



PARENT & STUDENT HANDBOOK

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American International School of Mozambique Mission Statement

The American International School of Mozambique is a partnership of engaged students, dedicated parents, and a highly qualified staff. Together, we create a learning environment that inspires students to cultivate their unique talents and perspectives, and that prepares them to contribute in purposeful ways to the world that they will inherit and shape. Our students enjoy a stimulating and balanced educational program that is rooted in the principles of excellence, ethics and engagement.

Core Values: Excellence, Ethical Living and Engaged Learning

At AISM, Excellence is:

- ☐ Taking personal initiative to learn, be informed, and gain knowledge, skills and understanding;
- ☐ Envisioning the future with confidence, enthusiasm, and perseverance, and committing to shaping the future as an agent of positive change;
- ☐ Preparing to be culturally literate citizens of the world;
- ☐ Achieving a balance in physical, emotional and social development;
- ☐ Setting and achieving ambitious goals.

At AISM, Ethical Living is:

- ☐ Embracing the values of respect, honesty and integrity in our interactions with others and the world around us;
- ☐ Respecting the uniqueness of individuals and their varied backgrounds, perspectives and abilities;
- ☐ Acting with sensitivity and a sense of fairness;
- ☐ Taking responsibility for our actions, accepting the consequences of our decisions and learning from experience;
- ☐ Setting a good example and inspiring others.

At AISM, Engaged Learning is:

- ☐ Thinking critically and making connections among information and ideas;
- ☐ Asking valuable questions, using a variety of techniques to find answers and probing for clarification;
- ☐ Collaborating and sharing in an environment that supports and encourages risk taking;
- ☐ Developing divergent thinking through understanding diverse perspectives;
- ☐ Demonstrating passion and enthusiasm for continuous learning.

Vision Statement

AISM will be recognized as a leading international school in Africa by 2015 by:

- ☐ Enriching educational programs
- ☐ Providing organized sports and activities programs
- ☐ Connecting with Mozambique
- ☐ Planning for growth and expansion

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Introduction

Welcome to the American International School of Mozambique. AISM is happy to invite you to join our school community where you will be part of a large international community of families from nearly 50 different countries. The School's campus serves as the center of academic and social activities for our students and their families, and you will no doubt make many new and lasting friends.

AISM places great importance on children's love of learning by promoting teaching and learning practices designed to spark interest and make school a lively and exciting place. Through dynamic, interactive and experiential learning opportunities students develop intellectually and grow as confident, caring and productive young people.

The academic divisions - early childhood (ages 3&4), primary (Kindergarten-5), middle (grades 6-8) and high school (grades 9-12) - are organized around a balance of the academic, physical, social and emotional needs of our students. Curriculum reflects both American educational philosophy and the underlying principles of the International Baccalaureate (IB): Primary Years Program (PYP), Middle Years Program (MYP), and Diploma Program.

Nature of the School

Founded in 1990, AISM is a private, non-profit school with all instruction delivered in the English language, except in the study of other languages (Portuguese and French). The school year begins mid-August and ends mid-June for a total of 180 instructional days.

Governance

The School is governed by a seven-member Board of Directors, six of whom are elected by the AISM Association and one of whom serves as the appointed representative of the U.S. Ambassador to Mozambique. Association membership comprises all parents or guardians of children enrolled at the School. AISM is partially funded and fully supported by the U.S. State Department's Office of Overseas Schools.

The articles of association, by-laws, policies and board minutes are available on the School's secure website and are also housed in the school library.

Accreditation and Membership

AISM is accredited by the Middle States Association of Colleges and Schools (MSA). MSA is a U.S. agency authorized to evaluate and accredit international schools based on U.S. standards. As an accredited school, AISM students are assured a quality education program and are able to transfer easily to other accredited international schools. AISM is also authorized by the International Baccalaureate to offer the Primary Years Program, the Middle Years Program and the Diploma Program.

The School holds membership in the Association of International Schools in Africa and the Association for the Advancement of International Education.

Curriculum: International Baccalaureate

As an IB World School, AISM offers a high quality education similar to some of the best international schools throughout the world. Curriculum is designed to meet the requirements of the International Baccalaureate PYP, MYP and the DP.

Co-curricular activities comprise a variety of sports, performing and visual arts, Model United Nations, *Week without Walls*, debate club, service-learning and a host of other activities based on student interest and teacher expertise.

Faculty

Academic administration includes a school director, primary and secondary principals, primary and secondary school counselors, IB coordinators and an athletics director. Teaching staff includes more than 60 educators from around the world with years of experience in international schools. All teachers and academic administrators participate in professional development and training sponsored by International Baccalaureate.

Facilities

School facilities comprise 45+ classrooms, state-of-the-art primary and secondary libraries, four technology labs, an auditorium and specially designed spaces for music, drama, dance and the visual arts. The AISM campus is completely enclosed and the school uses a secure entry/exit system.

Sports and recreational facilities include playing fields and playgrounds, a 25-meter outdoor swimming pool and a covered sports and tennis court. AISM families may use the school's recreational facilities at designated times.

An outdoor cafeteria serves nutritious meals and tasty snacks during morning breaks, lunch and after school.

Calendar

A school calendar, comprising 180 instructional days, is prepared each year and notes holidays, vacation periods, and special events. Detailed information about daily/monthly events are posted on the School's website.

Finance

Operating expenses are largely financed through annual tuition; capital expenditures are financed from Returning Student and New Student Fees.

Tuition and Other Fees: School Year 2012-2013

Tier I

Current Students & New Siblings

| | |
|-----------------|--------------|
| ELC 3 & 4 | \$ US 10,007 |
| Kinder -Grade 5 | \$ US 13,515 |
| Grades 6 -8 | \$ US 14,896 |
| Grades 9-10 | \$ US 16,909 |
| Grades 11-12 | \$ US 17,541 |

Other Fees

| | |
|------------------------|----------------------|
| Returning Student Fee: | \$ 500.00 |
| Placement Fee | \$ 160.(new student) |
| New Student Fee | \$5500.00 |
| Week without Walls: | \$ 475.00 (gr. 6-12) |
| IB Diploma Fee: | \$ 500.00 (gr.12) |
| Bus Fee: | \$1500.00 (optional) |

Tier II

New Students

| | |
|-----------------|--------------|
| ELC 3 & 4 | \$ US 12,509 |
| Kinder -Grade 5 | \$ US 16,894 |
| Grades 6 -8 | \$ US 18,620 |
| Grades 9-10 | \$ US 21,136 |
| Grades 11-12 | \$ US 21,927 |

Other Fees

| | |
|---------------------|----------------------|
| Placement Fee | \$ 160.00 |
| New Student Fee | \$5500.00 |
| Week without Walls: | \$ 475.00 |
| IB Diploma Fee: | \$ 500.00 (grade 12) |
| Bus Fee: | \$1500.00 (optional) |

1. A non-refundable Assessment Placement Fee is charged to each new student seeking admission to the School.
2. A non-refundable New Student Fee is charged upon admission to each student enrolling in AISM for the first time.
3. A non-refundable Returning Student Fee is charged annually to all returning students. Full payment is due at the start of the school year.
4. Tuition fees may be paid in full or in two equal payments each semester, no later than 31 August and 31 January of each school year. Tuition fees for students enrolling throughout the year must be paid within 30 days of admission.
5. Parents of returning students will be invoiced four to six weeks prior to the established tuition due date. Payment of all school fees will be accepted in local currency or in US Dollars. Such payment will be by check, direct deposit or bank transfer.
6. Parents must provide the business office proof of payment by direct deposit or bank transfer even if payment is made by a sponsoring government, organization or company. All payments are net of any transaction charges and must be received by due dates, or late charges may be assessed.
7. Any family with more than two (2) students enrolled in the School will receive a tuition discount of 10% on subsequent student enrollments. The tuition discount applies to the last child enrolled. All other school fees are assessed at full costs.
8. A full payment is required for any portion of term (school quarter) attended. Upon withdrawal, a student will receive a tuition refund for any full term of non-attendance. This refund does not apply to the non-refundable Returning Student Fee or New Student Fee. Parents withdrawing a student from the School will notify the school administration at least fourteen days in advance.
9. To maintain a student's continued placement at AISM, parents must ensure that all school fees are paid in a timely manner. Registration will be cancelled for non-payment at the end of a semester (December / June), and a student may not return until full payment is received.

Code of Conduct

The mission of AISM is rooted in the principles of excellence, ethics and engagement. More specifically, the value of ethical living is defined as: embracing honesty and integrity in our interactions with others and the world around us; acting with sensitivity and a sense of fairness; taking responsibility for our actions and accepting the consequences of our decisions; and setting a good example and inspiring others. In the spirit of its mission, values and vision, AISM strives to create and maintain a safe and supportive environment for all students. This requires setting behavioral expectations, rules, regulations and procedures to deal with situations that may otherwise undermine or devalue that safe and supportive environment. The disciplinary policy and procedures that follow are to guide decision and appeal-making processes that will affect students with the aim to ensure the outcomes of those processes are fair and appropriate. They aim to provide integrity and consistency of decisions and to help avoid misunderstandings and disputes.

At the beginning of each school year, primary school classroom teachers will discuss expectations and school regulations governing student behavior with their students; grade-level advisors will review the school's rules and regulations with all middle and high school students. Students in grades 6 -12 and their parents will be required to sign a form acknowledging that they are aware of and support these rules and regulations, and that they understand the potential consequences for violation of such rules. Refusal to sign or submit the form may jeopardize a student's continued enrollment at AISM.

Students' Rights and Responsibilities

The principle of ethical living requires all AISM community members to take responsibility for their actions, while conferring the right to be treated with fairness and dignity. AISM acknowledges the individual rights of students and encourages freedom of thought and expression. At the same time, school rules are necessary to establish constructive limits in order to protect the rights of others.

Each student has the right:

- To be secure and safe in person and property.
- To be treated with courtesy, fairness, and consideration by every student, teacher, administrator and adult in the school community.
- To participate in developing and improving school rules and standards of student behavior.
- To be informed of the rules for student behavior.
- To benefit from and be recognized for his/her effort.
- To appeal decisions of teachers and administrators in an orderly way.

Each student has the responsibility to:

- Help generate a safe and supportive learning environment.
- Treat other students and adults with consideration, fairness and respect.
- Demonstrate self-control by acting safely and responsibly.
- Treat school and other students' property with respect.

Academic Dishonesty

Academic dishonesty is defined as any action designed to misrepresent a student's work as having been completed by that student, when in fact it was not. Applied consequences will depend on the degree of dishonesty and the recurrence of such behavior, and shall be drawn from the disciplinary consequences described below.

The following examples serve to clarify for students and parents what constitutes cheating and plagiarism:

- Copying someone's assignment or allowing someone to copy yours.
- Substituting synonyms for someone else's words and presenting them as your own.
- Handing in another individual's work as your own.

- Dividing questions on an individual assignment so that several students answer only a portion of the assignment and then permitting others to copy the answers.
- Although group work and collaboration are often encouraged, individual assignments should be completed by individuals, unless otherwise stated.
- Copying sentences, phrases, paragraph and pages from books, websites, or other sources without referencing the source.
- Using plots, characters, theories, opinions, concepts or designs from sources and presenting them as original work.
- Taking answers from a classmate's quiz or test, using a crib sheet or sharing answers during a test situation.
- Falsifying data, conclusions and answers and presenting them as facts.
- Acting in bad faith in sporting events.

Alcoholic Beverages and Licit and/or Illicit Drugs

Prevention of use and abuse of alcohol and drugs by students at AISM is a fundamental aim of our policy. To develop knowledge, good decision-making and strong community networks, AISM begins its drug and alcohol policy with education and partnership-building among all members of our community—students, teachers, staff, and parents.

Annual drug and alcohol prevention workshops are designed to provide students developmentally appropriate information about the harmful consequences of alcohol and drug use, address social pressures and help students develop resistance skills.

Likewise, teacher training and parent forums are designed to provide our school community knowledge about teenage alcohol and drug use, realistic rules and boundaries, intervention strategies and support programs.

All students are expected to respect and abide by the laws of Mozambique governing alcohol consumption and drug use at all times.

Possession and/or Use of Alcohol

Students possessing, consuming or under the influence of any alcoholic beverage on school grounds, on school transport or at any school-organized or sponsored event or trip are subject to disciplinary consequences as described below. If a student is suspended, the duration of the suspension will be determined by school administration and will be based on the severity of the offense. Any student who has a history of disciplinary problems may be requested to withdraw from school or face expulsion.

The School Director (or his/her designee) has the responsibility and authority to decide what constitutes sufficient cause or appropriate circumstances to warrant a search for possession of alcohol.

Illegal Drugs and Misuse of Controlled Substances

Students buying, selling, possessing, taking or using, giving, or in any way directly or indirectly aiding or abetting the use of illegal drugs, misuse of controlled substances (both prescription and over the counter medicines, including psychoactive substances or performance enhancing drugs, stimulants, depressants, narcotics, cannabis, hallucinogens, inhalants, designer drugs or anabolic steroids) or uncontrolled substances (such as glues and solvents) on school grounds, on school transport or at any school-organized or sponsored event or trip are all strictly prohibited. Such behaviors in many cases are also illegal in Mozambique and the School may be required to file a report with the local authorities.

Students who are reasonably suspected, based on specific facts and circumstances, to be in any way involved in any of the above behaviors are subject to disciplinary consequences as described below, including being requested to withdraw or being expelled from school.

The School Director (or his/her designee) has the responsibility and authority to decide what constitutes sufficient cause or appropriate circumstances to warrant a search for possession and/or to require testing for possible use of illegal drugs or misuse of controlled substances.

Drug testing

Should school administration have a reasonable cause to suspect the use of drugs, the School Director (or his/her designee) may request drug testing with parental consent. Test results will remain confidential to the administration, the student and the parents. Refusal to cooperate with testing may jeopardize the student's continued enrollment at AISM.

Students Seeking Assistance

Students who voluntarily seek aid for alcohol and/or drug use prior to an infraction will not be subject to disciplinary action providing they do not, from the time they seek aid, violate the school regulations on alcohol and/or drug use. Such students' privacy will be respected and they will be counseled appropriately for their alcohol or drug use problem. These students and their families will be expected to comply with any recommendations provided by the school counselor or a professional counselor referred by the School.

Authorized Drugs

Parents of students who are required to take authorized drugs must submit written authorization and instructions for dispensation to the school nurse. This information must be on file with the school nurse prior to any treatment. **No student may self-administer medication.** Medications must be stored in the health office and administered by the school nurse.

Automobile Use

Students are not permitted to park personal vehicles on the School's campus. No student may accompany a student driver to or from school or school-organized or sponsored event or trip unless the student driver and student passenger provide authorization from their parents. All student drivers must comply fully with Mozambican transportation regulations.

Bus Rules

Students must be picked up and dropped off only at their assigned stops. No student may exit the bus at an unassigned stop unless he/she has parent authorization to do so. Authorization must be presented in advance to administration. The following rules are designed to ensure student safety:

1. Stay seated at all times.
2. Use seat belt.
3. Keep all body parts and possessions inside the bus at all times.
4. Talk at a conversational level.
5. Keep music down to reasonable levels such that it does not disturb other passengers.
6. Be courteous to and considerate of others and their property.
7. Remain standing off the road until the bus comes to a complete stop before approaching the bus.
8. Stand up to get off the bus ONLY when it comes to a complete stop.
9. When getting off the bus, look out for other vehicles. A bus monitor is available for assistance.
10. Follow directions of bus monitors.

Consequences for noncompliance

- First Time – Warning
- Second Time - Suspension from bus for one day
- Third Time - Suspension from bus for two days
- Fourth Time - Suspension from bus for the remainder of the quarter.

Dress Code

All students are required to observe the following regulations:

1. Students are responsible for observing basic standards of cleanliness, modesty, good grooming, and dress.
2. Students must wear shoes; flip-flops are not considered appropriate footwear.
3. Cutoff shorts or shirts with bare midriffs are not appropriate or acceptable for boys or girls.
4. Tank tops, halter-tops, tube tops, short-shorts and similar forms of dress are neither appropriate nor acceptable. Underwear may not be showing over the tops of jeans.
5. Hats & caps are not permitted indoors.
6. Clothing or accessories with suggestive, offensive or otherwise objectionable messages are not permitted.
7. Students must wear appropriate clothes for physical education classes, i.e. tennis shoes, loose tops, shorts/sweat pants, swim suits.

Fighting or Physical Aggression

Fighting or physical aggression is not permitted on or near campus, on buses or on any school-organized or sponsored event or trip. A student who is attacked may use reasonable force in self-defense, but only to the extent necessary to get free from the attack and notify proper school authorities. A student who exceeds reasonable force may be disciplined even though someone else provoked the fight. Where it is impossible to determine the original motivation or arguments resulting in the fight, all parties will be held equally responsible.

No student may cause or attempt to cause physical injury to any student or intentionally behave in such a manner that could reasonably cause physical injury to others.

Harassment and Bullying: Verbal, Emotional, or Physical

Every student is guaranteed the right to enjoy the benefits of attendance at AISM without ridicule or threats by other students or staff. Any attempts to infringe on the rights of others will not be tolerated. Infringement of a student's rights will result in disciplinary consequences as described below. In serious and repeated cases, the student may be requested to withdraw from school or face expulsion. Parents will be notified in writing of the incident(s).

Profanity, Insolence, Disobedience, and Foul Language

Profanity, insolence, disobedience or foul language will not be tolerated. Any student in violation will be reported to the primary/secondary principal for immediate action. A second offence may result in suspension from school. Parents will be notified in writing of the incident(s).

Smoking Policy

Smoking of any substance is not permitted on or near campus, on buses or on any school-organized or sponsored event or trip, and may be subject to disciplinary consequences as described below. Parents will be notified in writing of the incident.

Sporting Behavior

Participation in a team sport at AISM is a privilege and all participants must earn the right to represent AISM by demonstrating ethical conduct and fair play at all times. Any participant whose conduct is judged to reflect poorly upon himself/herself, the team, or the school, whether or not such activity takes place during or outside school hours, shall be subject to disciplinary action as determined by the coach, the athletic director and/or the school principal

Inappropriate sporting behavior includes, but is not necessarily limited to:

- Complaining about officials' decisions and displaying dissent through derogatory or abusive remarks.
- Excessive arguing between opposing team players and spectators.

- Taunting an opponent or an opposing team spectator.
- Public indecency, vulgarity or obscenity including foul or profane language and obscene gestures.
- Threatening behavior (verbal or nonverbal) toward any coach, staff member, participant or spectator.
- Physical confrontation with an opponent, teammate, official, staff member or spectator before, during, or after a contest.

Student athletes or spectators who demonstrate acts of a gross unsporting nature may be subject to disciplinary consequences as described below. Furthermore, athletes may be ineligible to participate in interscholastic competition for a period of time to be determined by the coach, the sports coordinator and/or school principal. Repeated violations may result in permanent loss of eligibility for all athletic contests. *Please refer to more detailed rules and regulations available through the Sports Department.*

Technology: Respectable Use

Students are expected to use the school's technology resources, including email and Internet access, in a responsible, ethical and legal manner. Classroom teachers and technology staff introduce primary school students to guidelines directing the appropriate use of technology and discuss issues of personal privacy and responsible behavior. Students in grades 6-12 and their parents are required to sign a *Respectable Use Policy for Technology* at the beginning of each year before students are issued access to the school's network system. The policy describes what constitutes acceptable and unacceptable use and serves to protect the interests of the School and all students.

To provide a safe environment for learning with technology, school and network administrators reserve the right to monitor, use and disclose any data found on the school's information network without prior notice or permission from the user. Access to the information network may be suspended or revoked and/or disciplinary consequences as described below may be applied if a student fails to comply with the AISM Respectable Use Policy.

Theft and Vandalism

Any student caught stealing or vandalizing school property will be reported to the primary/secondary principal and may be subject to disciplinary consequences as described below. In serious and repeated cases, the student may be requested to withdraw from school or face expulsion. Parents will be notified in writing of the incident(s).

Truancy / Unauthorized Departure from School

A student who leaves school property without parent authorization and the permission of the administration shall not be readmitted to school without a parent/student conference with the appropriate principal. Truancy cases will be handled in a similar manner. The primary/secondary principal may enforce other disciplinary consequences as described below.

Weapons

No student may possess, use or distribute weapon(s) on school grounds, on school transport or at any school-organized or sponsored event or trip.

A "weapon" is defined as any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; air guns, pellet guns or BB guns; all knives or blades; explosives or fireworks; mace and other propellants; stun guns; ammunition; poisons; and objects that have been modified to serve as a weapon.

Any object, device or instrument having the appearance of a weapon may also be considered a weapon. Items designed for other purposes (i.e., files, scissors, pens, etc.), used to inflict bodily harm and/or intimidate will be treated as the possession and use of a weapon.

Students in violation of this policy are subject to disciplinary consequences as described below, including withdrawal or expulsion from school.

Unannounced Searches

The School Director (or his/her designee) reserves the right to search students, bags, or lockers when administrators believe there is cause for such an action and to seize any item that violates i) the safety and welfare of students, staff or school employees and/or ii) the school's drug and alcohol policies. If any item is confiscated from a student's locker, parents will be notified as soon as possible.

Off-Campus Situations

Should the School's administration be made aware of AISM students violating the code of conduct outside of school hours or at non-school-related activities in ways that affect student and community well-being on campus, the administration reserves the right to evaluate such situations and discuss with parents and students. Steps may be taken for supportive resolution of the situation.

Defining Consequences and Procedures for Violations of School Regulations

AISM expects all students to adhere to the code of conduct described in this policy that is based on courtesy, consideration and respect for themselves and for others. There are times, however, when students may need to be reminded of their responsibilities to themselves and to the School, and when it may be necessary to impose disciplinary procedures. Students who violate school regulations may be subject to any of the following consequences, depending on the gravity of the offense.

Corporal Punishment

Corporal punishment is prohibited at AISM.

In-school suspension

If a student is issued an in-school suspension, he/she is expected to report to the appropriate school principal immediately upon arrival to school. The student will work in isolation for the duration of the school day, including break and lunchtime. The student cannot participate in any after-school activities for the day(s) of the suspension. Assignments are to be completed by the end of each day and the student is eligible for daily credit.

Out- of- school suspension

If a student is issued an out-of-school suspension, he/she is not permitted on school campus and cannot participate in any school-organized or sponsored trips, activities, or events for the duration of the suspension period. Assignments will be provided by teachers for the student to complete at home and upon return, credit will be awarded for work completed.

Parents will be informed immediately of their child's offense should it warrant an out-of-school suspension and will be required to attend a meeting with the school's administration. An official letter stating the length of time and the reason for suspension will be presented to parents shortly thereafter. Based on the severity of the behavior, the length of time for a suspension will be at the discretion of the School Director and/or relevant principal.

At the end of the suspension period, the parent(s) and the student may be required to report to the the appropriate school principal for a re-entry meeting. Conditions of return will be discussed and expectations for future behaviors stipulated. Failure to meet these conditions and expectations may jeopardize the student's continued enrollment at AISM.

Reasons for suspension include, but are not limited to, the following reasons:

- Academic dishonesty
- Possession of and/or use of alcoholic beverages on campus, near the campus, on buses or during school-organized or sponsored events or trips
- Violation of school technology, bus, or sportsmanship policies
- Fighting or physical aggression and confrontations with other students
- Harassment or bullying toward other students: verbal, emotional, physical or electronically
- Insubordination/disrespect to members of the staff
- Excessive use of profanity
- Smoking of any substance on/or near campus, buses or school-organized or sponsored events or trips
- Vandalism of school property
- Theft (students' personal property or school material/equipment)
- Truancy or unauthorized departure from school
- Repeated office referrals
- Possession of weapons (as defined above)

Disciplinary Probation

If a student deliberately and consistently disrupts and impedes the learning of others, or seriously and repeatedly engages in any of the above behaviors identified under suspension, he/she may be placed on disciplinary probation. Disciplinary probation serves as a reminder to the student and parents that the school is concerned about poor behavioral choices made by the student. A disciplinary probation may include an in-school or out-of-school suspension, but also warrants additional consequences which may involve, but are not limited to:

- Loss of school privileges such as off-campus trips or participation in school sponsored co-curricular activities
- Regular meetings with the school counselor
- Mandatory counseling outside the school
- Community service hours
- Restitution

Conditional Enrollment

If a student violates the terms of the Disciplinary Probation or continues to seriously and repeatedly engage in any of the above behaviors identified under suspension, he/she may be placed on Conditional Enrollment. Conditional enrollment is defined as the continued enrollment of a student conditioned on compliance with one or more actions the student must take (e.g., professional counseling, community service, restitution, demonstrated behavior change, periodic drug tests, etc.).

If a student is conditionally enrolled, the student and parents must sign a Conditional Enrollment Agreement. The agreement will be enforced for a specific time period and will clearly state all expectations. Administration will monitor and review progress of the student and will keep parents informed. At the end of the time period specified in the Conditional Enrollment Agreement, the School Director will determine whether enrollment will continue or termination is required.

Expulsion

The School Director has the authority to request withdrawal or to expel any student who engages in grave or repeated violations of school rules and regulations. The Director will inform the Board of Directors of any case of expulsion and its reasons. Reasons for expulsion include, but are not limited to, the following:

- Academic dishonesty of a serious nature
- Possession, use or distribution of drugs or alcohol on or near campus, the immediate environs, or school-organized or sponsored trips or events.

- Repeated acts of physical aggression or an assault resulting in serious injury to others.
- Repeated verbal, emotional, physical or electronic harassment of AISM community members.
- Serious and willful destruction of school property.
- Major theft (students' personal property or school material/equipment).
- Weapons with intent to do harm.
- Real or perceived threats to the school community.

School Records

All records of disciplinary actions are retained in the student's file until permanent departure from AISM, at which time such notations will be expunged. However, students and parents should be aware that many schools and universities require the school's administration to report on student suspensions or other disciplinary actions. In such cases, administration will respond truthfully.

Procedures for Violations of School Regulations

Should school staff believe a student has violated school policy, rules or regulations, he/she will report the incident to the relevant principal. The principal will speak with the student and any other involved parties, and may notify parents of the incident. If violations involve a potential out-of-school suspension or more serious consequence, the principal will meet with the student's parents prior to a final decision, and then notify them in writing of his/her determination. Should the violations involve a potential expulsion, the principal will report all findings to the School Director who will meet with the parents and student prior to making a final decision, and then notify the parents in writing of his/her decision.

Students and parents have a right to hear all of the information upon which decisions are being made and to provide any additional or extenuating information which they believe may be relevant prior to a final determination. Confidentiality will be maintained both with respect to the student and his/her parents but also to students, teachers and/or other members of the Association who have acted as witnesses or are victims of the student's behavior. The principal and director will make their decisions based on the severity and context of the incident as well as a student's history of past behavior.

Appeal Procedure

Appeal Procedures for Disciplinary Actions (Excluding Expulsion)

To appeal a disciplinary decision (excluding expulsion), parents and/or students should follow the "Formal Process" as defined in Section 4007, Concerns and Complaints.

Appeal Procedures for Student Expulsion

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

1. Parents submit a written request addressed to the AISM Board of Directors to appeal the School Director's decision for expulsion within ten (10) calendar days from the day such decision was communicated to the parents. The Board Chair will appoint a committee of Board Members to moderate the proceedings. All proceedings will be closed, and subject to strict requirements of confidentiality, including protecting witnesses and/or victims. The committee will keep a written record of the appeal proceedings.
2. Parents are notified in writing within ten (10) calendar days of the time, date and place of the hearing. All documents related to the expulsion decision will be shared between parents and administration.
3. At the hearing, parents and administration each present their case to the Board committee, and time will be allowed for each side to comment once hearing the other speak. Only parents, student, administration, and board committee members may be present at the proceedings. (Copies of all relevant documents must be supplied to the committee in advance).

4. The Board committee meets in a closed session excluding all other parties to evaluate the case and arrive at a recommendation. Board members will place special emphasis on new information or concerns about procedure.
5. The Board committee presents its findings and recommendation to the Board of Directors for final resolution. Within 30 calendar days of receipt of the parents' written request to appeal, the Board renders a decision by vote, and such decision will be conveyed in writing to all parties and is final.

General Information

Admissions Policy (Appendix A)

Parents may access all required admission and health forms from the school registrar or through the School's website. When applying, parents are required to submit the following documents:

- Completed Admissions Form.
- Completed Health History Form and proof of required vaccinations for each child.
- Health information that is pertinent to the welfare of other students in attendance at AISM.
- Photocopy of child's passport (vital information page) or photocopy of birth certificate.
- Academic reports from previous school(s).
- Standardized achievement test scores, if available.
- Any psycho-educational or special education evaluation / records.
- Passport-size photo.
- Bus Transportation Form, if applicable.
- Home Language Survey

An entrance exam and interview are required of all prospective students. Payment of the non-refundable Assessment Placement Fee is due upon completion of the test/interview process. The New Student Fee is due upon admission. All other fees are payable as detailed in Board Policy.

Classroom space is limited and may preclude admission to a particular grade level. AISM also has limited support services available to assist students with learning difficulties or with limited English language skills. The Admissions Committee, comprising the School Director, school principal, school counselor and other appropriate designated staff (ESOL teacher, literacy specialist, learning support specialist) determines admission and placement status of all students.

Board Admissions Policy See Appendix A in this Handbook or access on School Website
Board Policy-Fees See Appendix B in this Handbook

After-School Activities

Activities operate weekly Monday through Thursday. The primary school session for students in grades 1-5 operates between 14:40 – 15:40; the secondary school session for students in grades 6-12 operates between 14:40 – 16:15. Bus transportation is available at both times. Signed permission slips are required of all students participating in any activity. Schedules and detailed information are available through the Activities Coordinator and are also posted on the School's website.

Parents are requested to ensure that primary school children depart the school campus no later than 15:45 if they participate in after-school activities and secondary school children no later than 16:15 if they participate in after-school activities. STUDENTS WHO ARE NOT REGISTERED FOR AN AFTER-SCHOOL ACTIVITY MAY NOT REMAIN ON SCHOOL CAMPUS. No supervision is provided after official school hours.

Activities vary according to the interests of students and the availability of instructors. Administration welcomes suggestions from parents and also encourages parents to volunteer as an activity sponsor.

Assessment

Please see Appendix C for assessment practices.

Attendance

Regular attendance is essential to the progress and achievement of every student.

1. Parents should arrange travel and vacation time to coincide with scheduled holidays and vacations as noted on the school calendar.
2. Student absences should occur only for necessary and important reasons – i.e., medical reasons, death in the family, or unavoidable travel.
3. For **excused** absences:
 - Parents are asked to notify the school registrar by phone or email on the day of absence prior to 8:00 am.
 - Upon return to school, the student must present to the school registrar a written statement signed by the parent explaining the reason for the absence.
 - The student will be advised of missed assignments.
 - Assignments must be completed in the amount of time determined by the teacher(s).
4. For **extended, planned** absences, parents must provide the school's administration at least two weeks' notice. Parents of primary school students must confer with the primary school principal and classroom teacher in regard to their child's ability to progress academically following such an absence. Parents of secondary students must arrange to discuss with the secondary school principal and/or school counselor ways in which the student will recover his/her course work. Secondary students are required to complete a *Planned Absence Form* and submit to the secondary school principal prior to departure from school.
5. If a student is truant, the school registrar will contact parents to arrange a meeting with the primary or secondary principal and School Director before the student is readmitted to class.
6. If a **student in grades 9-12** is absent 11 or more days within any one quarter, he or she fails the quarter. If a student is absent 45 school days (25%) in a given school year, the student may not be promoted to the next grade level. In extreme cases, parents may be advised to withdraw the student from school. The noted limits to absenteeism also apply to individual subjects.
7. If the absence is due to a prolonged illness and the student has evidence that he/she has made up the missed material to the satisfaction of the teachers, then an appeal may be made to the School Director.
8. In all attendance matters, the decision of the School Director is final.

Parents Absent from Home

On rare occasions both parents may be absent from home for a period of time. During this time parents must appoint a temporary guardian who is responsible for the care of their child, and administration must be informed of this arrangement. This requires the temporary guardian to make decisions about the educational, social or emotional needs of the student, support the School in dealing with any issues arising, take responsibility in the case of an accident or injury – e.g., taking the student to hospital, giving permission for school field trips or special events and attending required functions at school. Parents must complete the *Guardianship Form* and return it to the school registrar prior to their absence and also advise their child's teachers that they will be absent. This is essential in order for staff to ensure the safety and well-being of students.

Cafeteria Service

The school cafeteria serves a hot meal, fruit, salads, sandwiches, pizza and juice. Meal tickets are on sale at the cafeteria. All other items are cash sales. Students may also bring food from home.

Cell Phones

Cell phones may not be used during the school day. The School is not responsible for the loss, theft, or damage of students' personal items. Lockers are provided at the secondary level and students are advised to keep valuables locked at all times.

Closed Campus

AIMS operates a closed campus. If a student must leave the School during the day, the following procedures apply:

1. If parents know in advance that their child must leave before dismissal time, a parent/guardian must sign a note to the effect and the note must be presented to the school registrar before the beginning of the school day. At the time of dismissal, the student will receive an exit pass from the school registrar to present to the security guard. Students of estranged parents will be released to the non-custodial parent only upon written request of the parent who, according to the law, is responsible for the child.
2. Any student who becomes ill during the school day must report to the school nurse. Contact is made with the parent/guardian or his/her representative and arrangements to collect are confirmed. The school registrar is notified and supplies an exit pass to present to the security guard. The school registrar informs the appropriate school principal.
3. Only currently enrolled students of AISM are allowed on campus during instructional time and during after-school activities. Any visitor must have approval from the primary or secondary principal prior to the day of the visit.

Facilities: Use of

The Board of Directors recognizes that the primary purpose of school facilities is to meet student needs in both academic programs and co-curricular activities. It is the policy of the Board of Directors to permit use of school premises and grounds to the extent that there is no interference with such programs and activities. The following groups are permitted use of facilities at predetermined times:

- AISM staff and students' immediate families;
- American employees of the U.S. Embassy (including annual Peace Corps training) in recognition of the US State Department's continuous support to the School;

Other groups that may be eligible to use school facilities, based on established rules and regulations, include:

- individuals or non-profit organizations whose purpose and activities are of an educational, cultural, recreational, or community service nature;
- registered guests accompanied by AISM families and staff.

A school activity or event at any time may preempt facility use by the aforementioned groups. The School Director, in conjunction with the Maintenance Supervisor, will specify time periods for general repair and maintenance at which time facilities will remain closed to any type of use.

Individuals or groups using school facilities must conduct themselves in an orderly and lawful manner and assume financial responsibility for any loss or damages incurred to school property. Use must be limited to the specific area granted and children must be supervised at all times.

No child under the age of 12, including AISM students, is permitted on the school campus during weekends or after school hours without the supervision of his/her parent or designated adult.

Availability of alcoholic beverages in association with a school function must have the prior approval of the School Director. External organizations or community groups granted use of school facilities must obtain authorization to consume alcoholic beverages from the School Director prior to the scheduled event or activity. Alcoholic consumption must be properly controlled and appropriate behavior is expected at all times. No one under the age of 21 may be served alcoholic beverages under any conditions.

The School Director in conjunction with the Policy Committee will develop all necessary rules and regulations governing the use of school facilities, including fee structure and time schedule. The Board of Directors will approve and/or propose revision of all policy emanating rules and regulations as needed. The School Director or an approved designate shall be responsible for the implementation of rules and regulations.

The Board and the AISM Association assume no liability for any instances of bodily injury or sickness sustained by an individual or group participants while on school premises and furthermore, assume no liability for damage to, destruction of, or loss of individual property. *Detailed regulations for the use of school facilities for parents and external organizations are available through the Sports and Activities Department.*

Field Trips

Purpose

AISM recognizes the importance of school-sponsored trips as a means of reinforcing and supplementing the curriculum. Trips in and beyond the community provide a direct learning experience and opportunities for practical application.

A field trip is a planned educational activity in which a class or a group of students leaves the School's campus for the purpose of continuing, extending or enriching the instructional program as an integral part of the curriculum. The trip is designed to stimulate student interest and inquiry and provide opportunities for social growth and development. To be educationally beneficial, a field trip requires thoughtful selection, careful advance preparation of the students and opportunities for the students to assimilate the experience during and at the conclusion of the trip.

Objectives

- Provide authentic, direct exposure to Mozambique and the surrounding areas in order to nurture a better understanding and appreciation of history, geography and culture.
- Develop new friendships as well as strengthen the existing bonds the students have within our school community.
- Allow for opportunities that are relevant to the needs of the students' education. While supporting the curriculum, field trips provide an opportunity to understand the importance of knowledge and understanding in our contemporary world.
- Increase respect for the environment and local culture through exposure to unique habitats.
- Provide a framework for students to be involved in meaningful service projects.
- Provide opportunities for personal reflection, self-awareness and self-reliance.
- Provide opportunities to develop new interests and aspirations.
- Provide opportunities to develop leadership skills.

Guidelines

- Field trip venues and logistics must be previewed or based on personal experience by at least one AISM staff member.
- Only buses and not private cars should be used for transportation of students. When private cars are the best option, authorization must be granted by the school administration.

- For extended trips, a minimum of two AISM staff, one male and one female, is required. For local day trips, an AISM staff member may request assistance from parents.
- A first aid kit is required for all field trips and staff should be familiar with contents and use. Any prescriptive medication must remain in its original container with directions on how to administer.
- All students require written parent permission to leave the AISM campus.

AISM field trips are organized around the following age and grade bands.

Local Day Trips

| | |
|-------------|--|
| ELC (3&4) | Trips may be allowed within city limits. |
| K – Grade 4 | Trips allowed within city limits. |
| Grade 5 | Students may travel outside city limits. |
| Grade 6-8 | Students may travel outside city limits. |
| Grade 9-12 | Students may travel outside city limits. |

Extended Trips

| | |
|------------|--|
| ELC | None |
| K -Grade 4 | None |
| Grade 5 | Up to two nights off campus is permissible for grade 5. No flights. Preferred ratio of adults to students is 1:5. All trips should occur during the school week and not include weekends. Travel time should not exceed three (3) hours. |

Grade 6-12 Extended trips for students in grades 6 – 12 should not exceed six/seven days. Trips should occur between Monday and Friday, whenever possible. International travel and/or flights are acceptable. Preferred ratio of adults to students is 1:10. Trips that involve water activities require water safety devices and will be provided by the School, parents or the camp/organization.

Week Without Walls (WWW) occurs in grades 6-12 during the same week of school. All students are expected to participate and trip costs are included in tuition fees.

Appropriate Behavior for Students and Teachers

1. Teachers will reinforce behavior expectations for students prior to the field trip. All school rules apply to any off-campus activity. No student may consume alcohol or smoke, or use illicit drugs regardless of the environment. Please refer to Code of Conduct.
2. Activities that lend themselves to injuries are not permitted without prior permission from the school administration. Such activities include swimming, hiking and climbing, driving any type of vehicle, etc. Teachers should thoroughly discuss their plans with the school principal and School Director to determine if any precautions are necessary.
3. It is expected that teachers will maintain continuous supervision of all students – that is, no student should be unattended or out-of-sight for any reason.
4. Teachers must exhibit only the most professional behavior at all times.

Grievances: Student Concerns and Complaints

If students wish to express their viewpoint or opinion about a school practice or policy, they may request assistance through any of the following:

- a. Student Council
- b. A teacher advocate
- c. School administration

Informal Process

At times, students may be affected by conflicting or adverse decisions that require third-party intervention and resolution. In the event that a student and/or a student's parent believes such instances require a remedy or there is a basis for a grievance, the matter should be discussed with the teacher or staff member who has the authority to resolve the problem. Should this procedure fail to satisfy the student and/or parent, the matter may be discussed with the school principal with the objective of solving the issue informally. Should the informal process fail to satisfy the student or parent, he or she may file a written grievance to the School Director for formal processing.

Formal Process

A student or parent who is dissatisfied with the initial findings or the results of the informal conferences may appeal in writing to the School Director within ten (10) calendar days after being informed of the first level decision. The appeal must include the specific reasons why the complainant disagrees with the initial decision.

If the complainant is not satisfied with the School Director's decision (second level), he/she may submit a written complaint to the Board of Directors (third level) within ten (10) days after being informed of the School Director's decision.

A Board committee charged with the responsibility of investigating the grievance will meet with the School Director and if deemed necessary, other involved staff members and the aggrieved student and his/her parent.

The committee will present its findings and recommendation(s) to the Board of Directors for final resolution. Within 30 calendar days of receipt of the written grievance, the Board will render a decision by vote, and such decision will be conveyed in writing to the School Director and to the aggrieved student and his/her parent.

Health Program: SCHOOL HEALTH POLICY (Appendix D)

The objectives of the school health program are to:

- provide initial first aid and treatment of minor ailments;
- administer medication when authorized;
- promote healthy life styles and disease prevention;
- assess need and call for emergency services;
- provide a community link with parents when health services are required;
- organize and coordinate the health screening programs;
- help coordinate the health education curriculum;
- maintain up-to-date student medical records.

Medical Records

Parents must complete medical history forms or medical history update forms on each child every school year. The medical forms will include emergency contact, health history and vaccination record. The results of health screenings and visits to the nurse will be part of the medical record. All records are confidential. It is the parents' responsibility to ensure that health history and parent contact information are accurate and up-to-date. Required medical forms are available on the School's website.

Vaccination Records

A copy of a complete vaccination record must be submitted for each student. This includes a record of each vaccination a child has received and the exact date (dd/mm/yyyy). Parents are responsible for requesting copies of vaccination records from former schools and doctors. The School reserves the right to exclude students until full compliance with these guidelines is met. *Please refer to Health Policy in Appendix D for required immunizations.*

Illness at School

If a child is too ill to remain in class, he/she will be sent to the nurse's office. After a period of rest and assessment, the child's parents may be called to collect the student. Any student who develops a fever or exhibits the following symptoms at school will be sent home as soon as a parent or assigned guardian is able to collect the student:

- nausea, vomiting , or diarrhea
- severe abdominal pain
- dizziness
- injury where there is swelling, severe pain or question of sprain or broken bone
- injury where there is severe bleeding or if bleeding does not stop after a short period of time
- chipped or avulsed tooth
- eye injury
- rash accompanied with fever
- animal bites
- head injury
- exposure to poisoning
- any other problem where there is serious concern.

The nurse may serve as a resource to parents to discuss a child's health and counsel children and parents privately. All up-to-date medical information is part of the student's medical record.

Exclusion from School

Students with fever (> 100 F or > 38 C), diarrhea or vomiting may not attend school. Children who need to take antibiotics for an infectious disease must remain at home until they have taken a full 48 hours of antibiotics to ensure that they are no longer contagious. Generally, after serious illness a child should be symptom-free for one whole day before returning to school.

Contagious Diseases

Parents must notify the school nurse immediately if their child has contracted a contagious disease. The nurse will inform parents of other students who may have been exposed to the contagious disease and notify them of symptoms. Children who need to take antibiotics for an infectious disease must remain at home until they have taken a full 48 hours of antibiotics to ensure that they are no longer contagious. The following information identifies the period of communicability to assist parents in determining how long their child should remain at home:

| | |
|-----------------------------------|---|
| Chicken Pox: | From 5 days after the first appearance of rash and until all lesions are dry. |
| Conjunctivitis (pink, sore eyes): | As long as eyes are red. |
| Head Lice | After first treatment, must be cleared by school nurse before returning to class. "No nits" policy indicates no lice or eggs are visible. |
| Impetigo: | As long as lesions are draining. |
| Influenza: | As per advice from student's physician. |
| Scabies: | 5 days after treatment. |

Sun Protection

Students and parents should be aware that UV protection is critical for all students. Both light and dark-skinned people sunburn easily in Mozambique and thus, face possible health consequences. Students are urged to wear lightweight long sleeve shirts and apply a generous amount of sun block before coming to school. **Primary school students are required to wear hats when playing outside.**

Medication at School

If a child needs to take medication during school hours, regularly or for a short period of time, parents are required to meet with the school nurse and provide written instructions. This policy includes asthma inhalers. **No child may self-administer medication.** Medications must be stored in the health office and administered by the school nurse.

Emergencies

In the case of a serious emergency, the School will contact an emergency support service as a first priority and thereafter, the parents as soon as possible. Parents are responsible for ensuring that the School has current emergency contact information for parents and for the family doctor and/or clinic of choice. *Please refer to Appendix D to view School Health Policy*

Homework Guidelines

Meaningful homework is regularly assigned to students to investigate new material, extend projects and activities and at times, reinforce previously learned material. Purposeful homework varies from day-to-day and with each student's needs, educational capacity and potential.

Language Policy

At AISM we believe that: Language is fundamental to learning and underpins and permeates the entire curriculum. It is a major means of thinking and communicating, though not the only means. Language is also an integral part of one's personal and cultural identity. Language is learned through social interaction and through formal study – a process that continues throughout life.

All teachers at AISM are language teachers. By integrating language into every aspect of the curriculum, we are teaching students the importance of culture, diversity and sensitivity toward others. This process enhances students' personal growth and cognitive development and facilitates international understanding. Language is learned by listening, speaking, reading, writing, presenting and viewing (media literacy). These strands are emphasized across the School's curriculum.

English as the language of instruction

AISM strives to provide students a quality academic program with all instruction delivered in English, ensuring that students speak, read and write with fluency in English. Portuguese is offered as an additional language of study at the primary level; at the secondary level, students may select either Portuguese or French.

English for Speakers of Other Languages (ESOL)

When a student does not demonstrate a level of competency in English to meet with success in his/her academic program, English for Speakers of Other Languages (ESOL) services may be recommended. At the primary school level, beginner ESOL students may be admitted up to grade 3; intermediate ESOL students may be admitted up to grade 5. Students in grades 6 -12 must demonstrate command of the English language appropriate to their grade level placement.

The ESOL Program is designed to meet the needs of students who speak a language other than English. The primary goal is to develop both communicative and academic language skills, allowing students to successfully participate in the school curriculum. The ESOL program is guided by the principle that English language learners can be active, successful learners in the social and academic

school environment, given that they are provided with timely, supportive, level-appropriate contexts with which to develop English proficiency.

Beginner ESOL students receive small-group instruction with the ESOL specialist in a “pull-out” setting. Beginner-level instruction focuses on everyday communicative competence, including vocabulary development and essential skills in speaking, listening, reading and writing. Instruction is entirely content-based, involving academically relevant materials and contexts. Lessons purposefully coincide with classroom work, particularly in the areas of the PYP *units of inquiry*. This approach to language learning ensures that students are provided authentic, meaningful contexts to explore and practice language.

ESOL support is also provided in classrooms in the form of differentiated instruction. The ESOL specialist collaborates with teachers in lesson planning and lesson presentation, with the goal of providing in-class language support to ESOL students at all levels: beginner, intermediate, and advanced. In this way, ESOL students who do not participate in the pull-out program receive important support in the areas of writing, comprehension, organizing ideas, etc. In addition to language skills, ESOL students are taught important learning strategies specific to an ESOL learner’s needs. Students learn strategies for developing ideas, encountering new language, organizing information and determining meaning from text.

An ESOL learner progresses through a multi-leveled program, each stage receiving the differentiated support noted below.

Mother Tongue Support

It is the policy of AISM to support mother tongue languages. Parents or parent groups may use school facilities when they initiate after-school language instruction through external instructors, tutors or distance learning programs. In general, AISM is not able to accommodate instruction in mother languages within the prescribed academic program; however, administration may allow for exceptions if curriculum modification is in the best interest of the student.

Library Use

The school library exists to meet the academic and personal informational needs of the school community. Traditional and electronic resources support intellectual freedom and encourage independent inquiry and creativity. The library supports, complements and expands the instructional mission of AISM, including the International Baccalaureate programs.

AISM students and community members are invited to borrow books from the general collection. Community is defined as alumni, parents of current students and AISM staff. Exceptions can be made upon consideration by the librarians and/or School Director.

DVDs are available for borrowing on Friday afternoon and are due back on the following Monday morning. Circulation does not include protected titles used in classroom instruction.

The library maintains a set of established rules and regulations regarding the length of time students may borrow books. Students are able to renew and reserve materials. While there is no charge for late returns, lost material is assessed at the current replacement value of the lost item. Students preparing for the IB Extended Essay have the additional privilege to borrow materials over the June/July break.

Students are also encouraged to use the library to access information and for personal use during their free time. During school hours, social networking sites are not permitted in the library. Personal email is acceptable only for purposes of transferring files. *Please refer to Appendix E to review procedures on Reconsideration of Library Materials.*

Lost and Found

Items which are found by students, teachers and custodians are placed in the LOST AND FOUND boxes outside the primary and secondary administrative offices. Owners may claim these items at any time. At the end of each month, unclaimed materials are given to a charitable organization or discarded. Valuable items will remain with administrative assistants at the primary or secondary levels.

Newsletter

The AISM newsletter, *the Link*, is published monthly and sent electronically to parents and staff. The newsletter contains essential information about the School, the curriculum, the PTA and after-school activities. Parents should ensure that a correct email address is registered with the school registrar. For updated information and announcements, parents are encouraged to rely on the School's website.

Non-discriminatory Policy

AISM admits students of any race, gender, religion, creed, color, or national and ethnic origin and ensures access to rights, privileges, programs, and activities to all students. AISM does not discriminate on the basis of race, gender, religion, creed, color, or national and ethnic origin in the administration of admission policies, educational programs, financial aid awards, or any other school-related programs.

Parent Involvement in Decision Making

Parent participation in the affairs of the School is essential to maintaining a high level of educational excellence. Parents are encouraged to express ideas, concerns and suggestions to the School's administration.

Parent Teacher Association (PTA)

All parents are members of the PTA. To serve on the PTA Executive Board or on various PTA committees, parents should contact the PTA Chairperson. The PTA is responsible for sponsoring and assisting at various events during the school year. The PTA's purpose is to provide the School with assistance and recommendations that serve to enhance the quality of education and other associated activities provided by the School. PTA announcements and contacts are available on the School's website.

Parking

AISM provides designated parent parking. Parking is available on a first-come, first-serve basis. *Please refer to Traffic Regulations in Appendix F.*

Permission Slips

Permission slips for students to participate in different school activities/field trips accompany letters from teachers/sports instructors. Students must return the permission slip signed prior to participation.

Personal Property

The School assumes no responsibility for loss of students' personal property. At the secondary level, students are assigned lockers and are requested to keep valuables locked at all times.

Probation: Academic

Academic probation may be recommended by the primary or secondary principals when a student is performing at or near failing levels in any subject or course. Academic probation may include restrictions on participation in extracurricular activities, recommendations for private tutoring and/or enrollment in an on-line course of study. If a student continues to demonstrate low performance or achievement following a probationary period, alternative school placement may be necessary.

Grades 9-12: Secondary students in grades 9-12 must pass each required subject/course in order to gain credits toward graduation. Students are placed on academic probation if they have a failing grade at the end of any marking period in a required subject/course.

Any student who fails a required subject must register for an accredited on-line course of study and successfully meet all requirements, including exams, prior to the beginning of a new school year. All expenses incurred through an on-line course of study are the responsibility of the student's parents/guardians. The secondary school counselor is available to assist with registration for an on-line course and monitors the student's progress throughout the program.

Any student who fails more than one required subject/course will repeat the current grade level or may be asked to withdraw from AISM.

Professional Development Program

The professional development program is integral to the School's commitment to ensuring that all AISM staff members are provided ample opportunities to enhance their teaching practice and develop professionally. For this reason, designated days (Friday afternoons) each month are noted on the annual school calendar. On such designated days, all students are dismissed at 11:30.

AISM teachers receive training in their respective IB programs, participate in a post-graduate program offered each semester by the State University of New York and/or attend conferences sponsored by the US State Department and the Association of International Schools in Africa.

Public Display of Affection (PDA)

AISM is a learning environment where students feel safe to discover their full potential. Wholesome relationships among our students are encouraged; however, students will refrain from any public display of affection (PDA) during school hours and at school sponsored events.

A public display of affection is defined as any action which implies a romantic relationship between two individuals. While we recognize that special relationships exist, we also believe that these special friendships must show respect for social norms. The AISM community is religiously and culturally diverse. We celebrate this diversity and encourage our students to respect the value systems of others.

If teachers or administrators observe a public display of affection, the students shall initially receive a warning and counseling regarding the concerns. Persistent warnings will result in disciplinary actions and a conference with the administration and parents.

Remedial and Guidance Assistance

AISM provides literacy development and ESOL support to students in the primary school. Learning Support is offered to middle school students to make the adjustment from primary to secondary school. School counselors are also available at the primary and secondary levels to assist students and parents when a child experiences social and emotional problems. No other 'special needs' programs are available at this time.

Learning difficulties are not always apparent upon admission and students may only exhibit problems after a lengthy observation in a classroom. At the discretion of the School's administration and at parents' expense, more sophisticated testing may be required of some students. The School's administration reserves the right to recommend alternative school placement and cancel matriculation if teachers and administration determine that such action is in the best interest of the student.

Retention

Retention of a student occurs only when it is believed to be in the best interest of the child. Parents will be notified throughout the year to discuss areas of concern and ways in which to remediate problems.

All decisions regarding retention are the responsibility of a Student Study Team (SST). The SST comprises all of the student's teachers, a primary or secondary school principal and school counselor, and the School Director. If a student is to be retained, the school principal and School Director will schedule a conference and share with parents the decisions taken by the SST. Parents and students may be asked to participate in SST meetings.

Report Cards, Marks/Grades and Progress Reports

Please refer to the *Assessment* in Appendix C.

Rules and Regulations

AIMS behavioral expectations, school rules and consequences apply to all aspects of the school community: classroom instruction, field trips of every kind (academic, sporting and social), travel on buses and all social and ceremonial events hosted by AIMS. *Please refer to the Code of Conduct.*

Schedule: Daily

The daily schedule for students in the Early Learning Center is 07:30 am –13:00.

Kindergarten through Grade 5:

07:15-7:30 Student arrival
07:30 Classes begin
14:30 Classes end
14:45-15:45 After-school activities (Grades 1-5)

Grades 6- 12:

07:15-7:30 Student arrival
07:30 Classes begin
14:30 Classes end
14:45-16:15 After-school activities

Early student dismissal (11:30) on designated Fridays accommodates professional development programs for teachers. Parents should consult monthly calendars.

Service Learning

AIMS's Service Learning Program is a structured learning experience that combines the academic curriculum with community service, focusing on critical thinking, reflection as well as personal and civic responsibility. Students engage in age-appropriate service-learning projects in response to community-identified concerns, and they learn about the context in which service is provided, the connection between their service and their academic coursework and their roles as citizens.

All secondary students participate in service learning projects, and attendance is required at any service learning event on or off school campus.

Student Involvement in Decision Making

AIMS believes that students should have appropriate levels of opportunity to take responsibility for their own learning. Learning to participate constructively in group decision making is an important growth process, and students are encouraged to contribute to the development of educational policies and regulations that affect them directly.

In general, such participation is best channeled through class or school organizations such as Student Leadership which offer practice in self-government and serve as a forum for the expression of student ideas. Students may also be asked to serve on advisory committees from time to time. The Board of Directors will consider student opinions in setting policies that directly affect student programs, activities, privileges and responsibilities. However, the authority to govern the School, consistent with the statutes and in the best interest of the School, remains with the Board of Directors and the School Director.

Sports Program

For detailed information please refer to the Activities and Athletics Handbook available from the AISM Sports Department.

Student Study Team (SST)

A grade level principal may form a Student Study Team (SST) in order to address specific concerns regarding a student's academic performance or behavioral problems. An SST comprises all of the teachers of an identified student, the grade level principal, the school counselor and where appropriate, the School Director. The purpose of the SST is to collect information from all teachers and to design intervention strategies in a collaborative manner. An SST will monitor a student's progress over time and ensure that parents are well informed.

Suspension

Please refer to the *Code of Conduct*.

Technology: Respectable Use Policy

The IT Department has the right to access information stored in any user directory, on the computer hard drive or in electronic mail. Network management and monitoring software packages will be used for random access to individual accounts to review educational progress and for security purposes. Each computer keeps a history of Internet sites visited if that information is required.

The School respects students and values their privacy; however, to maintain system integrity and ensure responsible use of the system, the School has the right to examine the contents of the file server, individual computers, and any e-mail. Files will be examined when there is reason to suspect an activity or material that violates any of the School's codes of conduct or the law. Use of the School's electronic resources in an illegal or unethical manner may result in disciplinary action, including loss of privileges to use the system and disciplinary action by the School's administration.

To gain access to the School's network and the Internet, all students in grades 6-12 and their parents must sign a Respectable Use Form attesting to the fact that they have read and that they agree to the terms of the Respectable Use Policy. Classroom teachers and technology staff introduce primary school students to guidelines directing the appropriate use of technology and discuss issues of personal privacy and responsible behavior.

Telephones

Students are not permitted use of school telephones without permission from a teacher or school administrator. Personal cell phones must be switched off during class time or they will be confiscated and returned only to parents.

Telephone List

Parents wishing to have their phone numbers remain confidential should submit a written request to the school registrar. Contact numbers and email addresses must be kept current through the school registrar.

Tests: Standardized

The International Schools' Assessment (ISA) is administered each year to all students in grades 3 through 9. These standardized tests are one means of determining the performance of our students in comparison with students in other international schools. Tests are electronically scored and results are shared with parents prior to the end of the year.

The American university practice test – the PSAT - is administered to 10th and 11th grade students. The American university entrance test – the SAT – is scheduled at various times throughout the school year

and administered at school by the secondary school counselor. Students requiring the TOEFL exam for university placement can receive information and assistance through the secondary school counselor.

Textbook and School Supplies

Students are responsible for all non-consumable books issued by the School and will be assessed the replacement cost if lost or damaged.

Primary school students are provided most of the necessary basic school supplies (paper, pencils, crayons, scissors, etc.). Students are expected to be responsible and prudent in their use of supplies.

Transportation

Most students rely on private transportation provided by parents or a family driver. Contracted school buses are available for student transportation to and from school. Parents may opt for one-way transportation only.

Buses also operate to allow students to participate in after-school activities; however, bus service may be limited to specific routes based on the number of participating students.

Parents may register online for bus service, and fees are included in tuition invoices.

Students may not alter their bus routes without written permission from parents. *Please refer to Code of Conduct for bus rules and regulations.*

Visitations to the School: Parent

The School encourages parents to take an active interest in their child's education. Parents are always welcome to visit the School; however, for an orderly operation, parents should make prior arrangements through the School's administration and/or teachers for a suitable and agreed upon time.

For security reasons, school gates are closed throughout the day and parents are asked to identify themselves to security guards.

Visitors: Students

Non-registered students may not enter the school campus without authorization from the appropriate school principal. Requests for a student visitor must be made at least 24 hours in advance, and the amount of time a student visitor may be part of the school day is determined by the school principal.

Volunteers and Room/Class Parents

Room/Class parents are volunteers who assist teachers to organize miscellaneous events for students throughout the year. They provide services in the classroom and help coordinate class parties or field trips with other parents. Room/Class parents also collaborate with the PTA Executive Board to ensure that information is effectively and efficiently disseminated to all parents.

Parents wishing to volunteer to work in classrooms, libraries, sports programs or other school activities should contact the appropriate school principal.

Withdrawal

Written notice from parents intending to withdraw a student is required at least two weeks in advance. A forwarding address and last day of attendance at school must be included in the notice. Upon withdrawal, tuition is refunded for any full term (quarter) of non-attendance. Full payment is required for any portion of a school term in which a student is in attendance at the School. The Returning Student Fee or New Student Fee is non-refundable.

Two weeks' notice of the intended withdrawal time is required to ensure that all student records and outstanding fees are cleared. The School will issue to parents a current report card and other records pertinent to the continuing education of the student. Records may be withheld in the case of outstanding fees. *Please refer to Appendix B – Board Policy – Fees.*

Secondary School Information: Grades 6-12

Course Offerings

| 6 th | 7 th | 8 th | 9 th | 10 th |
|-----------------------------------|-----------------------------------|-----------------------------------|---|---|
| Language A (English & Portuguese) | Language A (English & Portuguese) |
| Math | Math | Math | Integrated Math | Integrated Math |
| General Science | General Science | General Science | Biology Chemistry Physics | Biology (DP Prep) Chemistry (DP Prep) Physics (P Prep) |
| Humanities | Humanities | Humanities | History Economics Geography | History (DP Prep) Economics (DP Prep) Geography (DP Prep) |
| Language B (Portuguese or French) | Language B (Portuguese or French) |
| Physical Education | Physical Education | Physical Education | Physical Education | Physical Education |
| Design Technology | Design Technology | Design Technology | Computer Technology | Computer Technology |
| Art Music Drama | Art Music Drama | Art Music Drama | Electives: Art, Workshop Drama, Dance, Performing Arts, Production Design Band, Choir | |

A description of course offerings at each grade level is available on the School website.

| 11 th and 12 th grade IB Diploma Program Course Offerings: | | |
|--|--|---|
| Group 1: studies in language and literature | Group 2: language acquisition | Group 3: individuals and societies |
| IB DP English Literature SL/HL IB DP English Literature and Language SL/HL IB DP Portuguese Language and Literature SL/HL | IB DP Portuguese SL/HL IB DP French SL/HL IB DP Ab Initio SL | IB DP Economics SL/HL IB DP History SL/HL IB DP Geography SL/HL IB DP Environmental Systems and Societies SL |
| Group 4: experimental sciences | Group 5: mathematics and computer science | Group 6: the arts |
| IB DP Biology SL/HL IB DP chemistry SL/HL IB DP Physics SL/HL IB DP Environmental Systems and Society SL Sports, Exercise and Health Science SL | IB DP Mathematics SL/HL IB DP Math Studies SL/HL | IB DP Theater SL/HL IB DP Visual Arts SL/HL |

Graduation Requirements

| 4 credits | 3 credits | 2 credits | 1 credit | |
|------------|------------------|-----------|---------------------------|--|
| English | Foreign Language | Electives | PE | Service Learning Grades 9 & 10 |
| Humanities | | | Fine Arts | Creativity, Action, Service (CAS) Grades 11 & 12 |
| Math | | | Theory of Knowledge | |
| Science | | | Information Technology | |

*1 credit = one year

25 Credits +
Service/CAS

Transcripts

Student transcripts are official records of every course taken and every grade earned during a student's high school career (grades 9-12). The student transcript is one of the most important components of the university application process.

Appendix A: Admissions Policy

The American International School of Mozambique is an IB world school, providing a rigorous education program culminating in a US High School Diploma and, optionally, an International Baccalaureate Diploma. The curriculum is taught in the English language for eligible students of all nationalities. Admissions and curriculum requirements are similar to those of private U.S. educational institutions.

The Board of Directors has established school admissions procedures which are implemented by the administration. The Board seeks to ensure a high standard of education within the capacity of the School's facilities and teaching resources. Criteria for enrollment eligibility include age, previous schooling, English language proficiency, learning achievement, parents' and/or organizations' capacity to pay registration and school fees, consideration for a parent's temporary assignment in the school community and a child's requirement for an education at an American-oriented school.

Accepted students will be placed according to the following recommended age guidelines:

| Grade Level | Minimum Age: September 1st |
|-------------|----------------------------|
| ELC 3 | 3 |
| ELC 4 | 4 |
| KG | 5 |
| 1 | 6 |
| 2 | 7 |
| 3 | 8 |
| 4 | 9 |
| 5 | 10 |
| 6 | 11 |
| 7 | 12 |
| 8 | 13 |
| 9 | 14 |
| 10 | 15 |
| 11 | 16 |
| 12 | 17 |

Records: Students seeking admission to grades 2-12 must present documented evidence of past academic achievements. It is the parents' responsibility to provide all academic and health records to the School's administration. Required documentation includes:

- Admission forms (*available online*)
- Health history form (*available online*)
- Immunization form (*available online*)
- Report cards from previous schools
- Transcripts (grades 9-12 only)

Where applicable:

- Standardized test scores
- Assessments conducted by specialists that indicate evidence of learning difficulties or behavioral problems.

Students with incomplete previous school records will not be admitted until all requirements are met.

Placement Assessment: Students must demonstrate evidence of their ability to benefit from and contribute to the AISM academic program. Students in ELC 3 or 4 will be observed at play (where applicable). Students in K-3 grades will be administered a school-based assessment in English and Mathematics. An age appropriate admission test in English and Mathematics is administered to all

students entering grades 4 through 11. Students who do not score at or above grade level may not be eligible for admission.

The School is not obligated to admit a student who does not meet acceptable academic or behavioral standards. The final decision for admission to AISM rests with the Admissions Committee, comprising the Director, administrators and teachers.

Students who are admitted to School but later exhibit learning difficulties or behaviors which seriously impede academic progress of themselves or others will be required to undergo diagnostic testing administered by an educational specialist recommended or approved by the School. The cost of the testing will be at the parents' expense. If a student's learning difficulties or behavioral needs cannot be met by the School's resources, the School reserves the right to recommend alternative placement.

Admissions Procedures

Admissions Priority

In keeping with AISM's origins and the support that the School receives from the US Government, children of the official U.S. Government employees to Mozambique, who otherwise qualify for admission, are guaranteed a place at the School. Thereafter, the children of private U.S. citizens have priority.

All other completed applications will be placed in an admissions' pool and will be subject to appraisal by the Admissions Committee. Admissions are undertaken cognizant that the School aims to provide the best education for a diversity of children, including the international community residing in Mozambique as well as other interested Mozambican residents and nationals. Further admissions are subject to place availability and to the following, not mutually exclusive criteria:

- Children of parents with expatriate status who are employed by diplomatic missions, multi- or bilateral organizations, international non-governmental organizations or international corporations;
- U.S. citizens
- A demonstrable need or desire for the curriculum provided by the School (i.e. students transferring from other international schools or schools with an English-speaking U.S./international curriculum);
- Whether or not a child already has a sibling enrolled at the School.

In addition, the School's Admissions Committee reserves the right to prioritize the admission of a child or children in special, compelling circumstances where there is a significant perceived benefit to the School.

AISM does not provide special education programs for students who have been diagnosed as students with learning disabilities, emotional/behavioral disabilities, mild/moderate/severe intellectual disabilities or severe auditory or visual impairment. AISM reserves the right to deny admission to students

- who have demonstrable special learning, behavioral and/or emotional needs.
- who do not achieve an acceptable score on the admissions exam and/or whose academic records do not reflect continuous academic achievement.

Parents of children who require support services of any kind should contact the School for further information prior to relocation to Mozambique. According to State Department regulations, U.S. Government employees whose children have been identified with special learning needs must obtain authorization from the School prior to their assignment in Mozambique.

All returning students who have demonstrated successful academic performance and do not require special learning assistance beyond the resources of the School shall be guaranteed space for continued enrollment and will not be eliminated to accommodate any new students.

Class size

Class size determines final admission availability. Class size is determined by physical space, resources and other educational factors.

Once a student has been admitted to the School, continued enrollment is contingent upon academic and behavioral performance, and timely payment of tuition as specified by AISM Fees Policy #5000.

Placement of Students in an Admissions Pool

Once classes are operating at maximum capacity, all future applicants are placed in an admissions pool. Admissions will be made according to the admissions priority described above. The admissions pool is maintained in a priority manner according to the date of application. All required documents – admissions form, health records and academic records - must be complete and submitted to the school registrar before a student will be placed in the admissions pool.

It is the responsibility of parents/guardians of students placed in the admissions pool to reconfirm their interest in AISM with the school registrar at least every eight (8) weeks. Failure to do so may result in the removal of a child's name from the active list.

Admission Requirements/Student Placement

Grade placement is based on age, education needs and social/emotional maturity. Students should be no more than one year older or younger than the average for their grade level placement.

An entrance exam measuring skills in English and mathematics will be administered to all students applying for grades 4 through 12. Students applying for Early Childhood programs through grade 3 will be assessed by the primary school principal, literacy specialist and school counselor.

Students transferring from accredited U.S. schools or other accredited American international schools will be placed at the grade level indicated on official school records from the previous school if all expectations have been met at such grade level. Students whose records provide insufficient information or reflect areas of concern may be required to sit for further admissions screening to determine the most appropriate grade level assignment. *The School reserves the right to make the final decision in all grade level placements.*

Admission of Non-Native Speakers of English

Students with no acquisition of English language skills may be admitted in ELC 3 through grade 3; students with limited acquisition of English language skills may be admitted in grades 4 and 5. ESOL services are available to support students through "pull-out" and inclusionary methods.

Students applying for grades 6 through 12 must demonstrate sufficient acquisition of English language skills appropriate to grade level placement prior to admission.

Grade Level Placement of Students from Schools with Different Academic Calendars

Students who transfer from a school which uses a January – December academic calendar year will be required to repeat one semester of their current grade level (August - December) or one semester of their previous grade level (January - June) prior to their admission to AISM.

Admission to Early Learning Center 3 & 4

Admission to the Early Childhood Learning programs (ELC 3&4) is determined by age and through assessment of the applicant's readiness to benefit from AISM's ELC program. To meet the age requirement, applicants must be 3 or 4 years of age respectively on or before 01 September of the school year in which they wish to enroll. Students will be assessed by the primary school principal, primary school counselor and classroom teacher.

Admission to Kindergarten

Admission to Kindergarten is determined by age and through assessment of the applicant's readiness to benefit from AISM's Kindergarten program. To meet the age requirement, applicants must be five years of age on or before 01 September of the school year in which they wish to enroll. Students will be assessed by the primary school principal, primary school counselor and classroom teacher.

Admission to Grade 1 - 3

Admission to grades 1 - 3 is determined by age, previous school records and assessment by the primary school principal, primary school counselor, literacy specialist and classroom teacher. To meet the age requirement, applicants must be six, seven or eight years of age respectively on or before 01 September of the school year in which they wish to enroll.

Admission to Grades 4– 5

Admission to grades 4 and 5 is based on age, previous school records and the AISM entrance exam. Students with limited English language skills will be exempt from the entrance exam, but other means of assessment will be used to ensure students' ability to meet with success. For students who have attended schools with an American or similar curriculum, AISM grade level placement generally corresponds with the previous school placement. AISM reserves the right to place students at grade levels deemed most appropriate to meet students' needs based on previous school records, age and assessment results.

Admission to Middle School (Grades 6 – 8)

Admission to Middle School in grades 6, 7 and 8 is based on age, previous school records and the AISM entrance exam. Students must score at or above grade level in English and mathematics on the entrance exam. For students who have attended schools with an American or similar curriculum, AISM grade level placement generally corresponds with the previous school placement. AISM reserves the right to place students at grade levels deemed most appropriate to meet students' needs based on previous school records, age and assessment results.

Admission to High School (Grades 9 – 10)

Admission to grades 9 & 10 is based on age, previous school records and the AISM entrance exam. Students must score at or above grade level in English and mathematics on the entrance exam. Students applying for grade 10 must have successfully completed year-long courses in English, Science, Mathematics, Humanities and a Foreign Language in grade 9.

For students who have attended schools with an American or similar curriculum, AISM grade level placement generally corresponds with the previous school placement. AISM reserves the right to place students at grade levels deemed most appropriate to meet students' needs based on previous school records, age and assessment results.

Admission to High School (Grades 11 – 12)

Admission to grades 11 & 12 is based on official transcripts from previous schools. An entrance exam may be administered to students applying for grade 11. Students must be able to earn a total of 25 credits and complete community service hours to meet graduation requirements within 1 to 2 years. Students applying at these grade levels must have successfully completed all coursework in grades 9, 10 and where appropriate, grade 11.

The secondary school principal and secondary counselor will determine credit allocation and appropriate grade level placement.

Application Requirements

Forms

- Completed Admissions Form
- Health History Form
- Proof of all required vaccinations
- Academic records from previous school(s)*
- Standardized achievement test scores**
- Psycho-educational Form and accompanying evaluation/records where appropriate**
- Photocopy of child's passport (vital information page)
- Photocopy of both parents' passports (vital information page)
- Passport-size photo of student
- Contract of Enrollment

*A *minimum* of two (2) years of the most recent school records (where a student is old enough), reflecting courses studied and results is required to initiate the application process. Students applying in grades 10 – 12 *must* provide official transcripts from completed semesters/trimesters as well as all work in progress at the time of application. School reports in languages other than English must be *officially* translated into English.

**Standardized achievement tests and/or psychological and educational evaluations must be submitted at the time of application. Failure to disclose such records may result in inappropriate grade placement, academic difficulties and ultimately, a request to withdraw from AISM.

The Application Process

Review of Application

The school registrar will review the application and will contact parents if any further information is required. After a review of all documents by the Admissions Committee, parents will be notified if there is a vacancy at the applicant's appropriate grade level.

Student Assessment

Applicants for grade 4 – 10 will be asked to sit for an on-line admissions test. The exam can be administered at AISM or at the applicant's current school. Such arrangements will be made through school counselors or admissions directors. Students are expected to score at or above grade level to be granted admission. Students at the primary school level with limited English language skills will be provided an alternative form of assessment. Parents and students will also be required to meet with the appropriate school principal prior to enrollment.

Timeline

AISM's school year begins in August and ends in June. Applicants for admission to AISM are strongly encouraged to apply as early as possible because most classes currently operate at maximum capacity. An application for admission will not be processed until the school registrar receives all required documents as outlined in Application Requirements. Admissions will be made according to the priority status, not the date of application.

Key Information When Applying to AISM

1. Applicants must submit records from two most recent school years. If no school records are available for ELC and Kindergarten students, parents should request the previous school to supply a letter indicating the year(s) that the student attended the school and his/her progress.
2. If school records are not in English, all documents must be officially translated (certified by notary public).
3. Students transferring from schools with a January – December school calendar year will continue at the same grade level for one semester upon entry to AISM.

4. Applicants for grades 10 -12 must submit official transcripts from the previous school(s) to transfer credits, to determine equivalency and to meet AISM graduation requirements.

Application Status

Offer of Placement

If an opening occurs and a student meets all admissions criteria, parents will be contacted by the school registrar either by phone or by email.

Placement in an Admissions Pool

If an applicant meets admission requirements but is applying for a grade level placement that is operating at full capacity, the applicant will be placed in an admissions pool. An applicant's position may change regardless of the date of application if there are subsequent applications from families in other priority categories.

Denied Admission

An applicant may be denied admission if he/she has academic, social or emotional problems that require support services not offered by the School, but deemed necessary to meet the student's learning needs. The final decision for admission to AISM rests with the Admissions Committee.

Appendix B: Board Policy – Fees

AISM school fees include:

- Tuition Fees
- Returning Student Fee
- New Student Fee
- Assessment Placement Fee (testing & interview)
- Bus Fee (optional)

All school fees and payment due dates are established annually by the Board of Directors.

A non-refundable Returning Student Fee shall be charged to all returning students at the start of a new school year. A non-refundable New Student Fee shall be charged upon admission to each student enrolling in AISM for the first time. These fees will be credited to AISM's Capital Reserve Fund. Revenue from this source is not included as revenue for the operation budget, and will be reflected on financial statements as part of the Capital Reserve Fund.

A non-refundable Assessment Placement Fee will be charged to all new students seeking admission to the School.

Any family with more than two (2) students enrolled receives a tuition discount of 10% on subsequent student enrollments. This discount applies to the last child enrolled. All other school fees are assessed at full costs.

Parents will be invoiced four to six weeks prior to the established tuition due date. Payment of all school fees will be accepted in local currency or in US Dollars. Such payment will be by check, direct deposit or bank transfer. Proof of payment by direct deposit or bank transfer is the responsibility of parents. All payments due are net of any transaction charges and must be received by due dates, or late charges may be assessed.

A full payment is required for any portion of term (school quarter) attended. Upon withdrawal, a student will receive a tuition refund for any full term of non-attendance. This refund does not apply to the non-refundable Returning Student Fee or New Student Fee. Parents withdrawing a student from the School will notify the school administration at least fourteen days in advance.

To maintain a student's continued placement at AISM, parents must ensure that all school fees are paid in a timely manner. Registration will be cancelled for non-payment at the end of a semester (December/June), and a student may not return until full payment is received.

In extraordinary cases, the School Director may, with Board approval, refund deposits or approve deferred payments

The Finance Director shall inform the Board on a monthly basis all outstanding tuition fees.

Appendix C: Assessment

Formative and summative assessments of achievement take place throughout the academic year to monitor student progress and to guide instruction. The primary and secondary school reporting systems are designed to provide frequent and specific feedback to parents on all areas of their child's growth and development.

At the beginning of the school year, the School will host a *Parent Orientation*. This evening is designed to give parents the opportunity to visit their child's classroom, to meet the teachers and to receive detailed information about the curriculum and about the International Baccalaureate PYP, MYP, and Diploma Program.

Primary School

Quarter 1

Mid-quarter - Parents may receive a Progress Report on their child's levels of achievement. These reports are sent home to alert parents about specific concerns or celebrations that the teacher would like to discuss further.

End-of-quarter - Parent Teacher Conference. Parents and teachers meet during the school day to address both specific concerns and areas of celebration.

Quarter 2

Mid-quarter - Parents may receive a Progress Report on their child's levels of achievement. These reports are sent home to alert parents about specific concerns or celebrations that the teacher would like to discuss further.

End-of-quarter (first semester) - Report Card

At the end of Quarter 2 (December), parents receive the first semester Report Card. This report gives a more detailed look at the child's progress. Each of the core subject areas are reported on as well as single subject areas, the PYP attitudes and the child's progress toward the development of the IB Learner Profile.

Quarter 3

Mid-quarter - Parents may receive a Progress Report on their child's levels of achievement. These reports are sent home to alert parents about specific concerns or celebrations that the teacher would like to discuss further.

End-of-quarter - Student-Led Conference

The end of Quarter 3 is an exciting time, as Student-Led Conferences take place in each classroom. This is an opportunity for parents to participate in a conference with their child. The focus of this conference is a discussion led by the child regarding his/her growth this year. The student uses a portfolio as a vehicle to demonstrate this growth.

Portfolio Purpose:

We recognize portfolio use as an essential method for students to demonstrate learning and celebrate growth. It is a systematic collection of student work and a reflection that helps paint a picture of the whole child. This collection of work should illustrate growth, significant accomplishments and a student's range of abilities.

Quarter 4

Mid-quarter - Parents may receive a Progress Report on their child's levels of achievement. These reports are sent home to alert parents about specific concerns or celebrations that the teacher would like to discuss further.

End-of-quarter - Report Card

The school year concludes with a second semester Report Card in June.

Overview of the AISM Primary School Reporting System

| | |
|---|---|
| Quarter 1 <ul style="list-style-type: none">➤ Parent Orientation Night➤ Progress Reports➤ Parent/Teacher Conference | Quarter 2 <ul style="list-style-type: none">➤ Progress Reports➤ Report Card |
| Quarter 3 <ul style="list-style-type: none">➤ Progress Reports➤ Student-Led Conference | Quarter 4 <ul style="list-style-type: none">➤ ISA results (gr.3-5)➤ Progress Reports➤ Report Card |

Standardized Test: *International Schools' Assessment (ISA)*. In May, parents of students in grades 3-5 receive results from the standardized test administered in February of each year.

Secondary School: Grade 6 12

Students in grades 6-10 (Middle Years Program) are assessed over three grading periods (trimester) for the academic year. Students in grade 11 and 12 are assessed over four grading periods (quarters) for the academic year.

Grade 6-10

Trimester 1

- *Progress Reports*

During Trimester 1, Progress Reports may be sent home at any time to alert parents if students are performing below ability level, or to congratulate students who have made excellent progress. Generally, teachers use progress reports to communicate with parents before the scheduled Parent-Teacher conferences that take place in the first Trimester.

- *Report Cards*

At the end of Trimester 1, Report Cards are sent home. In grades 6-10 (MYP), the reports indicate levels of achievement for the criteria applicable to each subject area. A failing grade (F) is not issued to students in grades 6-8; instead, if a student is not meeting minimum expectations in any course, the teacher indicates the lack of progress by assigning the student a grade of 0 – 2. Two comments are also added to the report card. Trimester grades are viewed as a reflection of “work in progress.”

- *Parent-Teacher Conference*

Near the completion of Trimester 1, a Parent-Teacher Conference is scheduled. The focus of this conference is to discuss the student's progress toward grade level learning outcomes. Time spent with the teacher is important to establish a ‘home-school partnership’ to better support students and ensure their success.

Trimester 2

- *Progress Reports*

Progress Reports may be issued at any time as described above.

- *Report Card*

Report cards are issued as described above. Grades at the end of the second trimester reflect the progress a student has made toward meeting the subject area criteria in each course and not an average of grades in the first and second Trimester.

- *Self-reflection on Learner Profile*

Through the advisory program and the service learning program students will reflect on specific learner outcomes that reflect the Learner Profile. These reflections will form part of the student-led conferences that are scheduled early in the third trimester.

Trimester 3

- *Progress Reports*

Progress Reports may be issued at any time as described above.

- *Report Card*

Report cards are issued as described above; however, a hard copy is issued to students on the last day of school in June. *In some elective courses in grade 10 students are awarded a grade of 'credit/no credit. A student earns credit if course objectives are met.*

- *Student-Led Conferences*

In the third Trimester, parents are invited to attend Student-Led Conferences. This is an opportunity for parents to confer with their child about his/her progress thus far in the year. The conversation should focus on how the student has progressed as a learner and as an active member of the AISM community. Students may identify areas of strength and weakness, and may also describe strategies that they have employed to advance their learning.

- *Self-reflection*

Students in grades 6 - 10 are expected to complete reflections on the Service Learning Program and meet the learning outcomes of the Advisory Program. Successful completion of this task is indicated on the final report card of the academic year.

Grade 11-12

Quarter 1

- *Progress Reports*

During Quarter 1, Progress Reports may be sent home at any time to alert students who are performing below ability level, or to congratulate students who have made excellent progress. Generally, teachers use progress reports to communicate with parents before the scheduled Parent-Teacher conferences that take place mid-October.

- *Report Cards*

At the end of Quarter 1, Report Cards are sent home electronically. Quarter 1 grades are a strong indication of how successful students will be in the Diploma Program. Administration may call a parent conference whenever necessary to discuss a student's progress.

- *Parent-Teacher Conference*

The end of Quarter 1 (mid-October) is highlighted by a Parent-Teacher Conference. The focus of this conference is to discuss the child's progress toward grade level learning outcomes. Time spent with the

teacher is important to establish a 'home-school partnership' to better support students and ensure their success.

Quarter 2

- *Progress Reports*

Progress Reports may be issued at any time as described above.

- *Report Card*

At the end of Quarter 2, parents receive the second Report Card electronically. The end of the second quarter also indicates the end of the first semester.

Diploma and Non-Diploma students (grades 11 and 12) sit semester exams during the last week of school in December. For these students, the report card indicates the level of achievement in Quarter 1, Quarter 2, and the Semester Exam.

Quarter 3

- *Progress Reports*

Progress Reports may be issued at any time during Quarter 3.

- *Report Cards*

Report Cards are sent home electronically at the end of the quarter.

- *Student-Led Conferences (Grade 11)*

Shortly before the issue of the report cards, parents of students in grade 11 are invited to attend Student-Led Conferences. This is an opportunity for parents to confer with their child about his/her progress thus far in the year. The conversation should focus on how the student has progressed as a learner and as an active member of the AISM community. Students may identify areas of strength and weakness, and may also describe strategies that they have employed to advance their learning.

- *Mock Exams (Grade 12)*

Mock exams are scheduled in February for grade 12 students. Parent / teacher conferences are held after mock exams.

Quarter 4

- *Progress Reports*

Progress Reports may be issued at any time during Quarter 4.

- *Report Cards*

Report Cards are sent home at the end of Quarter 4.

- *Exams*

Students in grade 11 sit semester exams. Students in grade 12 are administered externally marked and moderated exams issued by the International Baccalaureate.

CAS Reflections: Ongoing reflections on the CAS learning outcomes are completed over a period of two years as part of the IB Diploma Program and AISM graduation requirements.

Standardized Test: *International Schools' Assessment (ISA)*. In May, parents of students in grades 6-9 receive results from the standardized test administered in February of each year. Students in grades 10 and 11 sit the PSAT in October each year. The SAT is optional and administered on established dates throughout the year.

IB Boundaries & Descriptors

In the IB programs each student's work is evaluated by describing the knowledge, understanding and skills the student has acquired and the level of achievement attained. In each subject, the student's work is assessed according to certain criteria applicable to that subject. A link to detailed descriptions of subject specific criteria is available on the secure website. The criteria for each subject are summarized on the report cards. The levels achieved in each criterion, when taken together, reflect each student's overall level of knowledge, understanding, and skill which specifically addresses his/her approach to learning. The marks for each criterion are added and then a final grade descriptor of 1-7 is awarded from the grade boundary chart below. Two comments are also added to the report.

| Grade | Descriptor |
|-------|--|
| 1 | Minimal achievement in terms of the objectives. |
| 2 | Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support . |
| 3 | Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support . |
| 4 | A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation. |
| 5 | A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight. |
| 6 | A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight. |
| 7 | A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality . |

If a student receives an incomplete (I) in a regular course at the end of a grading period, the student must complete outstanding assignments in the time specified by the teacher; otherwise, the student does not receive credit for the course.

When a student cannot be assessed accurately due to recent enrollment a no-grade status (NG) is assigned.

Appendix D: Board Policy - School Health Program

Vision

To create a safe and healthy learning environment that encourages health promotion and disease prevention for all students and staff.

Objectives

The school health program is designed to ensure a safe, healthy environment that is conducive to learning for all students and to provide care for students who become ill or injured while at school. The program is no substitute for the health care that parents should provide for their children and therefore, parents are encouraged to arrange regular appointments with their private physician or other medical professional as needed.

The school health program is designed to:

- provide initial first aid and treatment of minor ailments;
- administer medication when authorized;
- promote healthy lifestyles and disease prevention;
- assess need and call for emergency services;
- provide a community link with parents when health services are required;
- organize and coordinate the health screening programs;
- help coordinate health education curriculum;
- maintain student medical records.

School Health Advisory Council

To help achieve these objectives AISM has created a School Health Advisory Council. The Council will work with the school administration, school board, PTA and school nurse to:

- advise the administration and school board of current local health initiatives and resources;
- assist in program planning including health education programs;
- encourage parent and community involvement in health matters;
- recruit community health resources;
- support the school nurse;
- give input for fiscal planning.

Role of the School Nurse

The role of the school nurse is to:

- provide direct health care to students and staff;
- provide leadership for the provision of health services;
- screen and refer to appropriate medical professionals
- promote a healthy school environment;
- serve in a leadership role for health policies and programs;
- serve as a liaison between the School and the parent(s)/guardian(s) in health matters;

Role of the Teacher and/or Staff

The role of the teacher and/or staff member is to:

- refer students to the school nurse for follow-up care;
- inform the nurse of prolonged or recurrent illness of students;
- liaise with parents about students' illnesses and the illnesses of other classmates.

Health Services

The school health program is designed to:

- provide initial first aid and treatment of minor ailments;

- administer medication when needed;
- assess need and call for emergency services;
- coordinate appropriate health screening programs;
- coordinate health education curriculum;
- maintain student medical records.

Health and Safety Standards

The school health program is committed to

1. developing and periodically updating health and safety standards and procedures in order to reduce accidents and promote preventive health;
2. establishing a school health information system in order to monitor health issues and document the actions of the school nurse;
3. through the assistance of the School Health Advisory Council and other relevant school committees, evaluating school facilities and equipment to identify any safety or health concerns/issues that require attention.

Medical Records

Parents must complete medical history forms or medical history update forms on each child every school year. The medical forms include immunization/vaccination records, emergency contact information, health history, and a field trip medical form. The results of health screenings and visits to the school nurse will be part of the medical record. All records are confidential. It is the parents' responsibility to assure that health history and parent contact information are accurate and up-to-date throughout the year. The School reserves the right to refuse school admittance if health forms and/or vaccination records are not returned by the designated time.

Immunizations and Vaccinations

A complete immunization/vaccination record must be submitted for each child prior to entering the School. The School utilizes the criteria set by Mozambican health standards but also advises parents to follow the recommended immunization schedule specific to their country of permanent residence.

Mandatory for Entry into AISM

| | |
|--------------------------------|---|
| Measles, Mumps & Rubella (MMR) | 1 dose before entering school (second dose recommended at 4-6 years of age) |
| Polio | 3 oral or injected doses before entering school (fourth dose recommended at 4-6 years of age) |
| Diphtheria | 3 doses before entering school |
| Pertussis | 3 doses before entering school |
| Tetanus | 3 doses before entering school |
| Hepatitis B | 3 doses before entering school |
| Haemophilus Influenza B (HiB) | 3 doses before entering school |
| Yellow Fever* | Required for students in grades 6-12 |

Recommended (most are part of vaccination schedules for other countries)

| | |
|-------------------------|--------------------------------|
| Varicella (Chicken Pox) | 2 doses by 4 years of old |
| Pneumococcal Pneumonia | 4 doses before entering school |

Recommended as Travel Vaccinations (not part of vaccination schedules, but students may be exposed to these infections while living in Mozambique)

| | |
|-------------|-------------|
| Hepatitis A | 2 doses |
| Rabies | 4 doses |
| Flu Shot | Once yearly |
| Meningitis | 1 dose |

Non-compliance with the minimum mandatory criteria for vaccinations precludes admission to school. Parents are required to submit to the school registrar and/or school nurse a copy of health records from the home country and from former school(s). Parents must also document record of immunizations with copies of original vaccination cards. If parents cannot produce a health record, vaccinations must be re-administered.

In cases where parents' religious beliefs prohibit immunization and vaccinations, parents must submit to the school registrar and/or school nurse a written statement from a physician that a child has been recently examined and determined to be healthy and free of communicable diseases.

***Yellow Fever:** Many of our secondary school field trips for sports tournaments, academic competitions and Week Without Walls take place in South Africa. South Africa now requires proof of the yellow fever vaccine for citizens from more than 40 countries. Furthermore, if a person's passport indicates that he/she has travelled to a country where there is risk of yellow fever transmission regardless of his/her country of origin, customs officials may require proof of the vaccine or refuse entry, causing significant delays or cancellation of the field trip.

Some secondary students also participate in trips to other countries in Africa and Europe. Mozambique customs officials frequently request a yellow fever certificate from travelers as a condition of entry to the country, particularly at the Maputo airport.

Students in grades 6 -12 who do not have proof of the yellow fever vaccine may not participate in any international school-sponsored trip.

Tuberculosis Screening

With a high incidence of Tuberculosis (TB) in Mozambique, TB skin testing is recommended on an annual basis.

Malaria Prophylaxis

General precautions to prevent mosquito bites are strongly recommended, including the use of bed nets and mosquito repellent and appropriate clothing such as long sleeves, trousers, socks and shoes, particularly in the evening and early morning. The School also recommends medical consultation with a physician concerning the use of malarial prophylaxis medication.

Communicable Diseases

The school nurse will provide parents with information on communicable diseases when necessary. It is the parents' responsibility to notify the School of any communicable disease that their child has contracted.

Children with symptoms of illness will be sent home at the discretion of the school nurse. The school nurse may require a medical evaluation by a doctor to ascertain whether or not the child's condition is contagious and when the child may return to school. Internal regulations for certain illnesses have been developed to implement the School Health Policy and are included in this Parent–Student Handbook.

No student with any chronic illness or disability including HIV may be discriminated against directly or indirectly.

Emergencies

In the case of a serious emergency, the School will contact emergency support services as a first priority and thereafter, the parents as soon as possible. Parents are responsible for ensuring that the School has current contact information for parents and for the family doctor and/or clinic of choice.

In the event of a life-threatening event, the child may be taken to the most appropriate health facility. The nurse will accompany the child.

Medication

Medication will not be administered in school without written instructions from the child's physician or practitioner and a parent signature. The medication must be in the original labeled container and brought to school by a parent/guardian or another authorized adult. Medication must not be sent with the child to take throughout the day.

Parents of children who are severely allergic to insect stings are urged to maintain medication in the office of the school nurse with specific instructions for administration. The School Health Office will have medications to treat severe allergic reactions.

Prolonged Absence

Parents must notify the School registrar if their child is expected to be absent from school for any prolonged period of time. Upon the discretion of the school nurse, certain diseases or conditions may require a note from a physician for re-admittance.

Accident Reports

The school nurse will complete an accident report on all injuries and note if follow-up care is required. Additionally, parents whose child needs special care in school as a result of an injury must contact the school nurse to make specific arrangements. This may include an excuse from physical education class or use of special equipment.

Field Trips

For a local or extended field trip, the school nurse and teacher(s) will identify any student who may require special care due to illness, allergy or other medical problem and provide such information to the teacher chaperone(s). A parent of such child will be asked to meet personally with the school nurse and teacher chaperone(s) to discuss a health care plan in case of an emergency.

First-aid kits must accompany teacher chaperones on all field trips and they must receive basic instructions from the school nurse regarding the application of first-aid treatment.

For extended field trips with overnight stays, contact with a local doctor in the designated area will be established prior to departure, if at all possible.

Contact

Parents are welcome to call the school nurse if there are any questions related to the health policy or any other issues of concern.

Appendix E: Reconsideration of Materials

"Intellectual freedom is the right of every individual to both seek and receive information from all points of view without restriction. It provides for free access to all expressions of ideas through which any and all sides of a question, cause or movement may be explored." *Intellectual Freedom and Censorship* (American Library Association)

Material in the AISM library is based upon a selection criterion that seeks to offer broad, balanced print and non-print information items. If any member of the AISM school community objects to library material, the following procedure seeks to ensure equity to all parties involved.

Reconsideration

When a parent registers a complaint concerning a particular library material, the primary and secondary school librarians will inform the School Director. The school librarians will attempt initially to resolve the issue informally. If a resolution is not reached, the school librarians will offer the complainant a packet of reconsideration materials. These materials include the collection development policy statement, the written procedure for handling objections and a standard printed form for reconsideration. The objection form should be completed and returned before consideration will be given to the complaint.

The challenged material will remain in circulation until the request for reconsideration is processed and a final decision is reached. Copies may be recalled by the school librarian as needed for review by members of the reconsideration committee. Pending the outcome of the request for reconsideration, access to questioned materials will be denied to the child (or children) of the parents making the complaint, if they so desire.

If the formal written request for reconsideration has not been received by the primary or secondary school librarian within two weeks, the issue shall be considered closed. Upon receipt of a completed objection form, the school librarians will ask the School Director to convene a committee to consider the complaint. The reconsideration committee will include the School Director, the school principals, the school librarians, a teacher, and a PTA representative. The committee must read and review the disputed material and related book reviews. Using the reconsideration of materials guidelines, the committee will meet, discuss the item under question and prepare a report on the material, including a recommendation.

The School Director will notify the complainant of the committee's decision. In answering the complainant, the School Director and the school librarian(s) will explain the book selection system, identify the guidelines used for selection and cite authorities used in reaching decisions. If the committee had decided to uphold the work that initiated the complaint, the complainant will be provided an explanation. If the complaint was determined valid, the committee will acknowledge and make recommended changes.

If the complainant is not satisfied with the committee's decision, he or she may present an appeal to the Board of Directors who will render a final determination of the issue. The Board of Directors may seek assistance from outside organizations such as the American Library Association, the Association for Supervision and Curriculum Development, etc., in making its determination.

For further information about guidelines and appropriate forms, please contact AISM librarians.

Appendix F: AISM Traffic Regulations

AISM is one of three schools accommodating more than 1000 students every morning at the same time, and the volume of traffic increases each year. We provide a number of traffic guards and police officers to ensure the safety of your children and we ask you to assist us by adhering to the following traffic regulations:

- **Use one of two drop-off points ONLY.**

The designated drop-off zone in the parking lot is marked by safety cones in front of the crosswalk. **Children should be prepared to exit the car** as quickly as possible and should exit only on the right side of the car. Please consider other parents who are patiently waiting to enter the drop-off zone. Do not allow your children to exit your car in any other area of the parking lot unless you are parking your car and walking your children into the school's campus.

A second drop-off zone in front of the school's perimeter wall allows your children to enter a safe walkway to the school's main entrance gate. This area serves only as a drive-through and **children should be prepared to exit the car** as quickly as possible. Please consider other parents who are patiently waiting to enter the drop-off zone.

Never allow your children, regardless of age, to exit the car on the main road while you are waiting in traffic.

- **Use only clearly marked crosswalks.**

Do not cross the street outside of the crosswalks even when there is no oncoming traffic. Be a role model for your children and explain why it is important to obey traffic regulations.

- **Follow the instructions of the traffic guards.**

Traffic guards assume a tremendous responsibility and need your support even when you are frustrated by the traffic jams.

- **To facilitate traffic flow out of the parking lot, all drivers must turn left and proceed to the end of the street around the circle.** Drivers may exit through by the back road or return past the school's entrance to the main road.

The difference between 7:15 or 7:20 is approximately an additional 50-75 cars. The message is: *arrive early and beat the rush*. Thank you for your support and cooperation.