and volleyball. There are also opportunities for students to join clubs, service activities and to participate in dramatic and musical performances. The location of the school in the capital of Tamil Nadu offers many advantages, including guest speakers from the local business, artistic and diplomatic communities, the cultural benefits of an important capital city, and the opportunity to visit India and nearby countries.

AISC is a member of the European Council for International Schools (ECIS) and the Near East South Asia (NESA) Council of Overseas Schools.

AISC Mission

Together
we inspire
a love of learning,
empowering all
students with the
courage,
confidence,
creativity and
compassion
to make their unique
contribution in a
diverse and
dynamic world.





AISC BELIEVES THAT...

- Each person has equal intrinsic value, worthy of dignity and respect.
- We are responsible for our choices and their effect on ourselves, others and the environment.
- Being open to new ideas and challenging experiences enriches our lives.
- Mutual respect, trust and caring foster healthy interpersonal relationships.
- Embracing our diversity makes us a stronger community.
- In an interconnected world, our positive contributions to the community and the environment are essential.
- Individuals thrive in a nurturing environment that provides for their physical and emotional safety.

RESPONSIBILITY

EXCELLENCE

INTEGRITY

RESPECT

DIVERSITY



Vision for an AISC Learner

Leaders

We show courage by taking action and inspiring others to serve and contribute positively to our interconnected world. Leaders develop a vision, plan appropriately, and work collaboratively to achieve results.

Collaborators

We develop a deeper understanding by listening carefully to others' perspectives and confidently articulating personal viewpoints in the pursuit of common goals.

Innovators

We approach uncertainty with confidence, designing novel solutions in the face of challenges or change. Innovators are creative, resourceful, open-minded and resilient, seeking new perspectives through inquiry, trial, error and feedback.

Explorers

We investigate new interests with curiosity, inquiring with purpose, and seeking deeper understanding and fulfillment through our independent pursuits.

Thinkers

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical, data-informed decisions.

Ethical

We show responsibility for our choices and consider their effects on ourselves, others, and the environment. We act on our principles and ideals because we value the dignity of others.

Versatile

We adapt to changing circumstances, balancing our commitments and showing courage as we take on new challenges. We seek new opportunities for learning, growth, and renewal.

Empathetic

We appreciate our own cultures and personal histories while respecting the values and traditions of others, believing each person has equal intrinsic value. We are sensitive to the needs of others and show compassion by making positive contributions to our local and global communities and the environment.

Resilient

We demonstrate on-going commitment to our endeavors by learning from our successes and failures in the positive pursuit of our objectives, goals, aspirations, and dreams. We practice patience and persistence in all situations, especially when they are challenging or uncomfortable.

Reflective

We pause to think about our goals, learning, and growth in order to develop and sustain our creativity and lifelong learning. We review and examine our own ideas and experiences in relation to the world and consider our interdependence and impact on others.

Possessing a strong sense of one's own cultural identity; **Respecting** and **valuing** the differences of others; **Learning** about local, national, and global issues; **Showing** empathy for others and care for the world around us.

Incorporating other perspectives; Seeking common learning experiences with all peoples; Finding enriching connections between cultures; Using exposure to language, history, and the arts to access diverse cultures; Working well with all; Contributing through service; Reflecting about our thoughts and actions.

NON-DISCRIMINATION POLICY

The American International School Chennai celebrates the diversity in our community. The School ensures that each student is treated with dignity and respect and protected from intimidation, discrimination, physical harm and/or harassment from other students and/or school staff. The School treats all students equally regardless of gender, in allowing them access to courses of study, career guidance, preparation and qualifying examinations for further study, athletics and extracurricular activities. School regulations, communications and staff development opportunities shall reinforce these expectations.

GENERAL INFORMATION

SCHOOL HOURS AND SUPERVISION

High School classes are held from 8:30 a.m. to 3:30 p.m. Teachers begin their duties at 8:15 a.m. No supervision is provided before 8:15 a.m. or after 3:45 p.m. Please note that AISC is a closed campus. Students may not leave campus during their study blocks nor may they arrive late or leave early.

All High School students are encouraged to participate in the wide variety of after-school activities that are offered before and after school and on the weekends. In general, AISC assumes responsibility for safety for all students during school hours and after school and on weekends while participating in an adult-supervised after-school activity. High School students may remain on campus unsupervised after school and on weekends. While on campus they are expected to abide by school rules regarding safety and demeanor.

Parents must assume full responsibility for their child's safety at school before 8:15 a.m., after 3:45 p.m. and on weekends and school holidays, except when the student is participating in a faculty-supervised after-school activity. Parents are requested to pick up their children promptly after school hours.

MORNING DROP OFF AND AFTERNOON PICK UP FOR STUDENTS

In order to ensure the safety of students arriving to and departing from campus, the procedures outlined below are to be followed by students, parents and drivers:

- To help us to identify cars for security reasons, a school-issued decal on the front windshield of the vehicle must be displayed
- If a car has no decal, it will not be permitted to enter the campus and children will be dropped off at the pedestrian gate in front of the school
- No parking is permitted on campus for driver-driven vehicles
- Parent driven vehicles are permitted to park inside the campus allowing parents to drop off their children
- To ensure the safety of all students, parents and faculty, all cars are subject to inspection
- Children must be dropped off on the passenger side along the curb of the Drop-Off Zone.

Students who drive themselves to school must register with the Associate Principal and drive safely on campus at all times.

DAILY SCHEDULE AND ROTATION

The school day starts at 8:30 a.m. and ends at 3:30 p.m. The daily schedule is based on 8 blocks of 85 minutes with alternating Day A and Day B.

Day	A1	B5	A2	B6	A3	B7	A4	B8
1st Block	1	5	2	6	3	7	4	8
2nd Block	2	6	3	7	4	8	1	5
3rd Block	3	7	4	8	1	5	2	6
4th Block	4	8	1	5	2	6	3	7

The schedule for both days will be as follows:

1st Block	08:30 - 09:55
Break	09:55 - 10:15
2nd Block	10:15 - 11:40
Lunch	11:40 - 12:30
3rd Block	12:30 - 01:55
Break	01:55 - 02:05
4th Block	02:05 - 03:30

HS TUESDAY ASSEMBLY SCHEDULE

08:30 - 09:50	Period 1 (80 min)
09:50 - 10:05	Passing
10:05 - 11:25	Period 2 (80 min)
11:25 - 12:05	Lunch
12:05 - 1:25	Period 3 (80 min)
1:25 - 2:00	Assembly
2:00 - 2:10	Break
2:10 - 3:30	Period 4 (80 min)

HS WEDNESDAY EARLY RELEASE SCHEDULE

8:30 - 9:40	Period 1 (70 min)
9:40 - 9:45	Break
9:45 - 10:55	Period 2 (70 min)
10:55 - 11:05	Break
11:05 - 12:15	Period 3 (70 min)
12:15 - 12:50	Lunch/Break
12:50 - 2:00	Period 4 (70 min)
2:00 onwards	Staff Meetings

TEXTBOOKS

Textbooks are loaned to students as required. The teacher will note the number of the text and the condition of the book when it is loaned. Students must write their names in all books issued to them. It is recommended that books be covered to save on wear. Each textbook must be returned in good condition to the teacher at the end of the course. Students will be required to pay a fine covering damage to or loss of books. A replacement will be issued only when the student has a receipt for payment of a lost book. Report cards, transcripts and diplomas will not be released until all lost book charges are paid.

COMMUNICATIONS

Email: Gmail

The High School uses email extensively to communicate with parents and students. It is essential for parents to provide the school with a working email address and to make sure that it is kept current. Parents should immediately report any change of address, email address or telephone number to the High School Office.

Students will be provided with a school email address that should be used in all communications with teachers and the school administration.

Weekly Notes

The Head of School and the Principals send newsletters home via email every Friday to keep parents informed of student events. These newsletters are vital communication links between parents and the school. These newsletters can also be accessed electronically via the AISC website.

PowerSchool Unified Classroom: Access to course pages

All teachers maintain password-protected web

pages that allow teachers and administrators to provide more detailed information about the academic and co-curricular programs for students. High School teachers maintain separate course pages for their classes that communicate important information for each of the courses they teach including information on assessments, learning resources, and activities. Access to PowerSchool Learning can be found under the “Quick Links” menu of the AISC website (www.aischennai.org).

Powerschool: Online Access to Academic Progress, Attendance through the Parent Portal

Parents and students can access information on a student’s academic progress and attendance through the school database, Powerschool. Parents have access to update information regarding their address, telephone numbers and email addresses. Access to Powerschool through the Parent Portal can be found under the “Quick Links” menu of the AISC website (www.aischennai.org).

While teachers’ assessment systems may vary, all teachers are required to make certain that their grades in the database are up-to-date at regular intervals throughout the year. Some teachers will update student grades on a more frequent basis.

School Website

The school provides substantial information regarding academic and co-curricular programs on the school website, www.aischennai.org. The information on this website is available to the public.

Progress Reports

Shortly after the mid-point of each semester, notice of the availability of progress reports indicating the student’s grades in his or her courses are sent to parents via email. These reports will be available

through the Powerschool Parent Portal.

Report Cards

Report cards are sent home with students at the end of each semester. These reports are also available online through Powerschool. Final report cards are mailed to parents and students one week after the close of school year.

Student/Parent/Teacher Conferences

Student/Parent/Teacher Conferences are held twice a year, shortly after the mid-semester progress reports have been sent home. These conferences are intended to give the student and his or her parents the opportunity to discuss the student's progress with the teacher.

Additional conferences during the year may be scheduled as needed and may be initiated by either parents or teachers. A conference may be arranged by calling the school office for an appointment with the teacher and/or the Counselor or Principal.

Back To School Night

To encourage and facilitate parent's understanding of school programs, an evening is scheduled early in the school year for parents to visit their child's classes and meet teachers. This is an opportunity for teachers to explain the year's program and content along with curricular goals and objectives for the classes. Parents are strongly urged to attend.

Parent Coffees

At regular intervals throughout the year the Principal, the Counselors, the IB/AP Coordinator and other faculty members will host seminars for parents regarding various topics of interest. Information regarding these meetings will be sent through the weekly notes to all parents.

INFORMATION TECHNOLOGY USE GUIDELINES

The American International School Chennai uses Information Technology as one way of enhancing its mission to teach the skills, knowledge and behaviors students will need as responsible citizens in the global community. The school's technology infrastructure and network provides extraordinary opportunities to enhance student learning with a variety of technology tools and services. To ensure these resources are always available, it is imperative that all members of the learning community use technology in a manner consistent with our educational mission.

Access to the school network and the Internet is a privilege that is tied to responsibilities. The following guidelines are intended to help individual students understand responsible use. The school may restrict, suspend, or terminate any student's access to the school's technology systems and network for not respecting these guidelines. The guidelines below apply to any and all digital devices students may be using in school, including but not limited to laptops, smart phones, mp3 players, ipads, and ipods..

I. Technology Maintenance

Each student is responsible for the use of school machines and their own technology device. They should treat and use technology responsibly and appropriately. Computers and computer accessories are sophisticated devices that require care and gentle treatment to function properly; mistreated devices will likely run poorly or malfunction. Replacement of these devices will be the responsibility of the student and their family.

A. In the Classroom

- Students are responsible for their own use of technology in the classroom and must obey the rules and guidelines that the teacher sets. Network restrictions and or monitoring of students may occur if these problems persist.
- Students are responsible for taking care of the audio/visual equipment that is utilized during classroom time.
- Students are cautioned in bringing drinks or food around equipment during classroom daily activities. If drinks or food spills or falls on the equipment, damage can be done to the equipment. Replacement of the equipment will be the responsibility of the student.
- Students are responsible for their own data. Files can be saved on their personal device or in the cloud.
- Students should regularly backup of their schoolwork into the cloud. Students should strive to maintain appropriate bandwidth for school-related work and communication.
- Excessive usage of school bandwidth for non-school related projects will result in the disabling of account privileges of the student.
- In the case of damage caused by negligence, the user of the device is responsible for repairs or a replacement..

II. Ethical use of Technology

Students may use digital devices in supervised areas including classrooms, the I-Hub, and the CIC as long as they have a teacher's permission.

A. Internet

The use of the Internet is intended to support and enhance the instructional mission of AISC.

1. The following activities show responsible use of the Internet:

- Researching
- Communicating
- Web-based learning applications
- Responsible social networking
- Educational learning networks

2. The following activities demonstrate responsible use if part of an assigned activity or allowed by a teacher during breaks or lunch:

- Listening to music
- Watching movies or videos
- Instant messaging, joining chat rooms, chatting, or social networking
- Educational use of online games
- Downloading media from the Internet
- Instant messaging, joining chat rooms, or social networking
- Online gaming and downloading music/videos/ software from the Internet.

3. The following activities are considered irresponsible use of the Internet

- Viewing or using information that is inconsistent with AISC's mission (e.g. pornographic materials, vulgarity, gambling, militant/extremist material, hate speech, etc.). Users may not access, store, share, or display such information while using the school network or while using school equipment.
- Maliciously attempting to harm or destroy school technology equipment or materials, the data of another user, the institution, or

other networks that are connected to the Internet.

- Watching movies or videos, playing online games, listening to music, or downloading music/videos/software from the Internet when not explicitly approved by a teacher as part of a learning activity.
- Using instant messaging, chatting, social networking or other technology for purposes of cheating or plagiarism.
- Instant messaging, chatting or social networking during a designated classroom time that has not been designated for electronic social interaction.

C. Communication Tools

- Classroom teacher's technology policies may vary due to the manner by which they integrate technology into their class. These policies are to be followed.
- The primary purpose of AISC Gmail is for school related communication that serves the teaching and learning at AISC.
- Students may not send an email (or "spam") to a class, an entire grade level, or any group within the school. Such communications should be processed through a faculty member and/or posted in school announcements.
- Students may use age appropriate social networks to communicate responsibly with peers and teachers. Many of these social networks will be designed for specific classes.

D. Monitored Use

As a rule, AISC will protect students' privacy and will treat students' electronic information as it treats any other student property. However,

school-based email and other forms of electronic communication systems using the school network or equipment will not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use for educational or administrative purposes. The school reserves the right to randomly search students' electronic devices (personal and school-issued) and school-issued accounts.

III. Digital Citizenship

The way we use technology tools to communicate information has a powerful effect on our learning community. Responsible use will lead to better, more effective learning while irresponsible use will diminish it. A strong respect for the principles of digital citizenship is essential for us to live our mission at AISC. These digital citizenship principles apply in school and at home during the school year.

A. Digital Rights and Responsibilities

- Forgery or attempted forgery of email messages or other electronic documents is prohibited.
- Students will respect one another's work in shared files by not deleting or changing the work of others without consulting the author.
- Reading, deleting, copying, or modifying any electronic documents of other users is prohibited.
- All research used in academic work, must be properly cited, including information from the Internet.
- There should be no copyright law violations with regard to software or Internet-based information. Copyright information is available in the library.

B. Privacy & Security

- In order to respect the privacy of community members, technology users may not use another person's ID or password. Sharing of ID's or passwords is not allowed and will face grave consequences.
- Accessing other people's accounts by any method is not allowed.

C. Digital Etiquette

- Any online communication should be something you could say in person: this includes emails, instant messages, digital images/videos, or web postings.
- Use networks responsibly; only use those networks which you have legal access to.
- Be aware that anything posted on the Internet is permanent.

D. Communication

- Derogatory, obscene, or otherwise inappropriate e-mail exchanges, instant messages, digital images, or web postings are considered cyber-bullying and are prohibited.
- Any form of cyber-bullying will be dealt with swiftly and may carry severe consequences.

IV: Consequences

Deliberate attempts to violate AISC's Responsible Use Policy, compromise, degrade, or disrupt system performance may result in restricted use of technology at school or other appropriate consequences.

The American International School Chennai may limit, suspend or revoke a student's access to the school's technology systems or the network upon violation of the Responsible Use Policy.

HONORING LANGUAGE DIVERSITY

AISC values its cultural and linguistic diversity. As a school offering an American-style curriculum, English is the Principal language of communication and instruction in all subjects except in French and Spanish classes. Nonetheless, teachers and staff appreciate that there may be times when students find it beneficial to discuss complex academic concepts in their first language with others who also share the same language.

Furthermore, teachers and staff are encouraged to find opportunities to publicly value students' other languages, and recognize their importance in today's world. Where possible, teachers and staff model the value of learning languages for academic development and international mindedness. Furthermore, when English is not the mother tongue, it is important for students and their parents to acknowledge their responsibility to maintain mother tongue skills while students are simultaneously developing their English language skills.

COLLABORATION AND INQUIRY CENTER (CIC)

The mission of AISC CIC Media Services is to provide an educational and cultural environment that is conducive to the development of independent lifelong learning skills among our students. In the High School CIC, students are exposed to ideas through the use of print and non-print resources that are updated on an ongoing basis. We provide library/information skills instruction and orientation classes that will prepare our students to become information literate and enable them to be productive members of the society in an increasingly globalized world.

The HS and MS centers hold more than 30,000 items including books, DVDs, videos and magazines.

Students also have access to many computers for online research.

As the CICs are school-wide learning centers shared by the entire school community, there are certain rules and regulations in place for their smooth functioning. Accordingly, loud talk, use of cell phones, eating and drinking, misuse of materials, playing music, etc. are prohibited.

One of the main goals of the CIC program as envisaged in the policies of the AISC Board of Directors is to provide materials that will enrich and support the curriculum, and to provide materials that stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards taking into consideration individual needs and varied interests, abilities, socioeconomic backgrounds, and maturity levels of the students served. Materials selection in the CIC is guided by this main goal as well as the ideas expressed in the American Library Association's Library Bill of Rights and the ALA Freedom to Read Statement. In the event the suitability of a material is challenged, Challenged Book Procedures (Amended 21 Nov. 2002) will be implemented.

CIC TIMINGS

Monday - Thursday	7:45 AM - 5:00 PM
Saturday	Closed

Students are welcome to use the CIC before school, at break, and at lunchtime. Parents are encouraged to visit the CIC at any time. However, please bear in mind that the CIC is a teaching area just like any other classroom within the school. The CIC materials may not be always available to parents depending on the needs of the students and teachers.

CIC RULES

- Food or drink (except water) are not permitted in the CIC at any time
- Students are asked to keep their voices down. Since others may be using the CIC for studying and research, it is important that we respect their right to have a quiet place to work and study. If students are unable to keep their voices down they will be reminded to and if still unable to, they will be asked to leave.
- Students and parents may check out up to six books or magazines at one time for a period of up to two weeks. Students and parents may renew an item for another two weeks if it has not been requested by another student. Elementary students also may check out books that are appropriate for their reading/interest level. Teachers have no limit on the number of items to check out for classroom use. Reference books are not to be checked out.
- Parents may look for and check out materials, however, we ask that parents do not use the CIC as a workspace. We invite parents to use the Madras Cafe or courtyard tables for such work.
- Books that are being returned should be deposited in the book drop at the Circulation Desk or given to a member of staff. No materials may be removed from the media center unless a member of the center staff checks them out.
- No one may check out media center materials in anyone else's name. If a student lends checked-out materials to another student,

the responsibility for the materials remains with the student in whose name the materials are checked out..

OVERDUE/MISSING/LOST MATERIALS

Checkout privileges of students or parents with overdue items will be withdrawn until the items are returned. If an item is damaged or lost, the student or parent should contact the CIC staff for the replacement cost bill. The bill should be taken to the Finance Office and the required amount paid. Report cards and transcripts of students will be withheld until books are returned or paid for.

CIC RESOURCES

Library Catalog (Destiny) - All materials (books, magazines, DVDs, videos, etc.) are listed in an online catalog that can be accessed from all school-wide computers and through the Internet. A link to the online catalog can be found on the CIC PowerSchool page.

Online Databases -The CIC subscribes to a variety of online databases of magazines, journals, newspapers and other research tools. These are login/password protected. A link to the online databases can be found on the library PowerSchool page.

Periodicals/Newspapers -More than one hundred print magazines/journals and newspapers are available for the recreational and research needs of students and teachers. A link to the available periodicals can be found on the CIC PowerSchool page.

Electronic Books

A varied collection of fiction, non-fiction, and reference books are available in digital format that may be read using a device with a web browser.

Foreign language books

To support native language reading, we have books in the following languages: Japanese, Korean, French, German and Spanish. All these books are listed in the CIC catalog.

Foreign Language Books

To support native language reading, we have books in the following languages: Japanese, Korean, French, German and Spanish. All these books are listed in the CIC catalog.

Audio-visual Resources

HS/MS CICs have an extensive collection of instructional and recreational DVDs, Videos, audio CDs. These are listed in the online catalog. Audio-visual equipment for student and teacher use include digital cameras, video cameras, DVD players, smart board/ projectors, audio players and satellite TV. To use/check out AV equipment, please contact the CIC staff.

Teacher Resources

Books and journals catering to the professional development needs of the faculty are kept in the Teacher Resources collection in the MS CIC.

AP/IB Program Support

The HS CIC has a collection of materials, reference works, and online databases geared towards the research needs of the AP/IB students, especially TOK and EE focused materials.

Reading Enhancement

Many reading enhancement activities are held throughout the year including the Battle of the Books, Book Fairs, Author visits, Reading Clubs, etc.

Book Fairs

In association with Scholastic India, book fairs are arranged twice a year which provide opportunity for students and parents to buy books at discounted prices. These are generally held in the months of December and May. Exact dates will be announced through the Head's Notes.

FOOD SERVICES

Food services at AISC are provided by the Taj Madras Flight Kitchen and are available in both the cafeteria and the iHub. Student identification cards are used to pay for items in both locations and can be recharged at the Cash window adjacent to the I-Hub. We offer a rotating menu over the course of 30 days that include a selection of vegetarian and non-vegetarian Indian, Asian and Continental options plus soups, a salad bar and more. Lunch is served in the cafeteria during a 50 minute period between 11:40 and 12:30 and the iHub is open from 7:30 am to 6:00 pm; it is sometimes open later if there is a special event on campus.

In striving to meet the AISC nutritional guidelines at lunch, students are served a balanced meal complete with fruit and dairy. In the iHub, prepackaged snacks are sorted and labeled according to percentage of total calories from fat so that students are informed and are able to make good choices surrounding nutrition. Feedback about food services can be directed to the Food Services Manager or the Associate Principal.

HIGH SCHOOL COMMONS

The High School has use of a “commons” area on the first floor near the iHub and Athletics & Activities Office. This is for High School student use only-- before, after and during school, and we all benefit by treating the space with respect. Students are expected to clean up after themselves and demonstrate appropriate behavior.

LOCKERS

Each High School student is provided with a locker and a combination lock for safe-keeping of books, materials, and equipment. Students will be loaned a second lock for their PE lockers for safekeeping of clothes, shoes, swimsuits, or towels during PE or sports activities. All locks will be supplied by the school with no exceptions. Other locks will be subject to removal.

Use of a school locker is a privilege, not a right, and continuation of the privilege is conditional upon the student treating the lock and locker with care. Each student is to use only the locker that was assigned to him/her and is responsible for its contents. Lockers in need of repair should be reported to the High School Office. Students are strongly urged not to share their combinations with classmates. If a student has reason to believe that someone knows his or her combination, s/he should bring the lock to the Principal's office for an exchange. Items taken from a locker are the responsibility of the student except in cases of forced entry.

According to school board policy, locker inspections are permitted at the discretion of the administration. If the Principal deems that it is necessary to open a student's locker, every effort will be made to inform the student and have him or her present at the time the locker is opened. If this is not possible, a school employee, such as a teacher or a school secretary, will be present with the Principal when the locker is opened.

LOST AND FOUND

All personal items (clothing, notebooks, PE uniform, book covers, book bags, calculators, etc.) should be labeled with the name of the student. All items lost and then found by someone other than the owner should be given to the school receptionist. Found items will be stored by the Madras Cafe. High value items are given to security at the front gate. Unclaimed items will be turned over to a local

charitable organization periodically throughout the year.

Students are strongly advised against leaving valuables and electronics unattended. Such items should be secured in the students' lockers. If an item is lost, students should immediately report any loss to the High School Office. Students and parents are advised that while many lost items do eventually make their way to the office, many items do not. This is especially true of money and small electronic devices, such as cell phones, calculators and personal music players. Be aware that, thievery can and does occur at AISC. Although the administration will do everything within its power to discourage theft, AISC cannot assume any financial responsibility for lost or stolen articles. Students are advised against bringing large amounts of money to school, or leaving particularly valuable items in their lockers. Book bags and books that are set down outside the lockers are particularly vulnerable to theft and damage.

POSTING OF SIGNS

Students may post signs for their clubs, service activities or organizations on notice boards only. Events that are not school-sponsored may not be advertised at the school without the permission of the school administration. Students and faculty are requested to use masking tape or putty when posting notices to avoid damage to surfaces. Signs should not be posted on painted surfaces.

PUBLIC BEHAVIOR

The AISC community includes members of widely differing ages and maturity as well as diverse social and cultural groups. All members of the school community - students, staff, faculty, parents, family members, and guests - interact in a social and cultural environment that includes certain norms of appropriate public behavior.

For these reasons, it is important that all community members conduct themselves in a manner that is respectful of the school's Mission and Core Values and is responsible and sensitive to others.

Behavior that is inappropriate on campus, on school trips, on school transportation, or which targets community members through social media includes, but is not limited to, excessively loud or violent behavior, profane or vulgar language, verbal abuse, slander or the maligning of another's reputation, bullying, mocking or ridiculing, obscene gestures, fighting, threatening or causing physical injury to another individual, inappropriate public displays of affection, tobacco use, and drug or alcohol use. More information can be found in the Student Behavior section of this Handbook.

RESOLVING PROBLEMS OR CONCERNS

Resolving problems or concerns at school is always most effectively done when issues are brought to the immediate attention of the person(s) most closely involved. At AISC we ask students to use the following procedure to resolve difficulties or concerns:

1. If a student's concern involves another student, he or she should make the other student aware of the concern and seek to resolve it in a reasonable and respectful manner.
2. If the concern involves classroom matters such as grades, curriculum, homework, class behavior, etc. the student should discuss the matter with the classroom teacher.
3. If the concern cannot be resolved with the teacher, the student should discuss it with his or her Counselor, the Associate Principal or the Principal, as appropriate.
4. If the concern cannot be resolved with the

Counselor, Associate Principal or Principal, the student should arrange to discuss it with Head of School.

In order to encourage personal responsibility and the development of the skills of self-advocacy, parents should encourage their children to resolve their concerns in the manner suggested above. Where this is not feasible or appropriate, parents should follow the same process.

FIRE AND EMERGENCY DRILLS

AISC will have emergency drills at regular intervals in order to familiarize students with the appropriate procedures for emergency evacuation. Evacuation maps are posted in each classroom and the students will be given instructions for responding to a fire, earthquake, civil disturbance or an intruder on campus.

GUIDELINES FOR PARENTS ON CAMPUS DURING EMERGENCIES

General procedures:

- Parents and other visitors are responsible for obeying the instructions from security staff or school administration during an emergency situation.
- Parents should not interfere with the evacuation process of our students.
- The soccer field is the safe assembly area which is commonly designated during fire evacuation.
- The soccer field has a specific area earmarked with a sign board for parent/visitors to assemble near the northwest corner of the field.
- In some situations, the school gym is the evacuation area. When this is the case, parents will be instructed to proceed there

and where to gather once they arrive.

- Parents/Visitors will not be permitted to move off campus while an emergency situation is in progress.
- In an emergency situation, parents should not use the elevators.

If there is a duck and cover situation (earthquake):

- Parents should take immediate cover under any available resource in the area.
- If no cover is available, they should move close to an interior wall and stay low to the ground and cover head with arms.
- Once the shaking has stopped, parents should evacuate the building and proceed to the soccer field or other destination as directed by security staff.

If there is a lock-down situation (unsafe to be outside of the buildings):

- Upon hearing of a lockdown, parents should secure themselves inside the nearest available room and lock the doors.
- Parents should stay in the same position until further instructions are communicated by the security staff.

GUESTS

Although alumni and guests are always welcome, the school reserves the right to limit the length or frequency of visits. Should a student wish to invite a guest onto the AISC campus, permission must be obtained in advance from the High School Principal. Because lengthy visits can distract students from their studies, visitations for guests are limited to one half-day unless there are extenuating circumstances. Returning alumni and former students are welcome to visit the campus after classes to meet with

former friends, teachers, staff and administrators. All visitors are expected to abide by the AISC code of conduct.

USE OF CAMPUS FACILITIES

The physical facilities are an integral part of the school and were constructed and are maintained to further the educational mission of the school. Regarding all aspects of our programs and specifically the use of facilities, the safety, security, and learning of our students is paramount at all times. All AISC families who intend to use the facilities during off-hours must agree to guidelines and have a signed form on file in the Athletics and Activities Director's office. AISC community members may use facilities during off-hours and when they are not otherwise being used by students. This applies to all facilities including outdoor fields. Use of all learning spaces is determined according to this tiered list of priorities:

1. Academic instruction
2. Co-curricular activities (athletics, after school activities, student council, clubs, etc.)

3. Student recreation
4. Community member use (parents, alumni, faculty and staff)
5. Community group use

All AISC facilities (including outdoor fields, fitness center, climbing wall, locker rooms and pool changing areas) are reserved for instructional purposes from 8:00 a.m. to 4:00 p.m. Monday through Friday. Community members, including faculty and staff, may not use facilities for recreational purposes during the instructional day. Many of the Co-curricular activities meet before school between 6:00 a.m. and 8:00 a.m., after school between 3:30 p.m. and 6:00 p.m. or on Saturdays. We ask that community members respect the needs of these student groups and not interfere with the activities, practices, games, rehearsals or meetings. Community groups may also use the facilities -- contact the AAD office for information and requirements. General times for community use of facilities is below.

Pool	Gym	Fitness Center	Tennis Courts	Outdoor Fields	Climbing Wall
Varies by season.	6pm-9pm Monday-Friday	4pm-9pm Monday-Friday	5pm-9pm Monday-Friday	6pm-9pm Monday-Friday	6pm-9pm Monday-Friday

For all facilities: Weekends by prior booking only. Tournaments, games and practices are given preference on weekends. Listed times are subject to regular change based on events and student needs.

The facility schedule is posted on the Athletics and Activities web page. For information contact:

Pool inquiries - Aquatics Director, Mr. Giovanni Bello at bgiovanni@aischennai.org

All other -- Athletics and Activities Director Mr. Ryan McFarland mryan@aischennai.org and Administrative Assistant to AAD, Ms. Monicka Davi (dmonicka@aischennai.org)



STUDENT WELL-BEING

STUDENT WELLBEING PHILOSOPHY

We believe it is our collective responsibility to intentionally promote wellbeing and empower students to thrive. As a community, we define wellbeing as feeling good and functioning well. Knowing and taking care of oneself, making positive choices and helping others enables students to flourish.

The Student Wellbeing Framework at AISC is comprised of four domains: Healthy Habits, Self Awareness, Self Management and Positive Relationships. These domains guide the programming of Student Wellbeing at AISC, which:

- provides education for students in the four domains.

- creates opportunities for students to enhance their wellbeing.
- embeds a culture of wellbeing throughout the school.

STUDENT RIGHTS AND RESPONSIBILITIES

The school is a community of learners, and in any effective community the individual's rights and responsibilities are interdependent. Students safeguard their rights by being responsible for their own behavior and taking responsibility for their actions. This includes respecting the individual rights of others and helping to provide a safe and positive learning environment for all members of the school community.

Specifically, students have the following rights and responsibilities:

- The right to a quality education and the responsibility to put forth a sincere effort to learn and make the most of opportunities offered at the school.
- The right to equal educational opportunity and freedom from discrimination, intimidation and/or harassment of any sort from other students or the school staff and the responsibility to respect the same rights of other students and treat them in the same manner they expect to be treated.
- The right to learn as much as possible, explore ideas and feel free to express various points of view and the responsibility to cooperate with school staff and refrain from any behavior that diminishes the right and opportunities of others to learn and express their views.
- The right to be treated with respect, understanding and kindness and the responsibility to treat others with the same respect and understanding.
- The right to a safe and orderly school environment and the responsibility to observe school rules and act in a manner that safeguards the health and well-being of others.
- The right to expect one's own property to be safe and secure and the responsibility to respect the property of others as well as the property of the school.
- The right to free inquiry, opinion and expression and the responsibility to observe reasonable limits that prevent abuse of these rights and avoid violation of the rights of others.
- The right to procedural due process in cases of suspension, expulsion, and other disciplinary matters and the responsibility to be fair and honest in exercising this right. Due process includes being informed of school rules and procedures, being told when a rule or procedure has been violated, having the opportunity to present the one's version of the events and being subject to consequences appropriate to the violation.
- The right to privacy and confidentiality, including the privacy of school records and the confidentiality of conversations with school staff, and the responsibility to be worthy of the trust and confidence of teachers, administrators and parents.
- The right to inspect and review all personal academic records and request a correction or deletion where a record is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student and the responsibility to be fair and honest in exercising this right.
- The right to establish and participate in student organizations and activities and to choose freely whether to belong to an association and the responsibility to ensure that all students are given an equal opportunity to participate and to make positive contributions to the school.

COUNSELING SERVICES

The role of the High School Counseling Department is to provide support services to students that will enhance their academic achievement and their social and emotional well being. The counseling program operates in conjunction with the academic and extracurricular programs and supports the mission of the school.

The Counselors will assist students in overcoming personal and social challenges that may create barriers to academic success and personal well being. This is achieved through the counseling curriculum, responsive services such as individual and group counseling and consultation with parents and teachers. It is also the Counselor's role to help support a safe learning environment and to work to safeguard the human rights of all members of the school community.

The Counselors also serve a major role in individual academic planning and the college selection and application process. In collaboration with the administration and teachers, the Counselor supports students in developing a High School plan that will maximize their potential for academic success and will provide them with as many post-High School options as possible.

SUPPORTING DIVERSE SEXUAL ORIENTATIONS, GENDER IDENTITIES AND GENDER EXPRESSIONS

AISC upholds best practices for supporting students, staff and community members with diverse sexual orientations, gender identities and gender expressions are based on practices most consistently identified in current research and educational literature as effective and appropriate in the creation of learning environments that are welcoming, caring, respectful and safe for students, staff, families and all other members of the school community.

Best practices include:

1. Providing supports that respond to an individual's needs.
2. Respecting an individual's right to self-identification.
3. Maintaining school records in a way that

respects privacy and confidentiality.

4. Ensuring dress codes respect an individual's gender identity and gender expression.
5. Enabling students with diverse sexual orientations, gender identities and gender expressions to have full, safe and equitable participation in curricular and extracurricular activities.
6. Providing safe access to washroom and change-room facilities.
7. Providing professional learning opportunities that build the capacity of staff to understand and support diverse sexual orientations, gender identities and gender expressions.
8. Using a comprehensive whole-school approach to promote healthy relationships and prevent and respond to bullying behaviour.
9. Ensuring students have the understanding, skills and opportunities to contribute to welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self.
10. Ensuring all families are welcomed and supported as valued members of the school community.
11. Ensuring that school staff have work environments where they are protected from discrimination based on their sexual orientations, gender identities and gender expressions.

Please refer to the AISC Student Protection Manual for further information about privacy & confidentiality, names & pronouns, access to school facilities, overnight trips, dress code and education in regards to diverse sexual orientations, gender identities and gender expressions.

STUDENT HEALTH

The school shall be responsible for caring for students in the case of accidents and injuries at all times while in school care, either on campus, travelling or attending off-campus activities. This policy shall cover minor injuries, serious accidents or sudden illness and the administering of medications.

A registered nurse is on the campus every school day from 6:30 a.m. to 5:00 p.m. The nurse's responsibility is to take care of illnesses and injuries that occur at school. Students who become ill or injured outside of school hours are not to be sent to school to be seen by the nurse. This unnecessarily exposes other students to the illness, and the nurse will send the ill student home. The nurse does not prescribe medication or give injections to students, although nonprescription medicines are available if needed.

For minor injuries, first aid shall be administered by the school nurse or, in his or her absence, another trained school employee. In the event of a serious injury or illness, the school's first priority shall be to obtain the necessary medical treatment for the student. The overall aim of the school's emergency procedures shall be to place the student in the care of his/her parents and/or qualified medical personnel as soon as possible. Every attempt shall be made to contact parents or guardians. If parents cannot be reached, then the Head of School or his/her designee shall assume whatever responsibility is necessary, including transport to local medical facilities. The school's obligation shall continue after the emergency until the injured person has been placed in the care of the parent/guardian.

In all cases where the nature of the illness or injury appears serious, the parent or guardian shall be contacted as soon as possible following the instructions on the student's emergency consent

form. In extreme emergencies, arrangements may be made for a student's immediate hospitalization whether or not the parent has been informed.

No treatment of injuries beyond first aid shall be administered by the school. First aid is that immediate help given by the best-qualified person on hand in case of accidents or sudden illness. Any person who in good faith provides emergency care or assistance without compensation at the place of the emergency or accident shall not be liable for any civil damages for acts or omission in good faith. In addition, all school staff shall receive training in a Red Cross-certified First Aid and CPR course at the recommended intervals.

Student Health Records

Student health records are important sources of information. Annual medical updates, signed by a parent, are required every year. On initial enrollment or at the beginning of grade 9 a physician-completed form must be provided. Students with significant allergies or on daily medication should also submit annual physician records. These are all reviewed by the nurses and kept in the health office. Records are confidential but certain information, such as a severe allergy, may be shared with teachers on a "need to know" basis.

For significant conditions such as severe asthma, severe allergies, diabetes, or seizures, parents should inform the nurses immediately upon the first day of school and supply the health office with any emergency medicine indicated. If there is any change in the student's health condition at any time, it is the parent's responsibility to inform the health office.

Immunizations

Required for attendance at AISC:

DPT, DTaP, DT or Td (diphtheria and tetanus, with

or without pertussis) - A minimum of 3 doses, with at least one dose after the 4th birthday. (Exception: If the child has received six doses before the 4th birthday, consult your physician about when the next dose will be due.) Middle and High School students whose last immunization containing tetanus was 10 or more years ago must receive a Td (adult tetanus-diphtheria) or plain tetanus booster.

POLIO- A minimum of 3 doses of oral or injectable polio. If a child had only 3 doses of polio vaccine, one dose must have been administered after the 4th birthday.

MEASLES, MUMPS, RUBELLA– Grades from 1 to grade 5: one dose of each may be given in combination as “MMR”. Grades 6 and up: same, plus second measles or MMR.

TUBERCULOSIS (TB):Students are required to have tuberculosis screening (PPD 5TU, Mantoux test, or Chest x-ray, and check for TB symptoms) within 12 months prior to entry to AISC. This requirement is waived if the student has had a BCG vaccination within the last 5 years. BCG vaccination is NOT required by AISC.

These are minimum requirements for AISC. The United States CDC (Centers for Disease Control) recommends doses in addition to the minimum given here. Please check with your physician regarding the immunization schedule recommended for your child. All dates must be provided. Students who do not have immunization records may be requested to have a repeat of one of each of the above immunizations to ensure at least partial immunity.

Parents who object to any immunization requirement may sign a waiver provided by the school, with the understanding that the child may be excluded from school in the event of exposure or epidemic.

Additional Immunizations Recommended:

AISC does not require these for entry, but they are recommended for the health of your children. The first three are included in childhood immunizations given in many countries, including the US. The others are recommended for India. Please check with your physician or travel clinic.

HIB (Homophiles influenza) – Highly recommended for children up to age 3-6 years. Not available in some countries. Available only in combination with DTP in India.

HEPATITIS A– Two doses 6 months apart. Hepatitis A is spread through contaminated food or water.

HEPATITIS B – A series of three injections from birth and onward.

VARICELLA (chickenpox) – One or 2 shots after age 12 months, depending on age.

TYPHOID – Typhoid is spread through contaminated food or water. One shot is good for 2-3 years or 4 tablets orally, good for 5 years. Repeat at recommended time. The oral vaccine is difficult to obtain in India.

RABIES– Three doses in one month. Rabies is prevalent all over India.

JAPANESE ENCEPHALITIS– Three doses in one month. Serious illness carried by mosquitoes. Not usually present in urban areas. Recommended for those students likely to visit rural areas with rice and livestock production, particularly in the eastern coastal states and parts of Nepal. Consult with your physician or travel clinic. This vaccine is not available in India except in areas of outbreak.

BCG TUBERCULOSIS VACCINE: WHO (World Health Organization) and many countries highly recommend the BCG vaccination for extended stays in India.

Medications

The health office has a limited supply of over-the-counter medications that can be given to the student without contacting the student's parents if the parents have already signed the Authorization for the Administration of Medication form. This permission must be renewed at the beginning of each school year.

The administration of medications shall be done only by a qualified nurse or other trained school employee. Any medication must be accompanied by a written doctor's prescription as well as written permission from a student's parents. No employee except a qualified healthcare professional or, in his or her absence, a trained school employee, shall administer a drug or prescription drug to a student by any means other than oral ingestion.

If a parent would like the nurse to administer medication to a student (such as antibiotics, Ritalin, cold medicine, inhalers, Epipens), the health office must be provided with the medication in its original container, a prescription or letter from the doctor for any prescription medicine, and a completed Medication Permission Form provided by the health office. If a student is responsible for taking a medication during school hours the health office must be notified and will ensure that the student has complete understanding of this responsibility.

When to Keep Your Child at Home

To prevent spread of contagious disease and to enable a student to receive the rest needed for recovery, please do not send your child to school if s/he has any of the following:

- Fever*
- Vomiting or diarrhea
- Scabies or lice (the child may attend school after treatment and the nurse has checked.)

- Severe cough
- Severe sore throat
- Red eyes that are crusting or with discharge
- Body rash, unless a note from the doctor is presented stating that the child may attend school.
- Severe "common cold" symptoms—stuffy nose, body aches, cough, thick nasal discharge, headache, itchy throat
- Whenever your child looks noticeably unwell

Students who come to school with any of the above symptoms will be sent home.

*No student with a temperature equal to or above 37.5C(99.8F) should be sent to school. A student needs to be fever-free for 24 hours before returning to school.

STUDENT PROTECTION MANUAL

Student protection is a primary responsibility of schools in all contexts across the globe. The American International School Chennai (AISC) takes this responsibility with the utmost seriousness and pledges to ensure that all appropriate plans and measures are taken to ensure student safety at all times. AISC recognizes the gravity and difficulty of this pledge and that we must stay committed to integrity, compassion, and self-reflection in the domain of student safety.

Schools should be places where all students feel safe. We want to prevent student abuse before it happens, and ensure timely and appropriate detection, intervention, and reporting in the unfortunate event that it should occur.

Our strategy is to ensure that AISC faculty, staff, students, and parents understand child abuse; know how to recognize its signs and symptoms; are

familiar with reporting procedures; and know the responsibilities of reporters, including how, when, and to whom to make a report. AISC strives to have policies, procedures, and training in place so that if child abuse is suspected, observed, or disclosed to any member of the AISC community, that person will have the knowledge, information and resources necessary to make sure that the student is safe, the situation is communicated promptly and effectively, and that the suspicion or incident is reported to the appropriate persons.

Please refer to the AISC Student Protection Manual for further information on how we aim to prevent

and protect students from abuse in our school community.

WHEN PARENTS TRAVEL/ TEMPORARY GUARDIANSHIP

For the student's protection, it is important that the High School office be informed when parents travel and leave a student in the charge of a temporary guardian. A completed guardianship form stating that the guardian is authorized to act in the parent's place should be signed by the parents and filed with the High School office.





ACADEMICS

GRADUATION REQUIREMENTS

All High School students are required to pursue the AISC diploma, which is typically earned at the end of Grade 12. The diploma is earned by meeting the AISC graduation requirements. The purpose in establishing these graduation requirements is to ensure that AISC students are well prepared for post-secondary education and to lead fulfilling, productive lives.

In order to receive a High School diploma from AISC, each student must earn a minimum of 25 credits while in grades 9 through 12. Students earn one-half credit for each semester of study that is successfully completed. To earn the High School diploma, these credits must be distributed among the subject areas as follows:

English	4 credits*
Foreign Language	2 credits**
Social Studies	3 credits
Science	3 credits
Mathematics	3 credits
Fine Arts	2 credits
Physical Education/Health	1.5 credits
Health	0.5 credit
Elective Courses	5 credits
Discovery _	1 credit***
Total	25 credits

In addition to the AISC High School diploma, students may earn an International Baccalaureate Diploma by meeting the requirements established

by the International Baccalaureate Organization.

*As an English medium school, it is required that students develop their English proficiency by taking a least one credit of English classes each year.

**English Language Learners who qualify for the course English for Academic Purposes (EAP) for two years may use their EAP classes to fulfill this obligation. However it is important to note that US colleges and universities will not accept EAP to fulfill application requirements in Foreign Language. Students not enrolled in EAP must take two consecutive years of either French or Spanish if this graduation requirement is not completed at the time of admissions.

***Students must earn 0.25 credit for every year in attendance at AISC. Students joining AISC beyond grade 9 will have their overall graduation requirement in this area adjusted.

Discovery Credit

For each year that a student is enrolled in AISC s/he has the opportunity to earn a 0.25 credit for "Discovery." Credit can be earned by active participation in the Discover India program as well as in a Discovery group that will serve as a home base for reflection on the Vision for an AISC Learner, learning habits, academic progress and social/emotional growth.

Maximum Age

A student must complete the requirements for graduation before his or her 21st birthday.

Participation in Graduation Ceremony

A student must have met all graduation requirements to participate in the graduation ceremony. AISC does not award certificates of attendance to allow participation in the ceremony. Students who are

deficient 0.5 credit can appeal to the Principal to be allowed to participate in the ceremony while they remediate the course and transfer in the 0.5 credit.

Residence and Graduation Eligibility

A student who intends to graduate from AISC must be in attendance for the entire final academic year. Students deficient in more than 0.5 credit at the time of graduation will not be able to earn an AISC diploma nor transfer in the relevant credits without attending AISC for an additional year.

Exceptions

The administration may at its sole discretion waive a particular graduation requirement in case of exceptional circumstances. Such circumstances may include but are not limited to the following:

- physical disabilities
- documented learning difficulties
- a required class not being offered during the student's year(s) of enrollment
- master-scheduling conflicts
- difficulty in meeting the requirements for graduation due to differences in the student's previous school program

Diploma Endorsements

Students will be able to earn an additional endorsement on their diploma indicating an area of concentration over and above the High School Graduation Requirements. The purpose of such endorsements is to recognize students who demonstrate the international pursuit of a specialized and/or highly rigorous course of study. Student earning endorsements will be recognized by having a special stamp/seal added to their High School Diploma as well as a note added to their

Humanities Scholar	6 credits of Social Studies, 5 English and 4 World Language
STEAM Scholar	4 credits of Math, 5 credits of Science and at least 4 credits of Technology, Art and/or Design Technology
Arts Scholar	4 credits of English, Math, Social Studies, Science, World Language and Art
Independent Explorer	Successful completion of two different independent personalized programs: career practicum, academic personalized learning, online learning and passion project
IB Diploma Candidate	Courses, TOK, EE & CAS needed to meet the IB Diploma requirements
AP International Diploma Candidate	5 or more AP courses which must include: 1 English 1 World Language Human Geography, Environmental Science or Economics Math, Science or Computer Science 1 additional AP course (not Eng or WL)

final transcript. Further, the endorsement program will be fully articulated in our yearly High School Profile so that universities will understand the additional dedication earning such an endorsement entails. The Profile will also indicate the number of endorsements awarded for each graduating class.

Grade Placement

Students who enter AISC from another school will be placed in classes on the basis of official records from the previous school and placement assessments given prior to admission at AISC. Students already attending AISC will be promoted to the next grade level as per their performance in AISC classes. The following guidelines will apply:

- A student will be placed in the 10th grade if s/he has completed one year of High School at an accredited institution and has earned a minimum of one credit each in English, social studies, science and mathematics.
- A student will be placed in the 11th grade if

s/he has completed two years of High School at an accredited institution and has earned a minimum of two credits each in English, social studies, science and mathematics and one credit in physical education.

- A student will be placed in the 12th grade if s/he has completed three years of High School at an accredited institution and has earned a minimum of three credits in English, two credits each in social studies, science and mathematics and one credit each in world language and physical education.

Final decisions on grade placement and class standing will be made by the Principal.

Students may not repeat the same grade level more than twice.

Minimum Course Enrollment

Students in Grade 9 are required to enroll in a minimum of seven courses and Freshman Seminar in semester one and in a minimum of seven courses

in semester two. Students in grades 10 and 11 must enroll in a minimum of seven courses each semester, with five of those courses being core academic courses (English, Social Studies, World Language, Math and Science). Students in grade 12 must enroll in a minimum of seven courses each semester, with five of those courses being core academic courses or, in some instances, IB, AP or advanced Technology, Fine or Performing Arts courses. Students in grade 12 who have an exceptionally difficult course load can appeal to the High School Principal to enroll in only six classes.

Repeating Courses

Certain courses may be repeated for credit only if noted in the course description. Students will not be allowed to repeat other courses without the approval of the Principal. In these cases, the transcript will reflect both grades.

Audit

On occasion, a student may audit a course, which means that s/he attends the class as a regular student but receives no credit. A decision to audit a course would be made in partnership with the Counselor, Principal, student and parents.

Procedures for Withdrawal

Parents should notify the High School Office as far in advance as possible of the withdrawal date of their child from the school. A minimum of two weeks notification is required. The issue of Transfer Certificate form should be duly signed by the parent and presented in writing, addressed to the Principal.

When withdrawing, the student should request a withdrawal form from the High School Administrative Assistant. Transcripts and other

records will only be provided upon receipt of the withdrawal form. Transcripts and records cannot be released until all outstanding fees are paid and all borrowed materials are returned.

In most cases, the school will send a student's transcript directly to his or her next school. Parents who wish to hand-carry their child's records may do so. However, the availability of report cards and transcripts at the end of each semester may be delayed due to scoring of exams and preparation of reports. In that case, transcripts and/or other records will be sent to the new school or to the parents at a forwarding address at the earliest possible date.

Course Offerings

While the AISC administration does its best to maintain a predictable course catalogue, some courses may change from year to year. While the counseling staff will help students to make two- and four-year plans, note that those plans will be subject to change based on the availability of particular courses. Please consult our curriculum guide for more details.

Schedule Changes

For instruction and learning to be meaningful, both teachers and students need to settle quickly into their classes at the beginning of each semester. For this reason, it is important that students select courses thoughtfully and that teachers assist students carefully in the course selection process.

All schedule changes must be organized with the student's Counselor.

A. Drop/Add Period for Schedule Changes

During the first six full days of school, students have the opportunity to drop and add classes to

best suit their interests, provided space is available. Please note that AISC does not honor drop/add request changes from one teacher to another in the same course. The drop/add period ends at 4:00 pm on the sixth full day of school. After this deadline, no further schedule changes will be made at the student's request. During the second semester, students may make changes to their semester courses at the start of the term. The drop/add period for second semester ends at 4:00 pm on the sixth full day of school of the second semester. Please note that students who are absent from school during the drop/add period will be given no additional time to adjust their schedules.

B. Changing Course Levels

Sometimes students choose to challenge themselves in a particular course by choosing an advanced level of a given subject (eg: AP Economics as opposed to Economics). Whenever possible, students are encouraged to make adjustments to their schedules during the drop/add period, however, it can sometimes be difficult to determine if the level is correct in such a short span of time. Students experiencing academic difficulties later in the semester who wish to change the level of their course (to a lower level of the same subject) should see their Counselor. Such changes must be initiated by the beginning of the sixth week of school and completed by the end of the seventh week of school. If this timeline is honored, such changes will not be reflected on the school transcript. However, changes initiated/completed after this deadline will appear on the transcript as Withdrawn.

C. Two-Year IB Courses

Students enrolling in two-year IB courses are expected to honor their commitment and complete the full course. Should a student choose to change levels (from HL to SL), they should do no later than

the first semester drop/add period of their final year.

D. 12th Grade Course Changes

Any Senior wishing to make a course change after initial transcripts and/or mid-year university reports have been submitted with their college application/s must notify each college/university and share the college/university's response with their Counselor prior to making the change.

EXTERNAL EXAMINATION PROGRAMS

A full explanation of all external exams and offerings is available in the AISC curriculum guide.

IB Diploma Program

The International Baccalaureate Diploma Program (IBDP) is a pre-university course of study designed for students in their last two years of secondary school.

The IB Diploma curriculum can be administered in any country and is recognized by universities worldwide. The IB now numbers some 3,698 schools in 150+ countries.

Advanced Placement Program

The Advanced Placement Program (AP) is a collaborative effort between motivated students, dedicated teachers and committed High Schools, colleges, and universities. Each year, an increasing number of parents, students, teachers, High Schools, and colleges and universities turn to the AP Program as a model of educational excellence.

Most colleges and universities in the United States, as well as colleges and universities in more than 60 countries, have both an IB and an AP recognition policy granting incoming students credit, placement, or both on the basis of their AP Exam grades.

Guidelines for Students In IB And AP Classes

IB and AP courses are designed to be demanding, college-level courses. Students who are interested in taking advantage of the IB or AP programs being offered at AISC should review the following guidelines to assist them in the decision-making process.

- Students must meet the prescribed prerequisites in order to ensure that s/he possesses the appropriate skills to meet the demands of the course.
- A recommendation from a High School teacher in a previous course in the subject will be necessary for each IB or AP course a student would like to take.
- It is important for a student to have well-developed writing and critical thinking skills in order to be successful in IB or AP courses
- Self-motivation and a mature approach to learning are key components of success in IB and AP courses. Students should show a willingness to seek assistance from teachers outside normal class hours when necessary.
- Colleges and universities expect to receive results from IB or AP examinations taken by students as they have indicated on their transcript that they are pursuing advanced coursework. Thus, students enrolling in an AP or IB course must take the external exam in May.
- To maintain a proper balance between school work and outside activities, students will be limited to taking no more than three IB Higher Level or three AP courses per year. Students who wish to take more than this number of IB HL or AP courses must complete an

Academic Waiver form.

Fees for the IB or AP examinations are charged in addition to tuition and other school fees. Parents will be notified of these fees well in advance of the examinations. These fees must be paid to the school before the student will be allowed to take the exams.

AISC HIGH SCHOOL LEARNING SUPPORT

The Learning Support program is designed to assist students with mild learning disabilities who need individualized support to develop effective learning strategies and study habits. Independence and personal responsibility are essential to each student's academic success. Therefore, the objectives of the program are to help the student to gain an understanding of his/her individual learning strengths and challenges, develop active and effective personal study strategies, practice self-advocacy skills for effective communication with teachers, and prioritize, plan and manage school work.

The AISC HS believes in the value of each student. We take to heart our school mission:

Together we inspire a love of learning, empowering all students with the courage, confidence, creativity and compassion to make their unique contribution in a diverse and dynamic world.

We want our students to be self-directed learners as we prepare them for post-secondary education. We encourage a growth mindset that embraces independence, accountability, and personal responsibility.

Support

The Learning Support Teacher will work with students individually or in small groups, and in some

cases within the general classroom alongside the content Teacher. The LSS Teacher works closely with the School Counselors, Psychologist, and relevant Teachers to identify and support students who are struggling. Short term accommodations and interventions can be provided to students in need, and often are sufficient to allow students to continue their learning journey independently. Students with documented mild learning disabilities can receive Learning Support Services with an Individual Learning Plan (ILP) in a Learning Support Class, or through the use of systematized compensatory accommodations in their regular classes. Such accommodations might include (but are not limited to) extended time for assessments, papers or projects, use of audio texts for reading, or separate room testing. As per AISC Board Policy, there are no curriculum modifications for students in the 9th through 12th grades. The ILP will include goals driven by identified need and reviewed and updated annually for appropriateness and/or goal achievement. It must be agreed upon by school personnel, the parents, and the student. High School students admitted to AISC with an Individual Education Plan or Individual Support Plan from either U.S. or other international schools will be provided appropriate support based on the required previous psychological evaluation and academic plan and the ability of AISC to meet those requirements.

Documentation

For students to receive ongoing services through Learning Support Services, there must be sufficient data/evidence to indicate the need for continued support. Student Support Services will determine the nature and type of assessment needed. This might include targeted assessments dependent on the area of concern, conducted by our Learning Support Teacher, Speech and Language Pathologist,

or Psychologist. The evaluation results must document a need for ongoing services. If a full educational assessment is required, a family will be given a six month grace period during which time the student will continue to receive services with the understanding that an evaluation report is forthcoming. For further questions, please refer to the Admissions Policy.

ENGLISH AS AN ADDITIONAL LANGUAGE

A significant number of students at AISC speak a language other than English at home.

The English as an Additional Language (EAL) Department is committed to excellence in delivering EAL services in a nurturing and inclusive environment. In selected core content areas, EAL teachers work with content teachers to ensure English Language Learners (ELLs) have access to grade level content and support to develop academic English. This is done through:

- The use of progressive language scaffolds based on language proficiency during instruction and assessment.
- Strategic grouping for language practice and content reinforcement
- The planning and delivery of targeted language development mini lessons.

The goal is to support students as they develop the English language proficiency needed for academic and social success alongside the development of grade level content.

In addition, English for Academic Purposes (EAP) classes are offered. Eligible students take EAP as the World Language. As part of the admissions process, the World Class Instructional Design and Assessment (WIDA) MODEL Assessment is administered to assess and monitor English

language development. Students are enrolled in EAP coursework dependent on their WIDA MODEL test scores. EAP classes are designed to support students in rapidly acquiring skills needed to access academic content and build the needed receptive and productive language skills across core subject areas. It should be noted that though material from core content areas may be used to teach specific skills, the EAP classes are designed to build general academic skills in writing, speaking, listening and reading and not to directly support content specific classes.

Students who qualify for enrollment in EAP are offered the option of taking their core academic courses for “credit/no credit” rather than a mark on the eight point scale. This eligibility is reviewed at the end of each semester.

EAL Admissions Procedures

In order to ensure students’ success in a demanding academic environment, EAL students are accepted in grades 9-12 depending upon their level of academic English and their academic records. Grade 9 applicants should demonstrate English language proficiency at the intermediate level or above in order to be considered for admission. Grade 10 applicants should demonstrate English language proficiency at the advanced level in order to be considered for admission. In order for the students to be adequately prepared for the academic rigor of the 11th and 12th grades, students should be independent of EAL support before entering the 11th grade.

The school will take into consideration a range of criteria to determine appropriate placement for an applicant in Grades 9 to 12, including the following:

- the application
- school records (transcripts and/or report cards)
- letters of recommendation
- personal interview with parents/students
- English language proficiency assessment

The English language proficiency assessment is generally administered at AISC. In case an applicant cannot come to AISC, a standardized test and/or interview may be sent to the student’s present school or may be conducted online.

REPORTING STUDENT PROGRESS

Students are assessed and given feedback regarding their progress in mastering the skill and content standards associated with the course. Progress in both achievement and behavior in all courses is communicated to students and parents throughout the year. PowerSchool provides an online grade book through which families can track academic achievement. Further, four times per year, students receive formal achievement grades as well as ratings regarding their learning habits. All grades and ratings will be determined by the student’s most recent, consistent performance. No mathematical averages will be used.

Academic Achievement Strands

Students will earn a grade for each academic achievement strand based on the 1- 8 scale.

Academic Achievement Strands:

Knowledge/Understanding: The student recalls facts, terms and definitions while also explaining concepts, ideas, process, themes and the like. The student learns and performs skills related to their studies.

Communication: The student expresses and organizes ideas in multiple forms. The student adapts communication appropriately to different audiences and forms. The student uses conventions, terminology and vocabulary relevant to the discipline.

Thinking/Transfer: The student plans for learning by formulating questions, generating ideas and researching. The student thinks about learning critically by analyzing, interpreting, evaluating and using other metacognitive skills. The student applies knowledge and skills to unfamiliar or new contexts.

Academic Achievement Scale*:

7/8

The student demonstrates exemplary content knowledge, understanding and conceptual awareness. Highly effective research and/or technical skills produce the desired result and support the ability to analyse, evaluate and synthesize evidence, knowledge and concepts to reach valid conclusions or solve problems. Responses are original and/or creative, make effective use of well-selected or thoughtfully generated examples to produce the desired results, demonstrate awareness of alternative points of view citing relevant evidence. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, and precise use of terminology/ clear representations with attention to purpose and audience suitable to the circumstances.

5/6

The student demonstrates proficient content knowledge, understanding and conceptual awareness. Proficient research and/or technical skills are evident, as is the ability to analyse, evaluate and synthesize evidence, knowledge and concepts. Responses show some originality and/or creativity, make proficient use of well-selected or thoughtfully generated examples, demonstrate awareness of alternative points of view citing relevant evidence. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, appropriate terminology and/or representations and with some attention to purpose and audience.

3/4

The student demonstrates, with some gaps or difficulties, sufficient adequate content knowledge and understanding with some conceptual awareness. Research and/or technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. Responses sometimes show originality/ creativity, and include some awareness of audience while citing some relevant evidence. Responses are generally accurate and clear with little irrelevant material. There is some ability to logically structure responses with coherence and use of appropriate terminology and/or representations.

1/2 (no credit)

The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and little evidence of application. Evidence of research and/or technical skills is only superficial. There is little ability to comprehend and solve problems. There is very little originality/creativity awareness of audience and/or citing useful evidence. Responses are rarely

accurate or valid. There is some attempt to express ideas in an organized fashion, use appropriate terminology and/or representations.

*The AISC Academic Achievement Scale includes language from both the International Baccalaureate and Advanced Placement programs.

Additionally, students will earn a grade for their overall performance in the course based on their achievement level on the course holistic rubric published by the teacher. This mark will appear on the student's transcript.

Academic Achievement - Credit/No Credit

Academic Personalized Learning, Online Learning, Passion Project and Discovery Program will be graded as Credit/No Credit. A Credit/No Credit grading system may be used in some circumstances for students in the EAL or Learning Support programs. Students who take a class on a Credit/No Credit basis will be required to fulfill all class requirements and to take all exams. Changes to a grading status will be allowed only at the end of each semester at the recommendation of the relevant teacher, support personnel, student and parent.

Learning Habits

Students will receive a rating for each learning habit based on the descriptive scale. Learning Habits ratings appear on progress reports and report cards only. Learning Habits do not appear on the transcript.

Learning Habits Strands:

Preparedness: Completion and quality of formative assessments and homework assignments. Timely submission of formative/summative assessments and homework assignments. Prepared for class with materials.

Collaboration: Cooperative group work and/or to share in class. Respectful interactions with peers and teachers. Engaged and on task during group work. Demonstrates active listening.

Initiative/Resilience: Perseveres in response to challenges. Seeks feedback and/or incorporates feedback to refine work. Takes intellectual risks (share tentative ideas, attempt new things and/or risk making mistakes).

Learning Habits Strands:

Independent: Meets all criteria in the proficient descriptor and does so with no prompting nor teacher intervention.

Proficient: Meets descriptors consistently (almost always, may have not met once or twice in a semester and with sound reasons)

Developing: Meets descriptors regularly but with some misses

Insufficient: Meets descriptors rarely (almost never or only once or twice in the semester)

For more detailed information about AISC's Standards Based Grading and Reporting Process please check this link <https://tinyurl.com/y92csb7u>

ACADEMIC RECOGNITION

Monthly Academic Recognition

Each month, beginning in September and ending in May, the High School Faculty will recognize a student in grades 9, 10, 11 and 12 for their academic achievement through the lens of an attribute from the Vision for an AISC Learner. This recognition will be announced in the bulletin and weekly newsletter. In addition a certificate will be awarded to the recipient.

Recognition Ceremonies

Each year the High School faculty recognizes students at each grade level who exemplify the

school's mission in the following categories in the end of year recognition ceremony.

- **Recognition for Courage and Confidence** goes to a student who is willing to challenge him/herself both inside and outside of the classroom. This student is open to new ideas and moves into the unknown. This student takes risks, is resilient and advocates for what he/she believes in.
- **Recognition for Creativity** goes to a student who uses his/her knowledge, imagination and inquiry to produce new insights, products or solutions. This student is inspired to explore and expand boundaries both inside and outside of the classroom.
- **Recognition for Compassion** goes to a student who actively cares for others and the world around him/her, showing initiative, independence and responsibility in improving the lives of others. This student celebrates uniqueness and diversity while giving support or voice to those who are voiceless.
- **Recognition for International Mindedness** goes to a student who respects and values others while demonstrating a strong understanding of his/her own cultural identity. This student actively seeks to learn about local, national and global issues, shows empathy for all and cares for the world.

In addition, twice per year as student from grade 9, 10, 11 and 12 will be recognized in each of the academic disciplines for academic excellence along with exemplifying the attributes outlined in the Vision for an AISC Learner.

ACADEMIC WARNING

A student will receive an academic warning letter if he or she earns a 1 or 2 in a single class or earns two or more grades of a 3 or below. Warning

letters are issued three times per year, in the middle of each semester and at the end of semester one. A letter of warning will be given to the student and parent, with a copy placed in the student's file.

ACADEMIC PROBATION

A student will be placed on academic probation if he or she earns a 1 or 2 in two or more classes at the end of a reporting period. The consequences for students on academic probation will include the following:

- The student and parents will meet with the Counselor to review academic performance.
- The student will not be allowed to miss classes for extracurricular activities. This includes athletic tournaments and other non-curricular trips.
- The student will lose free period privileges and will be assigned to a study period to which s/he will have to sign in/out with a supervisor.

Students will be removed from academic probation upon earning a 3 or above in all classes at the next official reporting period. If a student is placed on academic probation for more than one reporting period consecutively, and it appears that the student is unable or unwilling to improve to a level that indicates potential to meet AISC course or credit requirements, the student may be retained in his/her grade or dismissed from AISC.

ASSIGNMENTS/HOMEWORK/ASSESSMENTS

Student Responsibilities

It is the student's responsibility to:

- Keep informed about assignments, including due dates.
- Ask questions of the teachers when

assignments or directions are unclear.

- Set aside a regular time for studying and find an area that is conducive to studying.
- Work on assignments independently unless instructed otherwise by the teacher.
- Complete assignments to the best of his or her ability.
- Complete assignments according to the given instructions, format and deadline.
- Appropriately acknowledge the sources of information not independently developed by the student.
- Use resources given by the teachers to augment and plan learning outside of class periods.
- Contact the teacher to find out about assignments missed due to absences.

- Give clear instructions and make sure students understand the purpose of the assignment as well as the due date during a class period, allowing time for student questions. This includes situations such as giving out a rubric when a project is announced.
- Consider the availability of resources when setting due dates.
- Provide feedback (using rubrics shared with students beforehand when possible) and return graded assignments in a timely manner.
- Follow school procedures that ensure that a student has no more two summative or major assessments for any given day. Major assessments are any assessments can potentially include tests, projects, presentations, or essays. Towards this end, teachers should utilize the assessment calendar posted on the general High School page to help avoid conflicts.
- Assign weekend assignments that are no longer than a daily assignment.
- Refrain from giving assignments over the fall break, winter break, spring break and the summer vacation. This includes assignments that are given on the last two days prior to the break to be due on the first class upon returning from break. For AP/IB classes, work may be assigned if necessary to continue learning immediately following the vacation, but a rationale should be shared with the class before assigning. In the case of extenuating circumstances during vacation for a particular student, s/he should approach the teacher and negotiate an agreement to complete the work.
- The use of “pop” or on-demand assessments should be announced to students when introducing the material in advance, however,

Teacher Responsibilities

It is the teacher’s responsibility to:

- Assign relevant, appropriately challenging and meaningful assignments that support classroom learning.
- Consider the availability of resources when setting due dates.
- Ensure assignments are given in class, extenuating circumstances aside. (or, at the very least, prior to or by 4:00 PM of the day of the class). The assignments should be posted on accepted and understood platforms – these include Powerschool Learn, in writing on a white board or notice board in the classroom or through the school email system. The idea is to avoid giving assignments only verbally. Additionally, give students an appropriate amount of time to complete said assignment(s).

the date of the assessment need not be communicated.

If a student has an excused absence, s/he will be given one class period for every class period missed to make up the work before late/missing work policies as stated in the assessment policies below begin.

Should these guidelines not be honored, the following procedure should be followed:

1. The student should speak directly with the teacher about the issue.
2. If the student remains dissatisfied with the outcome, s/he can approach his/her Counselor for mediation.

ASSESSMENT CALENDAR

It is the responsibility of the faculty to post all summative assessments with the grade level, subject and the assessment name (and teacher's name if necessary) on the online assessment calendar. Additionally, all students and teachers should have access to these calendars via Powerschool. Students are expected to have no more than two summative assessments in any one day. If a teacher sees that two major assessments already have been listed for a particular grade/student on a certain day, s/he should find another day to give the assessment. In addition, teachers should work to ensure that there are no "dry spells" or overflows of assessments at different times – essentially, assessment should be evenly distributed whenever possible.

However it should be noted that there are exceptions based on the individual student's timetable. For example, an elective course may have only one or two Grade 11 students. The teacher may be obliged to set a test on a day on which these students already have two tests, but on which at least half of the class has one or no tests. In such cases, the test should be rescheduled

for the individuals with two prior assessments. Additionally, if agreed upon by the entire class, the teacher may schedule the third assessment, but only after discussion and consensus.

In any situation where a student has a concern about the scheduling of tests, the student has the responsibility of discussing the problem with the teacher within one class period from which the assignment was given.

SEMESTER EXAMS

Summative assessments are given at the end of each semester to provide information regarding the students' learning over the previous year. Assessments may or may not be given in the form of exams. Where semester exams are given, the exam period will extend over a number of days with two, two-hour exams each day. On these exam days, students are required to be on campus only during the exams they are taking. Students are expected to arrive at least 15 minutes prior to the commencement of their first exam and may leave campus once their last exam for the day has been completed.

Teachers may assign an alternative final assessment in lieu of a 2 hour pencil/paper final exams during the last week of the semester. This alternative final assessment could be a paper, speech, presentation, portfolio, performance or other assessment that asks students to show mastery of key content knowledge, communication skills and transfer and thinking in their subject. These alternative final assessments will occur during revision week. If a teacher assigns an alternative final assessment, the student will not have a final exam during the exam week.

An examination schedule will be posted well in advance of the exam week. All semester exams must be taken on the designated exam days. Students should contact the Associate Principal

to arrange for alternate exam times in the event that two exams are scheduled at the same time. Students will not be allowed to take examinations before the scheduled exam time.

Conditions for exemption from second semester final exams for seniors

The faculty has agreed to allow seniors to be exempt from the second semester exam in a course when the following criteria are met:

- In the second semester, a senior consistently demonstrates proficiency (a consistent, most recent grade of 5 or better) in all three achievement strands.
- The senior continues to attend all classes and review sessions up to the last day of classes.

Exemptions will be determined the first day of school in May.

Seniors who take an AP or IB exam in a subject are exempt from taking the AISC semester exam in May in that subject.

Exam Preparation Week

Two class periods before semester exams will be reserved for in class review in preparation for the exams. No new material will be covered nor will there be any major assignments or tests. Non-graded in-class assessments that do not require

preparation are considered part of the review for the semester exam and are allowed. Teachers may ask for long term alternative final assessments to be presented or concluded during this week (see above), and will not have a final exam, and thus no revision during this week.

There will be no organized co-curricular activities during the week prior to semester exams or during exam week.

External Exams

Students who enroll in IB or AP classes must sit for all external examinations scheduled for the course in May. To that end, they will be registered and billed for external exams by the AP/IB Coordinator. There is no AISC Final Exam for AP and IB courses. IB diploma students are granted excused absences for the full week prior to the first scheduled exam. Students taking AP classes or IB classes for certificates are excused the half day prior to their exam. Students are not required to attend the IB or AP class after completing the exam. If it is observed that a student does not show effort while taking an external exam, the student may be asked to meet with the Associate Principal to explain exam behavior. If it is determined that the external exam was purposely “tanked”/no effort was made, a letter will be placed in the student file, universities they are applying to will be informed and the AP title of the course may be removed from the transcript.



AISC ASSESSMENT PHILOSOPHY AND COMMON AGREEMENTS

AISC believes that the fundamental purpose of assessment is to improve learning. Assessment data informs educators and empowers students to take responsibility for their growth.

1. Teachers will align all assessments to AISC standards.
2. Teachers will use a variety of formative and summative assessment data to guide instruction and communicate student progress.
3. Teachers will ensure consistency and accuracy through the use of common assessments and normed grading practices.
4. Teachers will provide clear criteria regarding objectives and expectations appropriate to each assessment.
5. Teachers will include students in the assessment process through self-evaluation and reflection.

Facilitating Assessment

As stated in our philosophy, assessments are used to improve learning as well as to give a clear and accurate picture of what the student knows and is able to do. Assessments should advance student's knowledge, not just document it. All members of the community are responsible for facilitating strong assessment practice. Specifically:

Expectations for students:

A teacher can expect a student to:

- Submit required work on time;
- Seek help when needed to understand assessment instructions;
- Adhere to the academic honesty policy;

- Reflect on all written and verbal feedback;
- Communicate well in advance should assessments be in conflict with those of other classes (per the three major assessment guideline)

Expectations for teachers:

A student can expect a teacher to:

- Communicate the requirements for each assessment in advance, providing students with clarification of relevant assessment criteria/rubrics as appropriate;
- Provide adequate time for students to complete any given assessment (in keeping with course/curriculum expectations);
- Provide adequate access to any materials necessary for the completion of the assessment;
- Provide descriptive feedback on formative assessments as appropriate;
- Communicate the educational standards that are being assessed;
- Limit assessment to relevant educational standards;
- Provide a choice of assessment formats where possible and appropriate.
- Assess all work appropriately and return it to students in a timely manner.

Expectations for parents:

AISC encourages parents to support their children's learning by:

- Offering constructive criticism and positive guidance as their children complete school work;
- Limiting involvement such that the authenticity of the student's work is not compromised;

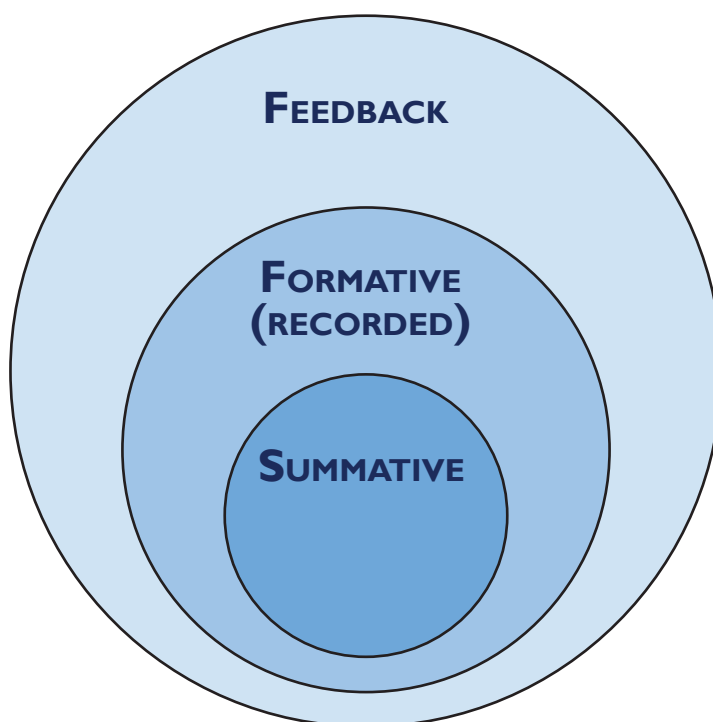
- Providing a quiet space at home and adequate time for students to complete their school work;
- Providing access to a computer;
- Providing necessary resources such as redundant internet access.

As per the chart below, students and parents can expect teachers to communicate progress towards learning in the following ways:

- F. summative assessments recorded in PowerSchool for grades,
- G. formative assessments recorded in PowerSchool, but will not be incorporated directly to a student's overall grade, and
- H. informal written or spoken feedback given to students.

Submission of Student Work

Assessments are used to measure a student's knowledge and ability. As such, student behavior and dispositions will not be part of grading an assessment, unless the purpose of the assessment is to measure progress of a specific skill/disposition.



Please reference specific submission guidelines below depending upon the type of assessment.

Please note that the below DOES NOT apply to IB Internal Assessments.

	Formative (recorded)	Summative
Definition	<p>Formative Assessments monitor student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. More specifically, formative assessments:</p> <ul style="list-style-type: none"> • help students identify their strengths and weaknesses and target areas that need work. • help faculty recognize where students are struggling and address problems immediately. 	<p>Summative Assessments evaluate student learning periodically by comparing it against identified standards.</p>
Use in grading	<p>While important to student learning and mastery of material/skills, recorded formative assessments will not be incorporated directly to a student's cumulative grade. Students will be alerted when formative assessments will be recorded. Recorded formative assessments may or may not be announced in advance.</p>	<p>Students must complete all summative assessments in order to receive credit for a course. All summative assessments must be announced in advance to give students adequate time to prepare. Summative assessments account for the student's cumulative semester grade mark. Most courses will have 4 - 6 summative assessments per semester.</p>
Late work	<p>There will be no penalty for submitting formative assessments past the due date. With that said, teachers can choose to give limited feedback on late submissions. This policy must be consistent across each course regardless of the teacher.</p>	<p>In-class summative assessments cannot be delayed unless due to illness or a pre-excused absence. Students are expected to honor the arrangements made with teachers to complete all missed summative assessments in a timely manner.</p> <p>Out-of-class summative assessment should be submitted on time, unless a prior arrangement is made with the teacher. While students are encouraged to stay current with all deadlines, the ultimate date for submitting outstanding out-of-class summative assessments is a week before semester examinations begin. After this date, missing assessments may not be accepted. Please note that as per the grading policy above, students failing to submit all summative assessments will be unable to receive credit for a course.</p>

Missing work	Teachers will not be required to notify parents directly if recorded formative assessments are missing. Instead, recorded formative assessments will be tracked in PowerSchool. Please note, this could appear as a “check” for completed work or a numerical/letter grade that will be factored as “no count” in the overall semester grade.	Parents will be notified within 48 hours of a missed in- or out-of-class summative assessment deadline. After that time, the teacher may assign the student to the next upcoming study session and will inform parents. Parents will be contacted again within a week of the initial notification if the work has still not been completed. Communication after that point will be solely through PowerSchool until the piece of work has been turned in.
School Monitored Make-up Sessions	Students cannot be assigned to a mandatory school monitored make-up sessions to complete formative assessments. Teachers can make individual arrangements with students to meet at break/lunch/after school as needed.	Students with missing summative assessments can be assigned a school monitored make-up session to complete the assessment. This session will run every two weeks on either Saturday morning or Friday after school (dates will be published in advance). If a teacher assigns a student to attend such a session it is considered a higher priority than extracurricular or social events and attendance is mandatory. Teachers will notify students when they are assigned to a session and, in turn, students have the opportunity to submit the missing assessment before the assigned study session in order to avoid attending. Students failing to attend a mandatory session will face disciplinary consequences.
Retake	As formative assessments occur regularly during a unit, re-taking a formative assessment is often unnecessary. However, a formative assessment may be re-assigned if the teacher feels re-taking it is important to a student’s academic development.	Students who desire to retake an assessment must propose a plan of improvement based on teacher feedback and meet with the teacher to determine if a retake is appropriate. Teachers may require that all formative assessments have been completed to be eligible for a retake.

Definitions

Formative Assessments - monitor student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work.
- help faculty recognize where students are struggling and address problems immediately.

Summative Assessments - evaluate student learning at the end of an instructional unit by comparing it against identified standards.

Criteria - guidelines, rules, characteristics, or dimensions that are used to judge the quality of student performance. Criteria indicate what we value in student responses, products or performances. They may be holistic, analytic, general, or specific. Scoring rubrics are based on criteria and define what the criteria mean and how they are used.

Objectives- statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular content area.

Out of class work - something produced at home or over time inside and outside of the classroom (example: projects)

Retaking Summative Assessments

With Standards Based Assessment and Reporting, students will have multiple opportunities to demonstrate mastery. Final grades will be determined based on a student's most recent, consistent performance. With that said, AISC

believes that students should have the opportunity to demonstrate their best learning in all summative assessments. Sometimes a student's first attempt at a summative assessment does not reflect their potential, understanding and/or ability and, in such cases, the student may benefit from the opportunity to revise and retake a summative assessment.

The procedures in place to support retaking summative assessments assume that both teachers and students are authentically using formative assessment and feedback to prepare for summative assessments. Further the procedures represent our goal to make the retake process manageable for both students and teachers.

When students receive marked summative assessments it is our expectation that feedback is offered by the teacher and reviewed by the student. Upon receiving feedback students may realize that they were either not adequately prepared for the assessment and/or had gaps in their understanding which impacted their ability to demonstrate proficiency. In such cases a student can request a retake by following these steps:

1. The student completes the "retake request Google form." This form requires the student to reflect on his/her learning and to submit a plan to prepare for reassessment.
2. The student requests an appointment with the teacher (in person or via email) to review the contents of the form and seek permission for a retake. This meeting should be scheduled within a week of submitting the retake request form.
3. The teacher and student review the request form and discuss whether or not a reassessment is necessary. The teacher can require that additional revision activities are submitted before granting a retake.

4. If the retake is granted, the teacher and student schedule the reassessment for an upcoming School Monitored Study Session. These sessions are hosted once a week on either Friday afternoon or Saturday morning. The teacher will ensure that all students seeking a retake on the same assessment are assigned to the same study session. The teacher can schedule an alternative date(s)/time(s) for the retake at his/her discretion for students with extenuating circumstances.
5. Ideally all retakes will be completed within two weeks of students receiving feedback on the original assessment and within one week of the teacher/student appointment. Teachers can extend this timeline at their discretion for students with extenuating circumstances and/or if the improvement involved requires a longer timeline.
6. The score earned on the retake will replace the original score whether higher or lower.

Note: Students should expect only one opportunity to retake each assessment. However, at the teacher's discretion additional retakes can be scheduled for extenuating circumstances, until a student reaches a passing mark or as per the departmental guidelines published in syllabi.

Note: Teachers may refuse a request for a retake and will provide a documented rationale for any of the following reasons:

- The student has not completed all formative assessments.
- The student did not prepare for and/or exhibited limited effort on the summative assessment.
- The student did not complete the additional revision material assigned by the teacher.
- The student and teacher cannot identify an area of improvement to ensure better results.
- The student has made the same mistake on more than one assessment and has not demonstrated progress in their learning.
- The student will have ample opportunity to demonstrate the same skills or content knowledge on an upcoming summative assessment.

Note: In some courses retakes are automatically built into the assessment process. In such cases students will not need to avail of the above system. For example, if the first draft of an English essay is the summative assessment and additional drafts are expected, then these additional drafts represent a retake opportunity for the entire class and, as such, need not follow the application system.

ACADEMIC HONESTY/ DISHONESTY/MALPRACTICE

Academic Honesty is essential in learning and scholarship. In cases of academic dishonesty or malpractice, students will be disciplined as per the later sections of this handbook. Such assignments will be viewed as missing and must be resubmitted in order to receive credit for the course. If a student commits academic dishonesty or malpractice during the semester exams (written or alternative) the student will face disciplinary consequences and exam performance will be disregarded in the determination of recent, most consistent achievement. Committing academic dishonesty on a final summative assessment will be considered of sufficient magnitude to warrant a greater punishment. (See page 66-68)



ACTIVITIES

AISC has a robust program of extracurricular arts, sports, clubs, activities and service events. We are part of the South Asia Inter-School Association (SAISA) along with 10 other schools from Bangladesh, Nepal, Sri Lanka, Pakistan, Oman, Jordan and India. Sports include volleyball, basketball, soccer, badminton, tennis, swimming and track & field. In addition, SAISA conducts a music and art festival each year. AISC students also have opportunities to participate in Model United Nations, National History Day, Operation Smile, National Honor Society, AMIS honor choir and band festivals, ISTA theater festivals and more. In addition, there are many student-led

clubs and service activities providing opportunities to be involved in the local and global community. Information about these is made available through the High School Bulletin and from the Athletics and Activities Department. Club Formation

STUDENT COUNCIL

Student Council offers the opportunity for students to participate in efforts to improve the climate of the school. The High School Student Council is composed of an executive committee (President, Vice President, Secretary and Treasurer) and three class coordinators elected by students at each grade level. Each class council is advised by a faculty

member. Student Council meetings are held once a week. Elections are held in the spring each year.

The Constitution of the High School Student Council can be found in Appendix I

STUDENT ADVISORY FORUM

The purpose of the High School Student Advisory Forum (SAF) is to provide a forum for discussion to help guide the High School as we work to realize the mission and values of the school through the Strategic Plan. SAF consists of twenty students, four from each grade level, and six faculty members who meet with the Principal on a semi-monthly basis to discuss issues related to the academic and co-curricular programs in the High School. Students have the opportunity to apply at the beginning of each school year.

The Student Advisory Forum works collaboratively towards the academic, co-curricular and social growth and improvement of the High School by:

- gathering input to insure representation of all students and faculty in the decision-making process,
- examining and effectively using data to inform discussions,
- making recommendations to the administration, and
- providing a transparent forum for communication with all students and faculty.

SEVAI: SERVICE LEARNING

The word SEVAI stands for service in Tamil, thus AISC has adopted the word SEVAI to represent our overall service learning programming. In our mission driven school, students are provided the opportunity to use their knowledge and skills in service to others in Chennai and beyond by participating in a variety of clubs, service activities,

extensions of classroom activities and events. As a part of their Discovery credit, students are encouraged to plan, participate in and reflect upon their service learning experience if their trip was service related. In the High School, students really drive their own participation in these activities with the support and guidance of teachers. There are opportunities to participate in service activities throughout the year.

HONOR SOCIETIES

National Honor Society

This student-led organization offers outstanding students the opportunity to provide service to the school and the surrounding community. Membership is restricted to students with outstanding academic records, demonstrated leadership abilities, excellent character and a history of community service.

Selection and induction of new NHS members takes place once each year. Potential members are selected from students in grades 9 – 11 who have 6 or higher in all classes in the fall semester. These students are invited to complete an information packet that provides the Faculty Council with information regarding their extracurricular activities. Current member of the NHS offer assistance in filling out the forms to potential candidates. The Faculty Council then selects members based on qualities of scholarship, leadership, service, character, and citizenship for the NHS. School records may also be consulted.

Formal induction ceremonies are held to recognize all new members. Once selected, members are required to maintain the level of performance that led to their selection. This obligation includes regular attendance at meetings and participation in individual and group service projects. Members whose grades fall below the minimum academic

requirements, who engage in academic dishonesty or inappropriate behavior or who do not engage in the required service activities may be asked to resign.

The Constitution of the AISC Chapter of the National Honor Society can be found in Appendix 2.

STUDENT BEHAVIOR

The best education takes place in a community where there is trust and respect, allowing everyone to take appropriate risks in their pursuit of knowledge and understanding. In creating such an environment and culture, the school's efforts will include maintaining an atmosphere of respect for self and others, communicating clear behavioral expectations, supporting educational programs which advance tolerance and learning, sponsoring events that celebrate diversity, and providing clear consequences for those whose actions detract from this safe, respectful environment.

In the event of student behavior that violates expectations of conduct and/or is disruptive to learning, an attempt will be made to both warn the student(s) concerned and to advise their parents that continuation is not acceptable. In such instances where it is deemed necessary, both student and parents may be given counseling support.

Major or persistent violations of expectations of conduct in spite of warning and counseling, may result in disciplinary probation, suspension and/or expulsion. Major violations include but are not limited to fighting, bringing a weapon on campus, vandalism, use of alcohol or illicit drugs, or grievous disrespect to any member of the AISC community.

Decisions regarding the consequences for behavioral infractions will be made by the Associate Principal. The severity of consequences

shall be commensurate with the infraction. In all instances in which a student faces consequences for inappropriate behavior, the student shall be informed of the infraction and have the right to present his or her version of the events. Parents will be informed of the infraction and the consequences if deemed appropriate by the administration. Students (and parents) have the right to appeal a disciplinary decision made by the Associate Principal in writing directly to the Principal. Should the student (or parents) not agree with the Principal's conclusion, the decision on consequences can be addressed in writing to the Head of School whose decision is final.

Public Behavior

While on campus, while participating in school sponsored activities or while on school-provided transportation, students are in a social and cultural environment that requires appropriate public behavior. The campus itself includes children of widely differing ages and maturity as well as representatives of diverse social and cultural groups. For these reasons, it is important that students, as representatives of AISC, conduct themselves in a responsible manner, both on and off campus, that demonstrates respect for and consideration of others.

Public Displays of Affection

Public displays of affection are inappropriate in a school environment. Holding hands or brief hugs of affection are acceptable but passionate embraces, prolonged kissing or sexually suggestive contact have no place on the school campus. If excesses become a continuing problem, the student's parents will be contacted and a conference may be held with the Associate Principal or the Counselor.

DRESS CODE

Students are expected to be clean and neat while at school or at school sponsored events. Appropriate standards of dress must take into account the many nationalities and cultures that are represented in the school. Students should be dressed in a manner that is not offensive to general opinion or disruptive to the educational environment.

On matters of dress, the administrator's judgment is final. The administrator may require that a student change into appropriate clothing or return home for that purpose.

ATTENDANCE

Classroom learning activities are essential to the acquisition of the knowledge, skills and attitudes identified in the school curriculum and to the preparation of our students for success in their lives beyond school. Being absent from school is unavoidable in some cases, but when absences exceed a reasonable limit, the academic integrity of an AISC education is compromised. Therefore, students must attend 85% of classes in a course to earn credit; thus, students who exceed seven absences per semester will not earn credit.

It is the responsibility of the parents and students to ensure that students maintain satisfactory attendance. It is the responsibility of the administration to ensure that satisfactory attendance records are maintained. Teachers report attendance to the office each day using the school's electronic database. When a student is absent for any reason beyond school travel, parents are expected to inform the High School office of the reason for the absences by 8:30 am each morning. Individual student attendance reports will also be available to parents through PowerSchool Unified Classroom.

When a student is absent for more than 50% of any

single class period, s/he will be considered absent, not tardy. A student who is absent for more than two periods (including a study period) during the day may not participate in any after school activities or school-sponsored events that day. Students who leave school during the day due to illness may not return that day for co-curricular activities or for school-sponsored events either on or off campus.

EXCUSED ABSENCES

Excused absences do not count toward the maximum allowable absences and are limited to school related travel. Students are encouraged to make wise choices when choosing to participate in school trips so as not to miss an excessive number of classes. Ideally this should be kept to no more than seven blocks from each course. Students are required to complete a pre-arranged absence form before travel (see below) and complete any work missed while out of class as agreed upon through pre-arranged absence form.

- SAISA, MUN, World Scholar's Cup, National History Day, AMIS, ISTA and other invitational sports, club or arts invitationals
- FRRO and other visa related absences
- Such other reasons as approved by the administration

Absences due to Illness

From time to time students fall ill and need to stay home to recover. In support of this, the school allows up to seven absences from each course before a loss of credit.

Unexcused Absences

Unexcused absences count toward the maximum allowable absences (15% or 7 class periods) and should be kept to a minimum. The following are examples of unexcused absences:

- Family travel
- Medical appointments
- Private tutorials and summer programs

Pre-Arranged Absence Form (Blue Form)

When students know in advance that they will miss school, as for a school-sponsored trip or family function, they are responsible for completing a Pre-Arranged Absence Form prior to departure. The Pre-Arranged absence form (blue form) acts as a binding contract between the student and his/her teachers to develop a supportive and manageable plan to complete learning missed during the absence. Students who do not complete the blue form will be expected to submit all missed work immediately upon their return.

Limit on Unexcused and Illness Related Absences

The limit for absences in a semester is 15% of the periods in a given class, which is seven periods per semester. If a student has more than seven absences due to illness or unexcused absences for any given class during a semester, s/he will not earn credit for that semester.

When a student is absent for more than 15% of the class periods in a semester due to extenuating circumstances such as hospitalization or extended illness diagnosed by a doctor, the student and parent may appeal in writing to the Associate Principal for a waiver of the policy. Appeals to a decision regarding attendance can be made to the Principal.

To ensure school to home communication, when a student is absent for four classes in a semester, the school will send a written alert to the student and the parents or legal guardian. When a student

is absent for six classes in a semester, the school will send a written request for a meeting between the student, the parents or legal guardian and the Associate Principal. The consequences of missing more than 15% of the class periods of a course in a semester will be included in these communications.

Avoiding School

A student who is not present at school in order to avoid summative assessments and/or due dates is considered to be cutting class (see below).

Cutting Classes

A student who is present at school but is absent from class is considered to have cut class. The consequences for cutting class are as follows:

First Offense:

- The student will meet with the Associate Principal
- The student will receive a lunch detention
- Parents will be notified.

Second Offense:

- The student and parents will meet with the Associate Principal
- The student will lose free period privileges for the remainder of the semester

Third Offense:

- The student and parents will meet with the Associate Principal
- The student will remain on disciplinary probation for the remainder of the year

If the consequences listed above do not change the behavior, the student's actions may be judged as a willful disregard of school policy resulting in the matter being brought to the attention of the

Principal. The student may be subject to further disciplinary measures up to and including expulsion.

TARDY POLICY

It is essential for students to be on time to all of their classes. When students arrive late, they miss important introductory information and directions. Late arrival also disrupts the class and is disrespectful to other students and to the teacher.

Teachers are responsible for dismissing students from class on time so that they have the full passing time to reach their next class. Teachers will inform students when they are being marked late to class. Students will not be subject to additional consequences beyond the school policy.

Late Arrivals

Any student who arrives after 8:30 a.m. is expected to sign in at the High School office before going to class.

Consequences for Unexcused Tardies

Acceptable reasons for being late to class are the same as for excused absences. The consequences for unexcused tardies are as follows (by semester):

- 2 unexcused tardies - the student receives a warning letter
- 3 unexcused tardies - the student is assigned a lunch detention and parents are notified
- 6 unexcused tardies - the student is assigned detention Friday after school and parents are called
- 9 unexcused tardies - the student is assigned to a monitored study period during free periods for the remainder of the semester; parent meeting required
- 12 unexcused tardies - the student is assigned one day of In-School Suspension
- 15 unexcused tardies - the student is assigned one day of Out-of-School Suspension
- 18+ unexcused tardies - the student will face additional punishments, including expulsion, as determined by the administration

Please note that In-School Suspension is not recorded on official records. Out-of-School Suspension, on the other hand, is reported to colleges, universities and on school record requests for transfer.

If the consequences listed above do not change the behavior, the student's actions may be judged as a willful disregard of school policy resulting in the matter being brought to the attention of the Director. The student may be subject to further disciplinary measures up to and including expulsion.

LEAVING CAMPUS

Students are required to remain on campus for the entire school day. The school day begins at 8:30 a.m. and ends at 3:30 p.m. Students are not to leave campus during the school day unless they have permission and have signed out at the High School office.

- Students who are injured or become ill during school hours should see the school nurse. If it is necessary for a student to go home, the nurse will phone the parent or legal guardian to inform them and arrange for transportation. The school nurse will inform the office that the student is checking out. The student must get a pass to leave campus from the Office.
- Students who become emotionally upset should see the school Counselor.
- If an emergency develops that requires the student to leave school, the student must report to the Principal for permission.
- Students who arrive after 10:00 am or miss

more than half of the school day are ineligible to participate in after school activities that day.

It is important for students to understand that they must receive written permission from the High School office before leaving campus during school hours (8:30 a.m.- 3:30 p.m.). Failure to receive written permission before leaving campus will be considered an unexcused absence from all classes missed.

ACADEMIC HONESTY

Academic honesty is fundamental to student learning and building a trusting classroom environment. Learning how to demonstrate academic honesty is fundamental to good scholarship. When a student uses the ideas of another person without citing them, gains advanced knowledge of a test or brings “cheat sheets” into an examination,, s/he undermines their own learning and the classroom environment.



Sharing homework or revealing test questions to help a friend is considered academic dishonesty.

Academic dishonesty, or malpractice, is

“... behaviour that results in, or may result in, the [student] or any other [student] gaining an unfair advantage in one or more assessment component.

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 candidate, 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 and/or diploma requirements;
- any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record).”

(Academic honesty – guidance for schools, IBO, 2007, p. 2)

Other forms of cheating include:

- paraphrasing another person's work without acknowledging the source
- fabricating data for an assignment
- taking unauthorized material into an examination room (for example, an electronic device other than a permitted calculator, own rough paper, notes, a mobile phone)
- misbehaving during an examination, including

any attempt to disrupt the examination or distract another candidate

- exchanging or in any way supporting, or attempting to support, the passing on of information that is related to the examination
- copying the work of another candidate
- stealing examination papers

(Academic honesty – guidance for schools, IBO, 2007, p. 4)

If a teacher discovers an instance of academic dishonesty, he or she should discuss the matter with the student to seek to understand the intention behind the behavior before taking action. Should the teacher feel additional action is required s/he should notify the Associate Principal. Likewise, a student who becomes aware of cheating or plagiarism by another student should contact the teacher, the counselor, Associate Principal or the Principal. All information received will be kept confidential. The Associate Principal or Principal will then investigate the allegation and determine whether an offense has occurred.

CONSEQUENCES FOR ACADEMIC DISHONESTY

The consequences of a first violation are:

- a meeting between the teacher and student to determine the nature and intent of the incident
- a letter to the parents from the teacher describing the event
- academic dishonesty form, signed by the Associate Principal, is placed in file
- if the incident involves a semester summative exam (written or alternative) the overall semester grade will be reduced by one mark.

- If the first violation of the academic dishonesty policy is deemed significant enough, a meeting with parent and student may be called by the Associate Principal.

The consequences of a second violation are:

- a meeting with the Associate Principal, teacher and student to determine the nature and intent of the incident
- a letter to the parents from the Associate Principal describing the event
- academic dishonesty form, signed by the Associate Principal, is placed in file
- if the incident involves a semester summative exam (written or alternative) the overall semester grade will be reduced by one mark.

The consequences of a third violation are:

- a meeting with the Principal, teacher, parents and student to determine the nature and intent of the incident
- a letter to the parents from the Associate Principal describing the event
- the student will be placed on disciplinary probation
- if the incident involves a semester summative exam (written or alternative) the overall semester grade will be reduced by one mark.
- the incident will be recorded in their permanent file and disclosed on disciplinary records requested by schools and universities if the Associate Principal or Principal determines the action was intentional and grievous enough to warrant such an action.

If, in the judgment of the Associate Principal or Principal, in consultation with the Head of School, the violation is of sufficient magnitude and/or if the violation takes place in the context of a history

of other violations of school policy and rules, and/or if failure to punish the violation could be misconstrued by other students as condoning academic dishonesty, disciplinary action up to and including suspension or expulsion may be imposed.

ALCOHOL AND OTHER DRUGS

The staff, students and parents of AISC strive to promote a healthy lifestyle consistent with our Mission and Beliefs. The use of alcohol, non-prescription drugs or other addictive substances by students is injurious to student health and is inconsistent with the school beliefs. Therefore, such use while at school, while on campus or during school-sponsored events may result in disciplinary action, including expulsion.

Definition

For the purpose of this policy, prohibited use of drugs while at school, during school-sponsored events or while on school-contracted transport is defined as the possession, use, distribution, sale, attempt to sell, giving away, or being under the obvious influence of such substances as:

- alcoholic beverages
- marijuana and similar drugs
- non-prescription drugs whose use is illegal either in India or under U.S. federal law
- psychoactive nonprescription drugs
- inhalants
- anabolic steroids
- “look alike” imitation substances for the above
- paraphernalia related to any of the above that is obviously intended for drug-related activity

This list is not intended to include every substance whose use is prohibited by this policy. After

seeking advice from pertinent professionals, both on and off campus, the Principal may include in this definition other substances not specifically listed.

The proper use of prescription drugs is not prohibited under this policy. However, use of prescription drugs at school or on school-sponsored activities must be in accordance with the rules included in the student handbook.

A search of lockers and personal belongings will be undertaken if there are sufficient grounds for suspecting that a student has illicit drugs or drug paraphernalia in his or her possession. In such cases, the student should open the locker or personal belongings in the presence of the Associate Principal, Principal or a faculty member designated by the Principal. If the student is unwilling or unable to do so, the locker or personal belongings may be opened by the Principal (or designee) in the presence of at least one other member of the administration or faculty and in the presence of the student, if possible.

When it is determined that a student has violated this policy, the Associate Principal or Principal will notify the Head of School, parent or guardian, and health professionals, as appropriate. A student may be suspended for the time required to decide whatever action is to be taken. However, any suspension lasting more than one week must be approved by the Board Chair. If the act or use is determined by the Head of School to be so extreme that a suspension of longer than one week or expulsion is recommended such action must be approved by the Board of Directors.

Consequences

The consequences of a first violation are:

- A conference between student, his/her parent(s), Associate Principal or Principal and

Counselor.

- An immediate out of school suspension from school and all school activities for a period of not less than one school day.
- Mandatory individual or family counseling as determined by the school.

The consequences of a second violation are:

- A conference between student and parent(s), the Principal and Counselor.
- An immediate suspension from school and all school activities for a length of time determined by the school.
- Participation in a treatment program subject to school approval but researched and paid for by the student's family.

If violation of these guidelines is deemed of sufficient gravity, such as the distribution of substance to other students or repeated violations, the student may be expelled from school. All suspensions for more than five days or expulsions must have the approval of the Board of Directors.

Evaluation And Counseling

If the prohibited use of drugs or alcohol is determined to be part of a potential chemical dependency, the student may be required to participate in a counseling program administered by an outside agency. The expense of such a program will be borne by the student and his or her family.

Admission Of Substance Abuse

The school encourages students who feel they may have a substance abuse problem to come forward and seek help. Penalties for violation of the drug use policy will generally not be applied in such cases.

TOBACCO AND VAPING

Use of any form of tobacco by students is prohibited on campus, at all school-sponsored events, and while on school-contracted transport. Violation of this rule is a serious matter and will result in disciplinary action.

Consequences

The consequences of a first violation are:

- A conference between student and parent (s), Associate Principal and Counselor
- A one-day of in-school suspension

The consequences of a second violation are:

- A conference between student and parent (s), Principal and Counselor
- A one-day suspension out of school

In the event that a student has persistently violated this policy or demonstrates a wilful disregard of the policy, the student may be subject to further disciplinary measures, up to and including expulsion.

HARASSMENT AND BULLYING

We believe that every child has the right to learn in an atmosphere of mutual trust and respect. Social meanness, harassment and bullying are not acceptable behaviors at AISC. We, as a school, undertake proactive and preventive approaches to ensure a safe environment. Our policy is to promote a positive school environment in the classroom, common areas, and at school-sponsored activities.

It is also the goal of AISC to maintain a safe and supportive school environment for all students free from harassment, intimidation, and/or bullying and free from discrimination on account of actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion,

gender, gender identity, gender expression, sexual orientation, disability, size or weight.

Mean behavior is purposeful and hurtful, but may happen only once or twice. It can be exhibited through acts such as teasing or name-calling, social exclusion, insults, threats, hitting, pushing, kicking and may occur either in person or electronically. Bullying is defined as any of the above acts that are intentionally cruel, usually repeated, and with a social or interpersonal power imbalance, where one person feels they do not have the power to stop it.

Mean behavior, harassment and bullying can take many forms including social, verbal, online, and/or physical incidents and, in addition to the examples above, might include:

Physical Aggression: Unwelcome physical contact, inflicting bodily harm, physical contact with sexual overtones

Social Alienation: Public humiliation, malicious exclusion, malicious rumor mongering, threats of isolation

Verbal Aggression: Intimidating phone calls, texts, emails, verbal threats of aggression of property and possessions, verbal threats of bodily harm; and/or

Intimidation: Extortion, taunting, threats toward family members, coercion, use of demeaning nicknames, catcalling.

For the purposes of these guidelines, harassment and bullying consist of the repeated exposure over time to negative actions targeted at a specific victim(s). However, should the act be grievous, repeated exposure is unnecessary for the behavior to be considered in violation of the school's behavioral expectations and for disciplinary action to be taken.

Guidelines for Situations Involving Social Meanness, Bullying or Harassment

Consistent with processes for resolving other complaints or grievances at AISC, reports of harassment and bullying will be resolved at the lowest level possible. Therefore, a member of the school community who believes he or she has been subjected to harassment or bullying should first consider telling the person(s) that the conduct is offensive and request them to stop.

If it is difficult for a student to speak directly to the person, or if the offensive behavior does not stop after the request to cease, or if the student or parent feel that they need assistance with an ongoing issue of social meanness or bullying, they should bring it to the attention of a teacher, section counselor and/or section Principals. The situation will be assessed as either a counseling issue or a discipline issue and referred accordingly for further action. These actions will be developmentally appropriate and may range from a session with the counselor to disciplinary meetings with the administration. For serious incidents of misconduct, consequences may include suspension or expulsion from AISC.

Note: A person who knowingly makes a false report of harassment and bullying may also be considered to have violated this policy, and subject to the courses of action and consequences herein.

Education and Prevention

The prevention of social meanness and bullying requires a thoughtful educational program. The school will include in its educational program, information about social meanness and bullying as appropriate (for example classroom guidelines, character education) so that everyone will understand the intention of this policy, the appropriate ways to interact with others, and what

to do if a person feels they are being impacted by social meanness or bullying as defined by the policy.

COOPERATION WITH SCHOOL EMPLOYEES

All students are expected to cooperate fully with school employees (teachers, substitute teachers instructional assistants, bus drivers, lifeguards, cafeteria workers, etc.) as they perform their duties. Our policy of full cooperation makes no distinction between the various employees. Acts of disrespect or insubordination towards any school employee will result in a parent conference. Serious or repeated acts of disrespect may result in additional consequences, up to and including an in-school suspension for a stated number of days at the discretion of the Principal. Continued disrespect towards school personnel may result in expulsion from school.

VANDALISM AND THEFT

The act of willful damage to school property is a serious offense. This includes writing on desks, walls, or other school property, as well as any other damage, destruction or defacement of property. This also includes the theft of any property from AISC or from a fellow student. Students who cause such damage or that are found in possession of an AISC or fellow student's property will be assessed all costs to cover repair or replacement.

In addition, depending on the severity of the incident and at the discretion of the Principal, the student may be suspended from classes. In the event of very serious or repeated offenses, the Principal may recommend expulsion.

PHYSICAL VIOLENCE

Physical violence or the threat of physical violence toward members of the AISC community are considered serious violations of school rules and

will not be tolerated. Such actions may result in the student being placed on disciplinary probation. The student may face immediate suspension. In the event of a second or subsequent violation of policy, or if a violation of the above policy is deemed of sufficient magnitude, depending on the nature of the incident, the age and general behavior of the student and whether or not it is a first or repeated offense, the Principal may recommend expulsion.

WEAPONS

Carrying dangerous weapons or toys that resemble dangerous weapons on to the AISC campus or while participating in AISC-sponsored activities is prohibited. On matters of what constitutes an offensive or dangerous weapon or toy, the Principal's judgment will be final.

DISCIPLINARY PROBATION

When the magnitude of violation of rules of student conduct is serious, or when violations persist in spite of counseling and/or warning of the student and parents concerned, the Associate Principal may place the student on disciplinary probation with the support of the Principal. The Principal must inform the Head of School of such a decision.

In all cases where a student is given disciplinary probation, the student and parents must be informed in writing both of the reason for the probation and the terms of that probation. When the Associate Principal/Principal thinks it is necessary and appropriate, the student will be recommended for counseling. All instances of disciplinary probation must include reference to the consequences of any further violation of the rules of student conduct, and this must be shared in writing with the student and parents concerned.

Disciplinary probation may include restrictions on participation in co-curricular activities, restrictions

on campus use and/or the requirement that free periods be spent in supervised study. Disciplinary probation is noted as part of the school's permanent record and is disclosed to other schools, colleges and universities.

SUSPENSION

"Suspension" is defined as the removal of a student from classes and/or from the school for a time not to exceed five days for each occurrence. When in-school efforts to resolve student disciplinary problems through counseling or in-school disciplinary measures have failed, or when the initial offense is considered sufficiently serious, the Associate Principal/Principal has the authority to suspend a student for a period of up to five days within procedures cited in the associated regulations. If the incident requires prolonged investigation, the period of suspension may be extended.

With all but major breaches of school rules any suspension must have been preceded by discussion with the student and parent(s), counseling, a clear written warning and/or disciplinary probation. Grounds for suspension include: harassment or bullying, stealing, cheating, lying, disrespect toward students or adults employed by the school, smoking on school grounds, abuse or destruction of school property, fighting, possession of dangerous weapons, alcohol or drugs, repeated violations of the dress code or other behavior which is deemed to be improper or offensive.

Once the decision is made to suspend a student from school, the Associate Principal/Principal shall notify the student and the student's parent(s) and discuss the circumstances and reasons for the serious disciplinary measures. A follow-up letter must be sent to notify the parents of the decision, the reasons, the duration of the suspension and the

course of action to be taken before the student is able to return to classes.

During in school suspension a student shall be expected to make up any missed classroom assignments for credit but may not participate in any after school activities or sports. In school suspension is not noted in the student's permanent record. Students suspended out of school are expected to make up all missed work, but will not receive credit for work. Out of school suspension is noted as part of the school's permanent record and is disclosed to other schools, colleges and universities.

If in the judgment of the Associate Principal, Principal and Head of School, the gravity of a student's violation of school rules warrants a suspension for a period in excess of five (5) school days, the Head of School shall prepare a written recommendation to the board of directors, with copies to the student and his or her parents. The recommendation must include the specific reasons for the extended suspension, the terms and conditions of the suspension, and the consequences of any further violation of school rules. A quorum of the board must approve any suspension greater than five school days.

EXPULSION

"Expulsion" is defined as the permanent removal of a student from the school. If a student's conduct fails to improve after one or more suspensions, or if the initial offense is considered sufficiently serious, the student may be expelled from the school.

Expulsion of a student is the gravest disciplinary action that can be imposed. Expulsion shall therefore be considered only as a last resort and only in the case of violation of regulation that specifically call for expulsion or where the student's continued participation in school activities would

pose a threat to the welfare and academic progress of other students, or to the student concerned.

Expulsion from school shall occur automatically in the instance of a second violation of the Board policy on alcohol and drugs (controlled substances). However, if a first violation of any of the policies is deemed of sufficient magnitude or if a violation takes place in the context of a history of other violations of School policy or rules, and/or in the event that the Board determines that it is in the interest of the School (as in cases where there is a clear threat of legal action by the government or where there is a clear threat to life and safety of the student or others) the student may be expelled from School.

In all cases of expulsion, the Head of School shall prepare a detailed written recommendation to the Board, which must be shared with the student and parent(s) concerned. The student and parent(s) may respond to the recommendation in writing and/or in personal discussions with the Board of Directors. The ultimate decision for student expulsion lies with the Board and shall be decided in Executive Session. The Board, upon recommendation of the Head of School, shall consider the re-enrollment of a student if such petition is received in any new School year following the date of expulsion.

In cases of expulsion, there shall be no refund of school fees with the exception of refundable capital fees.

The ultimate decision for student expulsion lies with the Board of Directors and shall be decided in Executive Session. The Board, upon recommendation of the Head of School, shall consider the re-enrollment of a student if such petition is received in any new School year following the date of expulsion.

APPENDIX I: STUDENT COUNCIL

CONSTITUTION

Mission Statement

The AISC High School Student Council serves the student body by representing the High School students' interests to the school community, forming stronger bonds within our community, and enriching the learning experience through leadership.

Article I – Name

The name of this organization shall be the AISC High School Student Council

Article II – Purpose of the Student Council

The purpose of the AISC High School Student Council is to:

Represent the interests of the student body in order to enrich student life and to express the voice of the students, within the limits of the school rules and policies.

Serve as a medium of communication for the student body in matters affecting student life with the faculty, administration and the Board of Trustees of the School.

Model leadership skills in the school community.

Organize community-building events throughout the school year.

Encourage a sense of responsibility among students by emphasizing their role in the school community.

Develop a sense of pride in our community by fostering school spirit.

Article III – Roles and Responsibilities of the Student Council Members

The Student Council consists of the President, Vice President, Secretary, Treasurer, and Class Coordinators.

Executive Committee

The Executive Committee consists of the President, Vice President, Secretary and Treasurer.

Responsibilities of the President:

- Sets the agendas and conducts all meetings of the Student Council.
- Establishes the agenda for and conducts the meetings of the student body.
- Facilitates discussions and decisions made by the Student Council.
- Serves as the primary liaison between the student body and the faculty.
- Calls special meetings as required.
- Represents the High School student body within the school community.
- Represents the Student Council on the Student Advisory Forum

Responsibilities of the Vice President:

Assists the president in fulfilling his or her responsibilities.

- Acts as the president in his or her absence.
- Coordinates all Student Council events.

Responsibilities of the Secretary:

- Records the proceedings of all meetings of the student council.
- Makes agendas and minutes of all meetings accessible to the school community.
- Maintains records of all meetings, including attendance by Student Council officers for reference in future discussions.
- Prepares and archives all correspondence of the Student Council, including social media.

Responsibilities of the Treasurer:

- Oversees all financial transactions.
- Monitors the budget.
- Reports the financial status to the Student Council on a monthly basis.
- Works with the Student Council Advisor to ensure that accounts are maintained accurately.

Class Councils

A Class Council consists of the students in the class. They are represented by three Class Coordinators.

Responsibilities of the Class Coordinators:

- Set agendas and conduct all meetings of the Class Council
- Facilitates discussions and decisions made by the Class Council.
- Serves as the primary liaison between the class and the Student Council.
- Calls special meetings of the class.
- Represents the class within the High School.
- Coordinates all activities of the Class Council.

Responsibilities of the Student Council**Advisor:**

- Works with the Student Council officers to help them fulfill their roles.
- Is present at Student Council meetings.
- Is aware of the decisions made by the Student Council and the Class Councils.
- Gives the final decision in the removal of a Student Council member

Responsibilities of the Class Advisors:

- Works with the Class Council officers to help them fulfill their roles.
- Is present at Class Council meetings.
- Is aware of the decisions made by the Student Council and the Class Council

Article IV-Meetings and Procedures of the Student Council**Open Meetings**

All meetings of the Student Council shall be open to all AISC students. Occasionally a closed session may be called by a majority of the Student Council in order to address sensitive matters, such as the removal of a Student Council officer. However, all decisions resulting from closed sessions will be made public.

Regular Meetings

Meetings of the student council will be held on a regular basis, as specified in the By-laws. The President shall call and conduct the meetings.

Special Meetings

Special meetings may be planned whenever an urgent problem arises. Special meetings can be requested by any member of the Student Council. The President shall call and conduct the meetings.

Class Council Meetings

Each class will meet on a regular basis as specified in the Bylaws. The Class Coordinators shall call and conduct the meetings. The meetings will allow students to voice their concerns or organize events. The results of these meetings will be reported to the Student Council by the Class Coordinators.

Documenting Meetings

The proceedings of all meetings will be recorded by the Secretary or his or her designate. Meetings may be documented by means of text, voice recordings or video recordings. This documentation will be made available to all students.

Quorum

A minimum of 10 Student Council members, including at least one Class Coordinator from each class, must be present for a vote to take place.

Article V - Amendments

Any member of the student body may suggest an amendment to this constitution.

In order for the amendment to pass, it must be approved by a three-fourths ($\frac{3}{4}$) majority of the student body.

An amendment will take effect at the beginning of the following school year.

Article VI - Removal of Student Council Officers

In the event that a Student Council Officer has not fulfilled his or her responsibilities or has behaved inappropriately, he or she may be asked to step down from the Student Council.

The President will call a special closed meeting to address the concerns. The officer being considered for removal from office will be notified at least one week prior to the meeting. The officer being considered for removal will be given the opportunity defend him/herself before the Student Council. A three-fourths ($\frac{3}{4}$) majority of votes of Student Council members is required for the removal of an officer in these circumstances.

All discussion and voting regarding the removal of a Student Council Officer shall take place in a closed meeting of the Student Council. Any decision to impeach must be approved by the student council advisor(s).

ARTICLE VII – Vacancies

Should a member of the Student Council be unable to fulfill his or her duties and responsibilities the position will be filled by the student who secured the second-highest number of votes in the election. If the second place candidate is no longer a student at the school or does not agree to accept the position, a special election will be held in accordance with the election procedures set forth in the By-Laws.

Vacancies will be filled as soon as possible. Should that vacancy occur in the final quarter of the school year, the position will remain vacant. No vacancy shall be filled until there has been a publicly advertised election, under the election procedures set forth in the By-Laws.

ARTICLE VIII: By-Laws

The Student Council shall approve, and from time to time amend, By-Laws consistent with this constitution as appear to be necessary for the proper and efficient operation of the student

council. Any changes to the by-laws must be approved by a two-thirds (2/3) majority of the Student Council.

STUDENT COUNCIL BY-LAWS

The Student Council shall approve, and from time to time amend, By-Laws consistent with this constitution as appear to be necessary for the proper and efficient operation of the student council. Any changes to the by-laws must be approved by a two-thirds (2/3) majority of the Student Council.

Student Council. The President will warn officers when they have missed or been late for four times for events such as but not limited to weekly meetings, Student Council sponsored events, and scheduled commitments. Continued absence could result in the removal of the officer from the Student Council.

Adopted April 14, 2013

SECTION I – PROPOSALS

Any member of the AISC community may present an idea to the Student Council for consideration. The person or persons should inform a Student Council member, who will then inform the President. The President will then bring the issue to the Student Council.

If the Student Council determines that the issue is relevant, then the person or persons making the proposal will be allotted time during a Student Council meeting to present his or her proposal. The President will place the issue on the agenda and determine how the decision will be made (e.g. consensus, majority, etc.).

Once the decision is made, the person or persons making the proposal will be informed accordingly.

Adopted April 14, 2013

SECTION II - ATTENDANCE AT MEETINGS AND EVENTS

Student Council officers are expected to attend all meetings, events and functions organized by the

SECTION III – COLLECTION AND DISTRIBUTION OF FUNDS

The Student Council, with the approval of the Student Council Advisor and the High School Principal, shall have the power to raise, direct and/or review the spending of funds. All funds raised by the Student Council will be held in a single account. Student groups may request funds from this account by the submission of a proposal requesting for funds. Application procedures will be developed by the Student Council and made available to the student body.

DISTRIBUTION OF FEB FLING PROCEEDS

Eligibility

- Only student organizations that participated in Feb Fling may request funds from the Feb Fling proceeds.
- Funds will be granted only for service related activities

- Funds will not be granted for initiatives that only help an individual.

Funds will not be granted for travel, services or products (e.g. T-shirts) for the AISCHS volunteers.

Requesting funds

The club leader must submit a completed copy of the Student Council Fund Request Form in order to apply for funds. The Club Advisor(s) and the Club leader must sign this form. Initial requests must be submitted by February 15 for the Spring semester and by September 15 for the Fall semester.

Within two weeks of receiving all requests the Student Council will inform the clubs whether their request has been approved. If a request is not approved, the Student Council will provide the reason(s) and may suggest that the club to submit a revised request for consideration.

If there are funds remaining for semester disbursement, requests will be considered on a rolling basis.

Disbursing approved funds

Funds will be allocated depending on the total amount of all requested and Jan Jamboree funds available. The Student Council will approve and disburse up to 40% of the Jan Jamboree proceeds by the end of May and 40% of the funds by the end of December in the year in which the proceeds were generated. A contingency fund of 20% of the proceeds will be maintained to fund the following Jan Jamboree.

*Adopted April 14, 2013
Revised February 4, 2014*

SECTION IV - ELECTIONS

The election of new Student Council officers will be completed by April 30 of each year. The new

Student Council will be established by the end of May.

Qualifications for office

- A student who has been enrolled in the school prior to January 31 and is in good academic standing (cumulative Grade Point Average of 2.0 or better) may stand for election.
- Any student in 9th, 10th or 11th grade at the time of the election may run for secretary or treasurer.
- Any student in the 10th or 11th grade and who has served on the AISC Student Council at the time of the election may run for vice president.
- Any student in the 11th grade and who has served on the AISC Student Council at the time of the election may run for president.

Election procedures

- Before standing for election, potential candidates must fill out a petition and present signatures of support from students. Students can sign for any candidate for each position.
- Students running for Executive Council positions may have their petition signed by any member of the student body. Students running for the post of Class Coordinator must have their petition signed by students from their grade.
- Petitions must be submitted to the Student Council Secretary at least one week prior to the election. Candidates will be allowed one week to campaign. Campaign speeches and voting will be held on the last day of the campaign.
- The election will be conducted by secret

ballot. Each student will have one vote per Executive Council position and three votes for Class Coordinator. Balloting may be done by physical or electronic means.

- Eligible voters will include students in the 8th, 9th, 10th and 11th grades at the time of the election. Students in the 12th grades will not be allowed to vote.
- The election results will be certified by the Student Council Advisor and will be published on the day following the election. Candidates will be notified at the end of election day.
- In an event of a tie, a run-off election will be called between the two candidates with the greatest number of votes. If the run-off election is a tie, a majority vote of the Faculty Advisors will decide the winner.
- A candidate may contest the vote in the event of procedural irregularities and difference between the winner and the runner-up is less than 5% of the total votes for the office.

The decision to conduct another vote will be made by the Student Council.

- In the event that there are not enough candidates to fill the offices, a special election will be held in August.

Violation of election rules

The Student Council shall investigate and rule on allegations of misconduct by candidates during a campaign. The Student Council has the authority to recommend disciplinary action against candidates who violate the rules, including the recommendation to disqualify candidates for violation of the rules. The administration and Student Council Advisor shall enforce these recommendations at their discretion.

Adopted April 14, 2013

Revised May 10, 2013

Further revised March 2017



APPENDIX 2: NATIONAL HONOR SOCIETY SEVA CHAPTER BYLAWS

ARTICLE I

Name and Purpose

Section 1: The name of this chapter shall be the Seva Chapter of the National Honor Society of American International School Chennai

Section 2: The purpose of this chapter shall be to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character in students of American International School Chennai

ARTICLE II

The Principal

Section 1: The principal shall reserve the right to approve all activities and decisions of the chapter.

Section 2: The principal shall annually appoint faculty members as chapter advisors, who may serve consecutive terms.

Section 3: The principal shall annually appoint a faculty council composed of five members of the school's faculty who may serve consecutive terms.

Section 4: The principal shall receive appeals in cases of non-selection of candidates and the disciplining or dismissal of members.

ARTICLE III

The Chapter Advisors

Section 1: The chapter advisors shall be responsible for the direct, day-to-day supervision of the chapter and act as liaison between faculty, administration, students and the community.

Section 2: The chapter advisor(s) shall maintain files on membership, chapter history, activities, and financial transactions. The chapter advisor(s) shall send the annual activity report to the HS principal.

Section 3: The chapter advisor(s) shall regularly review each member for compliance with the rules.

Section 4: The chapter advisors shall be an ex-officio, non-voting, members of the Faculty Council.

ARTICLE IV

Faculty Council

Section 1: The Faculty Council shall consist of five voting members appointed annually by the principal. The chapter advisors shall be ex-officio, non-voting, members of the Faculty Council. No principal may be included on the Faculty Council.

Section 2: The term of the Faculty Council shall be one year. Members may be appointed to consecutive terms.

Section 3: The Faculty Council shall meet at least once a year to review the procedures of the chapter, select members and to consider non-selection, dismissal, other disciplinary actions, and warning cases.

ARTICLE V

Membership

Section 1: Membership is open to any sophomore, junior or senior who meets the annually published criteria for scholarship, character, leadership and service. A faculty council will select the members based on the above criteria. Once selected, members have the responsibility to continue to demonstrate these qualities.

- A. Candidates eligible for selection for this chapter must be members of the sophomore, junior, or senior class. Seniors will not be eligible for the spring induction to NHS.
- B. To be eligible for selection to membership in this chapter, the candidate must have been in attendance for a period of one semester at American International School Chennai.
- C. Candidates eligible for selection to the chapter shall have a minimum cumulative GPA of 3.5 (out of 4.0). This scholastic level of achievement shall remain fixed, and shall be the required minimum level of scholastic achievement for admission to candidacy. All students who can rise in scholarship to or above such standard may be admitted to candidacy for selection to membership.
- D. Upon meeting the grade level, attendance, and GPA standard requirements, candidates shall then be considered based on their service, leadership, and character.

Section 2: Membership in this chapter shall be known as active, honorary, and graduate. Active members become graduate members at graduation. Graduate and honorary members have no voice or vote in chapter affairs.

Section 3: Membership in this chapter is an honor bestowed upon deserving students by the Faculty Council.

Section 4: Candidates become members when inducted at a fall or spring ceremony.

Section 5: Members must maintain a GPA of 3.5 (out of 4.0).

Section 6: Members must do one or more NHS project per year.

Section 7: A National Honor Society member who transfers from another school and brings a letter from the former principal or chapter sponsor to

the new school's chapter sponsor shall be accepted automatically as a member in this chapter. Transfer members must meet the new chapter's standards within one semester in order to retain membership.

Section 8: Members who resign or are dismissed are not again eligible for membership or its benefits.

ARTICLE VI

Selection of Members

Section 1: The selection of members to this chapter shall be by a consensus of the Faculty Council consisting of five faculty members appointed by the principal. The chapter advisors shall be nonvoting ex officio members of the Faculty Council.

Section 2: Prior to selection, the following shall occur:

- A. Students' academic records shall be reviewed to determine scholastic eligibility.
- B. Students who are eligible scholastically ("candidates") shall be notified and asked to complete and submit the Student Activity Information Form and an essay on why they would like to become part of NHS for further consideration for selection.
- C. Members of the secondary school faculty shall be requested to evaluate candidates determined to be scholastically eligible using the official evaluation form provided by the chapter adviser.
- D. The Faculty Council shall review the Student Information Form and faculty evaluations in order to determine eligibility for membership.
- E. The Faculty Council will provide the secondary school principal with a written explanation for any candidate who not was accepted for membership.
- F. The advisor will inform candidates who have

not been accepted for membership and will discuss with them what they can do to improve their prospects for acceptance at the next induction.

- G. A decision not to induct a candidate into the society may be appealed to the principal on procedural grounds only. The candidate must initiate the appeal within one week of being informed that s/he was not selected for membership.

Section 3: The selection of new active members shall be held once yearly.

Section 4: Once selected and inducted, all members are expected to maintain the standards by which they were selected and maintain all obligations of membership.

ARTICLE VII

Discipline and Dismissal

Section 1: Any member who falls below the standards of scholarship, leadership, character, or service may be considered for dismissal from the Seva chapter of the National Honor Society. A member of the National Honor Society is expected to maintain his or her academic standing and to take an active role in service and leadership to his or her school and community.

Section 2: The chapter advisor will check member's cumulative GPA each semester. The advisor will provide written notice to any member whose GPA falls below the standard established at the time of his/her selection (currently 3.5). The member will have one semester to raise his/her GPA back to that standard. If the cumulative GPA remains below that standard at the end of the subsequent semester, the member will be dismissed from NHS.

Section 3: If a member fails to perform any of the

published obligations of members, the advisor(s) will give the member written notice identifying the cause for concern. The member will have one semester to demonstrate improvement. If improvement is not satisfactory, the advisor shall recommend that the Faculty Council consider probation or dismissal of the member, following the procedures outlined in 2-4 below.

Sections 4: In cases of member violation of the law or school regulations:

- A. The principal shall report such violations to the advisor.
- B. The advisor shall give written notice to the member that his/her case has been referred to the Faculty Council for consideration. The advisor shall contact the Faculty Council regarding the member's violation.
- C. The Faculty Council shall gather and consider evidence from office records; in addition, "in all cases of pending dismissal (or probation), a member shall have the right to a hearing before the council." In responding to the member's violation, the faculty council has three options: no action, probationary membership, or dismissal. The faculty council's decision will be determined by majority vote. In the case of probation or dismissal, written explanation of the council's determination will be provided to the principal and student. Probationary periods will generally last for 3 semesters during which time no other violations of any sort should be reported from the building administrator. If violations of any sort occur during the probationary period, the member will be considered for dismissal. When a member is dismissed or resigns, he/she is no longer a member and may not be reconsidered for membership.

D. A member who has been dismissed may appeal the decision of the faculty council to the principal.

ARTICLE VIII

Officers

Section 1: The officers of the chapter shall be president, vice president, secretary, and treasurer.

Section 2: Student officers shall be elected in May of each school year. All returning active members are eligible to run for a position as an officer. All active members of the chapter are eligible to vote.

Section 3: To elect any officer of this chapter, a majority vote shall be necessary. If the first vote does not yield a majority, a second vote shall be taken on the two candidates receiving the highest number of votes. The following duties should reflect the responsibilities developed for the officers in the local chapter.

Section 4: It shall be the duty of the president to preside at the meeting for this chapter, create agendas and provide leadership to the members.

Section 5: The vice president shall provide assistance to the president, preside in the absence of the president and shall also keep a record of members' contributions to leadership and service.

Section 6: The secretary shall keep the minutes of meetings and be responsible for all chapter correspondence.

Section 7: The treasurer shall keep the record of chapter expenses, and all other financial transactions of the chapter.

Section 8: In the event that a serving officer cannot perform his or her duties, the chapter members shall elect a replacement.

ARTICLE IX

Executive Committee

Section 1: The executive committee shall consist of the faculty adviser(s) and the chapter officers.

Section 2: The executive committee shall have general charge of the meetings and the business of the chapter, but any action by the executive committee is subject to the review of the chapter members.

ARTICLE X

Meetings

Section 1: Meetings of this chapter shall be weekly.

Section 2: All chapter members are expected to attend all regularly scheduled chapter meetings. Should a member be unable to attend, he or she shall notify a member of the Executive Committee.

Section 3: The Executive Committee may call special meetings.

Section 4: The president may call Executive Committee meetings.

ARTICLE XI

Activities

Section 1: The chapter shall determine one or more service projects for each year.

Section 2: All members shall regularly participate in these projects.

Section 3: These projects shall have the following characteristics: fulfill a need within the school or community; have the support of the administration and the faculty; be appropriate and educationally defensible; and be well planned, organized and executed.

Section 4: Each member shall have the responsibility for choosing and participating in an individual service project that reflects his or her talents and interests and is approved by the chapter adviser. This is in addition to the chapter project(s) to which all members contribute.

Section 5: The chapter shall publicize its projects in a positive manner.

ARTICLE XII

Powers

Section 1: The chapter adviser is given the authority to supervise the administration of chapter activities, as delegated by the school principal.

Section 2: The principal shall reserve the right to approve all activities and decisions of the chapter.

Section 3: These bylaws are designed to amplify provisions of the national constitution and cannot contradict any components thereof. This chapter is obligated to adhere to the provisions of the national constitution in all activities it undertakes.

ARTICLE XIII

Amendments

Section 1: These bylaws may be amended by a two-thirds vote of the chapter, provided notice of the proposed amendment has been given to members at least one month prior to the vote. The exceptions are Articles VI and VII (selection and discipline), which are developed by the Faculty Council with the approval of the principal.

Section 2: Bylaws and amendments must be consistent with the constitution of the National Honor society.



SIGNATURE PAGE

DEAR STUDENTS AND PARENTS,

Your signature below certifies that you have read this handbook which includes the “responsible use agreement for information technology” and the “Student Behavior” section.

Please return this completed page to the High School Office prior to the end of the first week of school.

I _____ and my parents have read and understood the school procedures outlined in this handbook. I agree to follow the rules, and guidelines outlined in this handbook and enjoy the privilege of being a part of the high school.

Student Name & Signature

Parent Signature

Date

Date





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