

Almaty International School



Parent-Student Handbook

2009- 2010

Director: Mr. Russell Page

Directors of Instruction: Mr. John R. Durham, Secondary & Mr. Matt Matterson, Elementary

Athletic Director: Mr. Glen Chapman

Counselor: Mr. Greg Collins

SCHOOL CALENDAR

2009 -2010

First Term:

First Day: 27 August 2009 (Thursday – full day)

Last Day: 11 December 2009 (Friday – ½ day)

End of Quintile 1: 20 October 2009

End of Quintile 2: 11 December 2009

Holidays: 31 August 2009 (Monday) – (Constitution Day)
26 October 2009 – 30 October 2009 (Fall Break)
14 December 2009 – 3 January 2010 (Winter Break)

Staff Professional Development days: 2 and 3 October (Central Asian Region)

Number of school days: 70

Second Term:

First day: 4 January 2010 (Monday)

Last Day: 19 March 2010 (Friday –Parent Teacher Conferences)

End of Quintile 3: 24 February 2010

Staff Professional Development day: (23 January – Saturday)

Holidays: 7 January 2010 (Thursday) – Russian Orthodox Christmas
8 March 2010 (Monday) - (International Womens Day)
22 March – 26 March 2010 – (Spring Break)

Number of school days: 53

Third Term:

First day: 29 March 2010 (Monday)

Last day: 17 June 2010 (Thursday – ½ day)

End of Quintile 4: 23 April 2010

End of Quintile 5: 17 June 2010

Staff Professional Development day: (17 April 2010 – Saturday)

Holidays: 3 May 2010 (Monday)– (Observance of Unity Day – 01 May)
10 May 2010 (Monday) - (Observance of Victory Day - 09 May)

Number of school days: 57

TOTAL NUMBER OF SCHOOL DAYS – 180 (There may be holidays added which are not known at this time. In any event, AIS will ensure at least 175 school days.)

EXPECTATIONS

WE EXPECT OUR ADMINISTRATORS

- To place the teaching-learning processes first.
- To be flexible, helpful, and provide support when meeting with parents in conferences.
- To be available, willing and able to provide support to all faculty members.
- To provide support by visiting the classroom and giving helpful feedback and also provide help when requested.
- To support and facilitate teaching and learning.
- To follow the proper channels when communicating

WE EXPECT OUR TEACHERS

- To be dedicated professionals who are planned and prepared to teach
- To cooperate and be willing to work toward a common goal.
- To positively and cooperatively take on responsibilities beyond the classroom in support of extra-curricular and school-wide initiatives, considering them as integral to the success of the school.
- To be flexible, responsible, cooperative and supportive.
- To be aware of individual faculty member's talents/abilities/resources and to share those talents/abilities/resources by assisting other teachers in appropriate units.
- To respect colleagues and children.
- To follow the proper channels when communicating
- To be helpful and kind.

WE EXPECT OUR STUDENTS

- To be respectful of teachers and each other.
- To have a good attitude toward learning.
- To be cooperative with others and responsible for their own behavior.
- To be responsible, cooperative and supportive.
- To be ready to learn.
- To give their attention to the required task.
- To work toward mastering all of the Essential Outcomes and Success Orientations

WE EXPECT OUR PARENTS

- To be responsible, cooperative, and supportive.
- To follow the proper channels when communicating
- To make sure that their children are in school every day and on time
- To make sure that their children come dressed properly
- To help their children come prepared for school
- To follow the school's procedures as outlined in the Parent-Student Handbook

OUR MISSION

The mission of Almaty International School is to create a community of empowered and successful learners while providing a safe and nurturing community where diversity is celebrated, mutual respect among adults and children is practiced, and where parents and caregivers are valued partners in the foundation of life-long learning. Our single-minded purpose is SUCCESS FOR ALL.

BELIEF STATEMENTS

A CARING ENVIRONMENT

1. A safe and physically comfortable environment promotes student learning.
2. A student's education is enhanced by positive relationships, extra-curricular activities and a system of academic and emotional support.
3. Parent participation and support is essential in successful academic and extra-curricular programs.

FOCUS ON LEARNING

4. Student learning needs should be the primary focus of all decisions impacting the work of the school.
5. Literacy is the gateway skill. Success in literacy leads to success in all subjects. Our initial academic focus is literacy.
6. Student learning should be differentiated to accommodate varying levels of ability and learning styles through a variety of instructional approaches.
7. Students need to be given the opportunity to participate in extra-curricular activities in order to develop leadership and teamwork skills outside the classroom.

COMMITMENT TO QUALITY

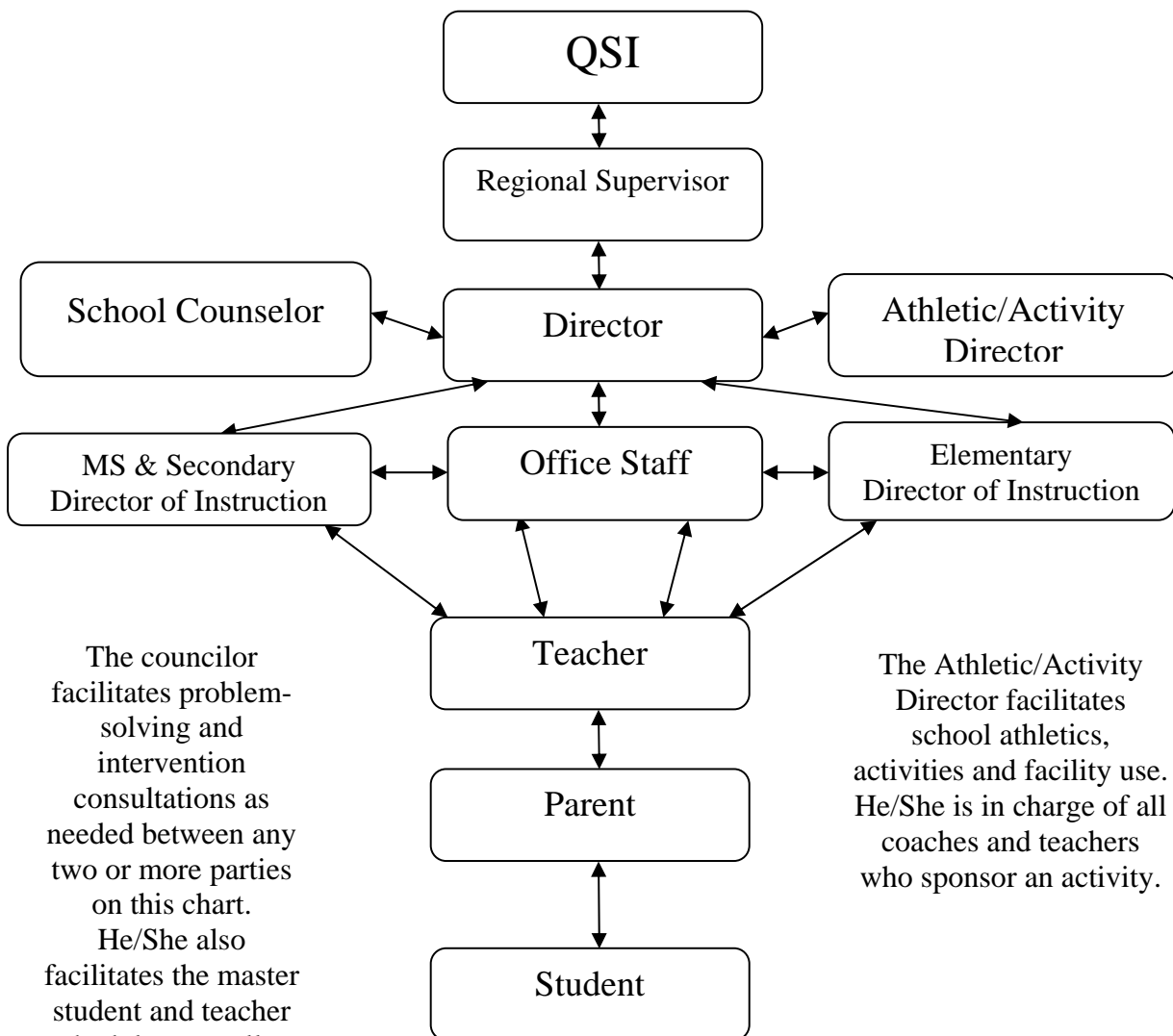
Our commitment to continuous improvement is imperative if our school is to enable students to become confident, self-directed, and successful lifelong learners. Students need to not only demonstrate their understanding of essential knowledge and skills, but also be actively involved in self-evaluation and continually producing high quality work.

COMMUNICATION

School spirit is enhanced when disagreements or misunderstandings are cleared up by the persons involved in the problem. This is called solving the problem at the lowest level possible – between the parties in dispute. Please follow the *chain of communication* when you are trying to address issues at a higher level.

At the Almaty International School, we believe that when we have a problem, we sit down and work it out.

In a small community such as ours, it is imperative that all members of the professional faculty observe the proper channels of communication. Concerns should first be discussed directly with the individual(s) involved.



The counselor facilitates problem-solving and intervention consultations as needed between any two or more parties on this chart. He/She also facilitates the master student and teacher schedules as well as secondary transcripts and college preparation.

The Athletic/Activity Director facilitates school athletics, activities and facility use. He/She is in charge of all coaches and teachers who sponsor an activity.

SUCCESS ORIENTATIONS

At AIS we practice: Students are evaluated on Success Orientations five times during the school year. Each Success Orientation is briefly described below.

RESPONSIBILITY by

- being prepared
- coming to class on time
- meeting deadlines . . .

CONCERN FOR OTHERS by

- using inside voices
- walking safely in the halls
- showing respect to all people . . .

KINDNESS AND POLITENESS by

- using polite language,
- helping others when in need
- using good manners . . .

AESTHETIC APPRECIATION by

- keeping your instructional area clean
- keeping personal things in order
- picking up trash . . .

TRUSTWORTHINESS by

- being honest
- always telling the truth
- never cheating or using other people's work . . .

GROUP INTERACTION by

- keeping hands, feet, and objects to yourself
- including others in your group
- cooperating with others . . .

INDEPENDENT ENDEAVOR by

- always doing your best
- getting your work done
- keeping track of assignments . . .

WHY THE FOCUS ON SUCCESS ORIENTATIONS

The Almaty International School believes the Success Orientations to be primary indicators of future success in advanced education, employment, and life in general. Recent research confirms our beliefs. Recognition for success in these seven orientations is given five times during the year. Teachers, students, and parents will be constantly aware that these are important components of a student's development.

Responsibility for success in these orientations rests first and foremost in the home; however, they will be actively encouraged and taught in virtually all areas of the school curriculum, with a view to making these success orientations a vital part of the students' life patterns. The school's role is to reinforce the

parents' efforts. Thus, the home and school, working together, can enhance progress in these universally accepted characteristics of success.

In an attempt to separate academic evaluations from behavioral evaluations, the success orientations will be evaluated independently. Thus, the academic outcomes will be evaluated solely on the basis of student performance on the specified outcomes of the academic areas.

Evaluations of the success orientations will be limited to situations in which the student is under the jurisdiction of the school and will be made by a group of the professional staff for each student. If there is no evidence that a student is unsuccessful in a particular success orientation for an evaluation period, he will be awarded with one success orientation credit which will appear on the status report as an 'S', which denotes 'success'. A student who demonstrates noteworthy or exemplary positive behavior in a success orientation will also receive one success orientation credit, which will appear on the status report with the letter 'E' which denotes 'exemplary'. A student who is not yet successful in a success orientation will not receive the due credit for that period. This will appear on the status report as an 'N', which denotes 'not yet'. The awards given for each student will be reached by a consensus of the appropriate group of professional staff members.

THE PROCESS

Ns are not given automatically, nor awarded lightly. Teachers view giving Ns very seriously. The following is the process by which a student earns an N. The process is initiated when a student begins to demonstrate behaviors that are inconsistent with one or more of the success orientations.

1. Teacher intervenes and encourages the student to change his/her behavior.

Ex: positive reinforcement, giving consequences for his/her actions, reminding him/her how to use proper problem solving techniques, or other skills that teachers decide to use.

2. Teacher calls home to inform parents about the *unchanged* behavior.

Teacher informs home that he/she is considering a RECOMMENDATION for an N in a specific Success Orientation. Parent is given the opportunity to aid the student/teacher in adjusting the behavior.

3. Second parent contact MUST be made to indicate that an N is being RECOMMENDED.

Thus, two home contacts must be made before a student can be recommended for an N. A nomination form goes to the Director of Instruction.

4. During a staff meeting before the end of the quintile, recommendations are examined by ALL TEACHERS WHO INTERACT WITH THE STUDENT.

A. *Student receives N based on the consistency of the behavior throughout other classes. (i.e. all teachers who know the student agree that the student has not yet fulfilled the expectations according to the TSW's in a particular Success Orientation) The student only receives an N if there is a consensus among teachers. The teacher who recommended the N must follow up with student by meeting with him/her, setting goals, and monitoring progress.*

-or-

B. *Student does not receive N because the behavior is not seen in other teachers' interaction with student.*

5. In extreme circumstances, a student will be assigned an N without notifying the parent.

These cases may include: cheating, fighting, stealing, etc.

A recommendation for an E follows a similar process when a student consistently demonstrates Exemplary behavior in a Success Orientation.

1. During a staff meeting before the end of the quintile, recommendations are examined by ALL TEACHERS WHO INTERACT WITH THE STUDENT.

A. *Student receives an E based on the consistency of the behavior throughout other classes. (i.e. other teachers agree that the student has exceeded the expectations according to the TSWs in a particular Success Orientation)*

-OR-

B. *Student does not receive an E because the behavior is not seen in other teachers' interaction with student.*

2. Teacher must make a home contact only once to inform that the student has received an "E".
This may be a phone call, note home, or email to parents.

Each Quintile, the student's name is posted on the wall outside the school office indicating for which Success Orientation the student earned an E. If you want more information on the QSI Mission Statement and Exit Outcomes, which includes success orientations, our office has copies available. Please ask for them.

"D" POLICY

A "D" is given to a student who has not made a reasonable effort and is therefore "deficient" in attaining mastery of the outcome. Typically this policy applies to Middle and High School students, but may be applied to students as low as 9 year old (4th grade level).

A "D" can be given for the following reasons: (All reasons for receiving a "D" are not included)

- A student who refuses to work towards mastery.
- A student who consistently turns in work late.
- A student who consistently misses scheduled evaluations.
- A student who consistently turns in poor quality work.
- A student who does not meet with the teacher during scheduled meetings or tutorials (during school or after school).
- A student who accumulates numerous Ps without mastering units.
- A student who does not work in class productively.
- A student who cheats on a test or homework or plagiarizes a paper.

Step 1 - The teacher meets with the student and informs him/her that a "D" is being considered. The teacher may offer the student extra help during school or after school. The teacher may also assign the student to a supervised tutorial for time to study or extra help. The teacher sends the Director of Instruction an email that a "D" is being considered. The teacher should contact a parent as soon as there seems to be a problem in this area. We have support for teachers who need to communicate with parents who are not English speakers. Please see the staff at the receptions desk for help.

Step 2 - If the student does not complete the work in a timely fashion (approximately 4 days), according to the teacher, or pass the unit test (**this must be a different form of the first test**) at a mastery level, the student will receive a "D" for the unit and it will appear on his/her Status Report.

Step 3 – The parent will be called, emailed, or informed that the student is receiving the "D" and that the student will be recommended for an "N" in the Success Orientation category of responsibility.

Step 4 - **The student becomes ineligible for extra-curricular activities during this time.**

Step 5 – The student must meet with the Director of Instruction and write a petition for a faculty mentor. This petition must be signed by a parent. Then the Director of Instruction will find a faculty mentor for the student.

Step 6 – Once a faculty mentor is found, the student and mentor will meet to develop a “Plan of Action.” (POA) This plan must be approved by the Director of Instruction and signed by a parent. It is the student’s responsibility to schedule a time to meet with the mentor. If the student does not meet with the mentor or refuses work according to the POA the student will be assigned to tutorials and detentions and the “D” will remain on the Status Report.

If the POA is approved and the student is meeting the goals established by the mentor the student may return to extra-curricular activities after two weeks of sticking to the plan.

Step 7 – When the work is ready to be evaluated, the student will meet with the Director of Instruction to schedule an appointment to present the work to a Student Support Team (SST). An SST will be developed to listen to the student share their work and what they learned from this “D” Policy process. The teacher who originally assigned the “D” will be asked to be on the SST (optional), as will the Department Chair, along with the Director of Instruction and other appropriate faculty members.

Step 8 - The SST will evaluate the material presented, decide the quality of the work, and make recommendations. If the work is of “B” quality, a “B” will be placed on the status report. If not at mastery level, the student will revise the work, and an additional SST meeting will be scheduled. If this is necessary, the student will immediately lose extra-curricular privileges.

A student receiving their second “D” on their status report will be placed on Academic Probation.

A meeting will be called with teachers, parents, student and an administrator. During the meeting a contract is written with all deciding parties. This contract will clarify to everyone what steps will be taken to ensure the student does not obtain another “D”. Parents and student are informed that the student is now on Academic Probation and what the next steps would be should the pattern of “Ds” continue. Students on Academic Probation lose the opportunity to play or practice with teams, participate in any extra-curricular activities, or go on field trips until they have removed all “Ds” from their Status Report.

A student receiving three “Ds” in the same course will immediately be removed from the course. The student will be assigned to some other supervised area at this time. Having excessive “Ds” puts the student at risk of being withdrawn from the school. The final authorization for such actions rests with the Director.

Frequently Asked Questions About Status Reports

The "Student Status Reports" are distributed to parents five times per year (at the end of each quintile), but can be printed at any time of need. The reports keep a continuous record of a child’s progress during the school year in each of his/her courses. The following are answers to questions parents may have regarding the reports.

Q: How are Status Reports different from traditional reports?

A: Traditional report cards give parents a general idea how their child is performing in class. When a student receives a ‘B’ in mathematics, it means he/she is doing well in mathematics; however, it gives no information as to what the student has specifically learned.

The Status Report provides grades in mathematics and it also separates the course into "essential units" (outcomes). Teachers evaluate students for mastery of each essential unit and this becomes part of the report. Therefore, the parents not only have a better idea of what their child has learned, but they know what their child has actually mastered. This ensures that the child does not miss learning important concepts.

Q: What is Mastery Learning?

A: Each subject is broken up into essential units. Teachers provide a program of instruction for each of these essential units. Teachers evaluate each student for mastery of the concepts and skills. A variety of evaluation tools are used including written tests, projects, direct observation, and student activities. Students who do not completely master an essential unit are given additional instruction directed at a variety of learning styles to affect students' progress toward mastery. The process of re-teaching and evaluation continues until the essential unit is mastered by the student.

Q: What is the difference between an 'A' and a 'B'?

A: We believe all children can and do learn. Our teachers teach and re-teach until the essential unit is mastered. Therefore, a 'B' denotes the student has mastered the material and knows it well. The grade of 'A' not only indicates that the student has mastered the material well, but is also able to consistently demonstrate higher order thinking and performance skills such as problem solving, analysis, creativity, etc. This also implies in-depth applications of the content of the essential unit.

Q: What is the difference between a 'D' and an 'H'?

A: An 'H' means the essential unit has been placed on hold. The teacher may determine it is best for the student not to pursue this outcome at the current time. It may be that the student needs other background knowledge or skills before he/she continues to work on this unit or it is interfering with the progress the student is making with another unit. At the right time the teacher will have the student re-engage in the outcome. A 'D' is given when the student *has not made a reasonable effort* and is thus not attaining mastery of the unit. This grade is temporary and is changed to a 'P' (in progress) when the student returns to an acceptable work pattern or to a 'B' when the student demonstrates mastery of the unit. (A student receiving a D may not receive a mark higher than a B.)

Q: What does the bar graph below the Competencies and Knowledge section mean?

A: This area of the report lists information with reference to the three skill areas of instruction found in the elementary program: Reading, Language Arts, and Mathematics. Our computerized data bank compiles mastery of these core area outcomes and expresses them as a bar graph and as a percentage of outcomes that are mastered through the nine years of elementary school.

Q: Does this reporting system cause problems when children return to a school that uses a traditional report card?

A: No! Even though many schools use traditional types of report cards, there are many differences in the reports from one school to the next. Many schools no longer use the A, B, C, D method of grading. When our students transfer to a new school we send copies of the status reports and a brief school profile that describes the curriculum. Students who transfer while they are in our secondary program receive an official transcript that is standardized to meet the needs of other secondary schools and universities.

AIS End of Year Awards

The AIS faculty will recognize students at the end of the year for outstanding work. The following awards have been established:

- ◇ Academic Honors Award – This award goes to any middle school or secondary student who has achieved an “A” in each unit completed (minimum 10 units) and has successfully completed a teacher approved extra project in that subject area.
- ◇ Outstanding Athlete of the Year – This award is given to the Middle School and Secondary student athlete (male and female) who meets all of the award’s requirements: participated in three sport seasons during the year, displayed good sportsmanship during practices and games, worked hard to improve, was punctual, communicated well, and displayed excellent skills.
- ◇ Citizenship Award- This award honors a secondary student who distinguishes themselves from others by having a strong scholastic record, dynamic participation in school-wide events, service, leadership, and character. This student continually models the Success Orientations and faithfully attends school.

LUNCH and SNACK and AIS WATER QUALITY

Children may elect to participate in the hot lunch program or carry sack lunches from home. Students from three years old to eleven years old may also elect to participate in the afternoon snack. Weekly menus will be posted on our web site and printed in the weekly newsletter.

The water at the school is filtered, tested regularly and is drinkable. We suggest children bring a bottle or cup for drinking, or if desired, they may bring bottled water from home.

BOOKS AND SUPPLIES

Textbooks are loaned to students. It is important that the school keeps a complete record of all texts given to each child. Therefore, each child will be assigned a numbered text in his school subjects. This record will be kept by the teacher. Please discuss with your child that it is their responsibility to maintain each text in the same condition as when it was received. Books that are lost, stolen or damaged should be reported to the classroom teacher immediately. The replacement of lost or damaged texts is the responsibility of the parents.

Parents and students are responsible for consumable items such as paper, notebooks, pencils, pens, erasers, etc.

LOCKERS

Students who are 12 years old or older may choose to use a school locker. **Lockers are school property and may be searched at any time by school administration.** There are two types of lockers – those using a key and those needing a separate lock. Students will either be issued a key or they may purchase an individual lock. Students are responsible for replacing lost keys and will be assessed a charge for replacement. (500 kzt) If it is determined that a locker must be searched and the locker has an individual lock on it, the lock will be cut off of the locker if administration is unable to locate the student.

VISITORS

ALL VISITORS MUST ENTER THROUGH THE MAIN GATE AND SIGN IN AT THE RECEPTION DESK.

Visitors and volunteers will be given an identification badge. Anyone who is in the building without this badge will be asked to return to the office. Students are not allowed to bring other school-age visitors to school without permission from the Director of Instruction. We encourage parents to visit and volunteer. However, we do ask that extended visits be scheduled with the office and the teacher in advance.

CLOSED CAMPUS

AIS is a closed campus, which means that students may not leave the campus without permission from the parent. A closed campus also means visitors and non-students must check in through the school office before being allowed to visit the school. For safety reasons, we must know who is on the campus at all times.

Personal security guards or drivers are not permitted to remain in the building during the course of the day unless specific arrangements have been made with the school Director.

ATTENDANCE/REPORTING

Regular attendance at school is one of the most important factors for a student's academic success and social development. Daily instruction for students of all ages is an important factor for achievement. While we understand there may be some emergencies or illnesses, we encourage parent support and student effort to come to school every day on time and stay until school is dismissed for the day.

Unless there is an emergency, we ask that parents refrain from picking up students until school is dismissed in the afternoon. Early dismissal can be disruptive to the learning process. We strive for 100% attendance throughout the year. Notify the school office as soon as possible on any day children will be absent. This prevents us from contacting you at work or interrupting your activities at home. The phone number to the Main Office is **250-4561**.

When a child is tardy for school, the student needs to get a pass from the main office.

Tardies and absences limit school achievement and disrupts a teacher's ability to provide quality instruction. Excessive absences and/or tardies may result in required attendance at an after-school tutorial or detention. Continued absence from school, after intervention with parents, may result in a student being asked to attend a different school.

PERMISSION TO LEAVE SCHOOL

During the school day: if a student needs to be excused from school during the day, for any reason, the following procedures are to be used:

- A signed request or phone call by the parent must be directed to the student's teacher and the reception desk which will include the person who is picking up the child.
- Parents or drivers are to come to the reception desk to pick their child up. This is a request based on the safety of your child. Parents or drivers are to report to the reception desk and sign the child out. The child will then be called from their classroom.
- No child will be released to anyone other than a parent, guardian or authorized personnel, delegated with legal authority over the child.
- Students may not go home with anyone else unless the school has written or verbal permission from their parent/guardian and the parent/guardian of the other student.

STUDENT RECORDS

No information will be released by the school without written (verbal in limited cases) permission from the Parents/Guardians of a student. Requests to examine records should be made by appointment at least 48 hours in advance to allow proper and complete gathering of all materials. Appointments may be made by calling the school office.

HEALTH SERVICE

AIS has a qualified medical official on duty during school hours and sporting activities.

In case of injury, teachers and students should notify the school medical official. The medical official will notify parents as soon as possible if the injury takes place at school. If a student has a chronic illness or some physical handicap, this information should be given to the school medical official. Students who come to school with communicable illnesses, severe colds, or fevers, will be sent to the medical office. Parents will be notified and requested to come and collect their child to prevent infections from spreading.

It is essential that we have the following information on file in case of an illness or emergency:

- Telephone/cell phone numbers where parents can be reached
- Names and (local) telephone numbers of relatives or friends who should be contacted when parents are not available.
- Immunization information, recommended Doctor or medical services.

If your child is not feeling well before he/she leaves for school, it is advisable to keep him/her home. If your child improves during the day, bring him/her to school. Please check students in and out of school through the reception desk.

DISPENSING OF MEDICATION

Almaty International School does not permit school employees to dispense prescription or non-prescription medication including: Tylenol, cough syrup, throat spray, throat lozenges, cough drops, etc., without directions and written/verbal consent from the parents. If medication must be given during school hours, a signed consent letter **MUST** be on file in the school's medical office. Medications must be brought to school by the parent - ***not sent to school with your child***. Medication needs to be in the original prescription or non-prescription bottle/container. If medications need to be taken home, they need to be picked up by the parent. Medications cannot be released to your child to take home.

OUTDOOR RECESS

Recess is a scheduled part of the regular Elementary school day. This time serves as a break for students and provides a few moments to expend some energy and stretch after classroom activities. All children will go out to play during lunch and afternoon recess. This is a good time for socialization and learning to get along with other children. All children should come to school properly clothed for outside conditions. This includes snow pants, mittens or gloves, boots, and hats in winter.

PLAYGROUND POLICY

1. Safety, fair play, common sense and appropriate language are the major considerations on the playground. Students may not cause problems for any person or damage equipment.

2. If children have questions, or if some situation is not covered by the rules, the playground supervisor is always in charge and may stop any activity that he/she feels may be dangerous.
3. When the whistle blows at the end of recess, students are to stop what they are doing immediately and lineup.
4. Hard balls are not allowed. Tennis balls, soccer balls and certain other soft balls may be used with the approval of the playground supervisor.
5. Students are not to climb any slides or fences, may not stand on top of, or jump from any piece of equipment.
6. Students should stay alert and pay attention to any games going on and not go near games in which they are not engaged.
7. No fighting. No games involving pushing, shoving, tackling, or tripping.
8. Throwing any items such as rocks, snowballs or dirt is strictly prohibited.
9. Students at recess are not to go back into the building or outside of recess boundaries without permission from the playground supervisor.

BUILDING POLICY

1. Students are expected to solve their disagreements through peaceful dialogue.
2. Students should walk safely and quietly at all times when in the building.
3. The care of all textbooks and library books issued to the student are his/her responsibility as are all the parts of the building and other equipment. Students are encouraged to have a book bag or back pack to carry materials to and from school.
4. Hats are not to be worn in the building under normal conditions. There are hooks or lockers in designated areas to hang up clothing.
5. Chewing gum is not allowed because of the problems with improper usage and disposal.
6. Skateboards, roller skates or any motorized vehicles are not permitted, unless permission is granted by the Director of Instruction.
7. Students are expected to remain on the school premises after arriving at school.
8. Any student staying after school should do so only when involved in supervised activities and with parental permission. Students staying after school for any reason must be under the supervision of an adult. Students found staying after school without permission will be escorted to the main office, parents will be called, and the students will be escorted to the tutorial or connection room where they will remain until a parent or driver picks them up.
9. Any student who repeatedly cannot follow the rules will be scheduled to meet with his/her teacher and the Director of Instruction. If this is not successful, a conference will be held with the parents. At that time, a procedure to remedy the problem will be developed.

AIS is a community where people interact with dignity and respect. Parents and staff are expected to communicate with each other in a polite or courteous manner at all times. Any instances in which this expectation is not respected shall be taken seriously and dealt with by the Director.

CAFETERIA POLICY

1. Use regular talking voices at all times.
2. Keep your hands and feet to yourself.
3. Keep your food on your plate or in your mouth.
4. Walk at all times.
5. Be as courteous as you would be in any restaurant.
6. Clean up when you leave.

BUS SERVICES

AIS has monitors on all buses to ensure safe rides. Students are expected to follow monitors' instructions. Students who are reported to the administration for minor infractions will meet with the Director of Instruction to discuss the behavior. If the behavior continues the parents will be notified and the student may be suspended from riding the bus for a period of time. Parents will be notified immediately regarding behaviors that seriously affect the safe operation of the school bus. Removal from the bus may be necessary for serious incidents, even for a first time offense. Bus service is a privilege, not a right!

Bus Policy – Students:

- You must be at the arranged pick up point at the appointed times. The driver will not wait for latecomers.
- You will be under the authority of the bus monitor who may assign you a seat.
- You should seat yourself as quickly as possible and remain seated while the bus is in motion with your seatbelt tightly in place.
- If the bus is in such a position that you must cross the street, the bus monitor will accompany you unless special arrangements are made with parents. This may not apply to older students.
- You will not be allowed to create disturbances on the bus. Only in extreme situations will the monitor use physical restraint if deemed necessary for the safety of other students or the operation of the bus. The monitor will inform the Director of Instruction if this becomes necessary.
- You are not allowed to drink or eat on the bus.
- Improper language or behavior will not be tolerated.
- You may not lean out of windows or throw items from the bus.
- Everybody is expected to help keep the bus clean.
- Any student-caused damage to the bus will be the responsibility of the student and price for replacement or repair will be charged to that student's family account.
- Only students who have paid for bus service may ride the after-school late bus.

TRAFFIC AND PEDESTRIAN SAFETY

Please use extreme caution when bringing children to school and picking them up afterwards. Parents should discuss safety factors with their children about what they should do while waiting for their ride.

LOST AND FOUND

Please help us by clearly labeling, with students' name, all the items of clothing such as mittens, caps, hats, jackets, coats, sweaters and boots. It is also very helpful to have the child's name on his/her lunch box and back pack. Many mix-ups occur during the year and an unbelievable amount of clothing is unclaimed. The lost and found is located near the Main Office. As the lost and found becomes full, we will make an announcement to students to check in the lost and found. Whatever is not taken will be donated. Remember, the school is not responsible for lost or stolen items.

TELEPHONE USE

The school telephones are business phones; therefore, student use is limited to business matters. We cannot accommodate large numbers of students calling home at dismissal time for instructions on what to do. Students are required to make prior arrangements with parents to stay for an after school activity. Any exceptions must be approved by the Director or the appropriate Director of Instruction.

FIELD TRIPS

Field trips are mainly used to aid in the instruction of the classroom. Thus it is important that students attend these trips as part of their educational experiences. At the same time, it is expected that students will conduct themselves in an appropriate and civil manner. If it becomes evident that a student's behavior on a field trip may become disruptive, they can be excluded from such a trip. Parents will always be notified in advance if this is to occur.

PERSONAL PROPERTY

Students are strongly discouraged from bringing large sums of money and valuable personal property to school. The school assumes no responsibility for lost or stolen property. Books and other items should be stored in lockers, or in the case of elementary students in their classrooms or cubbies. The administration has the right to search any backpack at any time. If a student refuses, their parents will immediately be called to school to assist in the search.

ACADEMIC INTEGRITY

In general, questions concerning the Guidelines for Academic Integrity at AIS should be addressed in light of an action which "makes a student look more academically able than he/she actually is, by using another student's or person's work and representing it as his/her own." The following statements address the questions regarding various academic situations and possible questions which students, faculty, parents, and administrators might raise for clarification. These comments are not intended to be exhaustive or cover all situations. They are intended as guidelines for working positively with each individual incident.

HOMEWORK:

Most homework assignments are given as learning experiences, and to get help from others may be considered appropriate. However, wholesale copying another person's assignments to make a teacher think that you have done the work is considered "cheating."

Examples of homework activities which **do not violate** the Guidelines of Academic Integrity include:

- Working with another person on a cooperative study assignment when both names are affixed to the final submission for grade attribution;
- Review of a question or problem by another person for the purpose of getting a suggestion of the process or strategy for solution—the solution, however, is entirely worked out by you.
- Work which is assigned and announced by the teacher as un-graded and which you work with another person or persons with the knowledge of the teacher.

Examples of homework activities which **violate** the Guidelines of Academic Integrity include, but are not limited to:

- Someone solving problems on a math assignment (another person working the problems) for which you will receive a grade.
- Copying or paraphrasing another's work in whole or in part and turning it in with your name on it to receive a grade;
- Turning in someone else's work as your own;
- Allowing/encouraging someone else to copy all or part of your work and claim it as their own.

TESTS and QUIZZES:

Obtaining unfair help with tests and/or quizzes is a violation of the AIS Guidelines of Academic Integrity. The following are examples of **unacceptable** test behavior and are provided to give an idea of common mistakes.

- Discussing (in detail) a test or quiz with a person who has already taken it.

- Bringing hidden notes or using notes during a quiz or test. The mere possession of such “cheat notes” indicates intent to use them and as such would be considered a violation of the AIS Guidelines of Academic Integrity.
- Looking at another person’s work during a test or a quiz.
- Talking to another person during a test or a quiz unless specifically permitted to do so by the teacher.
- Allowing another person to look at your work during a test or a quiz.
- Assisting another person during a test or quiz through noises or silent signals.
- Possessing, in ANY form, a copy of the test or quiz before it is administered.
- Doing another person’s quiz or test for them at their request, or your initiative.

PLAGIARISM:

Plagiarism is defined in Webster’s New World Dictionary as “to steal or pass off as one’s own, the ideas, writings, etc. of another.”

Examples of plagiarism are, but are not limited to:

- Copying specific ideas of an individual author or source; or copying large portions of exact words from any source without both giving proper citation and using quotation marks;
- Paraphrasing (re-writing using different words) or summarizing (completely re-writing a passage or section) another person’s unique and non-common-knowledge ideas found in any source, without giving proper citation;
- Downloading or purchasing papers, copying and pasting information from the Internet or electronic sources;
- Cutting and pasting from any source without citation;
- Intentionally making other people’s ideas appear to be your own by any means.

Because all violations of Academic Integrity strike at the very core of the nature of the school, the response to plagiarism and cheating is extreme, including the possibility of redoing all outcomes of that course. If you are a Secondary 4 student, you may also be required to write a letter to universities explaining your actions.

Sample Secondary Schedule at AIS

Secondary 1	Secondary 2	Secondary 3	Secondary 4
<ul style="list-style-type: none"> ▪ Literature 1 * ▪ Writing 1 * ▪ Algebra * ▪ Physical Science * ▪ World Geography * ▪ Physical Education * ▪ Foreign Language 1 * ▪ Music or Art * ▪ Technology * 	<ul style="list-style-type: none"> ▪ Literature 2 * ▪ Writing 2 * ▪ Geometry * ▪ Biology * ▪ Modern World History* ▪ Fitness * ▪ Foreign Language 2 * ▪ Music or Art * ▪ Technology * 	<ul style="list-style-type: none"> ▪ American Literature * ▪ Pre-Research ▪ Advanced Math I ▪ Chemistry ▪ US History * ▪ Journalism 1 ▪ Foreign Language 3 ▪ Health * ▪ Life Sports 	<ul style="list-style-type: none"> ▪ British Literature * ▪ Research Project * ▪ Advanced Math 2 ▪ Physics ▪ Journalism 2 ▪ Foreign Language 4 ▪ World Governments * ▪ Economics * ▪ Team Sports
Total Credits 60-80	Total Credits 60-80	Total Credits 60-80	Total Credits 60-80
Total Secondary Credits 240-320			
* Courses Required for the Academic Diploma or Academic Diploma with Honors			

Advanced Placement Courses offered at AIS: AP French, AP Biology, AP US History, AP World History, AP Calculus, AP Economics, AP Physics

AIS Graduation Requirements

QUALITY SCHOOLS INTERNATIONAL offers a program which leads to a Secondary School Diploma. Most graduates of Quality Schools International attend a college or university upon completion of their studies. Previous graduates of Quality Schools International have been very successful in obtaining admittance to colleges or universities of their choice.

THREE DIPLOMAS ARE OFFERED BY QUALITY SCHOOLS INTERNATIONAL:

- * **ACADEMIC DIPLOMA**
- * **ACADEMIC DIPLOMA WITH HONORS**
- * **PRACTICAL DIPLOMA**

THE ACADEMIC DIPLOMA is a college preparatory course of study. Students who satisfactorily complete this program should expect admittance into an American college or university, or in some cases, universities in other countries. ***A MINIMUM OF 240 CREDITS, INCLUDING ALL REQUIRED COURSES AND ELECTIVES, ARE NECESSARY FOR THIS DIPLOMA.***

THE ACADEMIC DIPLOMA WITH HONORS is the most advanced diploma offered by Quality Schools International. Requirements are the same as The Academic Diploma but with the condition that the credits include at least two Advanced Placement (AP) courses (of ten credits each). ***A MINIMUM OF 240 CREDITS, INCLUDING REQUIRED COURSES AND ELECTIVES ARE REQUIRED FOR THIS DIPLOMA.***

THE PRACTICAL DIPLOMA is available to students who experience English language difficulties, time restraints, or other problems which make it impractical to pursue a more advanced course of study. It is only available to students who are in their fourth year of secondary. This diploma is not designed for students who intend to pursue academic studies at the university level. In general, this diploma is designed for students requiring a sound general secondary education to prepare for direct entry into the work force or further specialized practical training. ***A minimum of 220 credits are required, including required courses and electives.***

BEHAVIORAL EXPECTATIONS AND CONSEQUENCES

The primary goal relating to student behavior is to develop a sense of responsibility resulting in the student having self-motivation to observe acceptable behavior patterns. The responsibility of meeting this objective rests first and foremost with the home, and the school is responsible for working with parents in achieving this goal. In cases in which consequences must be issued by school authorities, it is not intended to be punitive, but to allow the student to correct their behavior. Violation of rules may lead to parent notification, conference with an administrator, detention, suspension, expulsion from AIS or another appropriate consequence. Any student whose actions bring dishonor to the school, whether on or off campus, may be disciplined.

Detention

Generally if you receive a detention as a consequence for some misbehavior, it will be served at school. In some cases, individual teachers may detain a student in their classroom with proper notice. If a student has multiple detentions, teachers will contact parents and establish a meeting with the parents and an administrator to develop a plan of action.

If a student has trouble making it to school or class on time and, within one quintile, attains **3 tardies**, he/she must make up the time during a Friday Connection Time. Parents will be notified by the teacher. If a student attains an additional **2 tardies (total of 5)**, the student will attend another Friday Connection Time and the student will receive an **N for responsibility**. If tardies continue, the student will receive a half-day in-school suspension.

When a student is required to attend Friday Connection Time, receives an N, or will be suspended, parents will be contacted and the parent will be responsible for arranging transportation for the student.

Detention Procedures:

When a teacher assigns a student for Friday Connection they will need to submit the names to the Director of Instruction by Thursday 12 pm. The teacher assigning the connection time is responsible for contacting parents to inform them. A list will be compiled and printed for the staff member who is assigned detention supervision duty. Each teacher will occasionally be assigned Friday Connection supervision during the school year.

Suspension

Suspension is an action determined by the school administration. More precisely, a suspension is an action determined by the Director or Director of Instruction when necessary. No student will be suspended without parent notification. Before a student may attend classes following an incident of more than one day of in-school or out-of-school suspension, parents and student shall meet with the Director of Instruction to be informed of conditions for resumption of attendance. Suspension may be assigned at home under the supervision of parents, or in-school in an isolated location under the supervision of the Director of Instruction or designee.

HARRASSMENT AND INTIMIDATION

No harassment of another student, whether verbal or physical is tolerated at AIS. Any student found harassing another student may be recommended for long term (up to 10 days) suspension from attendance at school or expulsion. **BULLYING IS NOT TOLERATED** and all reported incidents will be investigated. Parents will be contacted immediately and an “N” will be assigned on their Status Report for Concern for Others.

DRESS CODE

Almaty International School believes that a certain amount of freedom of choice in dress is appropriate. However, school is an important place and AIS students should always be mindful of giving the best possible impression as they represent the school. Clothing should be neat, clean, and appropriately worn.

- No mid-riffs are to be showing (skin above the belt line in front or back)
- No spaghetti straps: sleeveless shirts at least 2 inches in width (three finger test) at the shoulder are permissible
- Low necklines showing excessive cleavage are not allowed
- No see through clothes (undergarments are not to show through garments)
- No short skirts or shorts (finger tip test: arm hanging down by thigh, skirt or shorts must be at or longer than the tip of middle finger)
- No undergarment (boxers) should be seen at anytime
- Any inappropriate messages (i.e. foul language, alluding to foul language, suggestive messages or symbols, any drug, alcohol, or tobacco related)
- Clothing displaying graphics, whether pictorial or in words, must be consistent with the school's mission statement, not disruptive to the school's program, and not offensive to others.

CONSEQUENCE: Student exchanges or covers up inappropriate clothing with “appropriate” clothes. Student must return borrowed clothing to get their clothes back. A record will be kept and students will be required to call their parents explaining their behavior. Three infractions result in a one day in-school suspension.

PUBLIC DISPLAY OF AFFECTION

Because so many cultures coexist at AIS, it is important that students demonstrate an attitude and behavior regarding interpersonal relationships that would be acceptable to people of various cultural, ethnic, and social backgrounds. AIS recognizes that genuine feelings of affection may exist between students; however, overt public, physical displays of affection on campus are not acceptable.

DRIVER RESPONSIBILITY

In order to maintain a safe environment for our students, the following policy will be in effect for **ALL** drivers on campus:

- Drivers must not exceed the 10 km speed limit, and must follow guidelines established for a safe and orderly flow of traffic.
- Any vehicle used to transport students to and from school must display an AIS sticker and be registered at the reception desk.
- Drivers will follow the no smoking policy of the school.
- Drivers will not touch or discipline students who are not under their care.
- Drivers who do not follow the above guidelines will be reported to their employers. Continued abuse of these guidelines will result in denial of access to the campus.

ELECTRONIC DEVICES and MOBILE PHONES

The school discourages students from bringing any type of electronic device to school; however, if they are brought to school the following policy must be followed:

- No electronic devices, such as I-Pods (MP3 players), cell phones, game boys, etc. are to be used during school hours (8:30 a.m. – 3:50 p.m.) *including* breaks and lunch time unless otherwise authorized.
- Students may keep them in their bags or lockers until AFTER school.
- We strongly recommend that these electronic devices be left at home as the school accepts no responsibility for missing or stolen devices.
- Any electronic device that is out during the day will be confiscated and sent to the Director of Instruction's office. (1st offense – student may pick the device up after school; 2nd offense – parent will be called and the device may only be picked up by the parent; 3rd offense – parent will be called and the device may not be picked up until the last day of school; further offenses will be considered insubordination and be dealt with as a second level behavior infraction.)

We want students to interact with each other. We are concerned that students are not interacting with each other in positive ways when they are “plugged” in. We are also concerned that these expensive items will get stolen or go missing. In addition, in case of bomb threat these items must not be activated.

FIRE/BOMB THREAT/NATURAL DISASTER INFORMATION

In the case of such an event, we may need to evacuate the building. The decision to send students home is made by the Director. Students are to always ask an adult for specific directions on where to go and

what to do. The school has an Emergency Procedure Handbook that is updated yearly and addresses this issue.

WITHDRAWAL PROCEDURES

When a family decides to withdraw their child from AIS, we request that they inform the school office **2 weeks** in advance. Any shorter period of time may not allow the school to gather all documents requested. Notice of early withdrawal from school should be made to the school office by **written notification from parents**. If withdrawal is expected close to the end of a quintile, parents are asked to notify the school office as soon as possible so that the school can work with the teachers in getting work accomplished and evaluations entered on the permanent record. Credit will only be granted for work completed, turned in, evaluated, and recorded.

Any student who withdraws will be given a withdrawal form, which is given to all teachers and the librarian. These signatures indicate that all books and materials have been returned or paid for. This form is then taken to the accounting office to verify that there are no outstanding financial obligations. Once the accountant has cleared the student, the form is presented to the main office and the student's records will be issued.

AIS DISCIPLINE POLICY

At AIS a safe environment ensures that students can excel academically and socially. Children must feel secure in order to be successful at school. There are instances that require disciplinary actions to maintain a healthy school atmosphere. Student behavior is a direct reflection of the school's philosophy and integrity. Students will be held to high expectations of behaving in a respectable and trustworthy manner. Misbehaviors have been categorized into three levels depending on the severity of the incident.

Level 1 misbehaviors keep or distract students from learning.

Level 1 Behaviors (Not limited to these)	Consequences (each incident will be documented by the teacher with a communication log)
1. Improper use of electronic devices	Teacher: Warning, conference with the teacher, time off recess or lunch, call home, etc. If a Level 1 behavior persists (3 or more times), it is seen as a Level 2 behavior.
2. Dress code violation	
3. Tardiness	
4. Disruptions	
5. Public Display of Affection	

Level 2 misbehaviors cause classroom or school environment to feel unsafe.

Level 2 Behaviors (Not limited to these)	Consequences (each incident will be documented)
1. Insubordination (may include repeated level 1 misbehaviors)	Teacher: may opt to deal with the incident in the classroom or send directly to the office, depending on the severity or frequency of the behavior. Any referrals to the office should be accompanied by a Student Misbehavior Referral Form (SMRF).

2. Harassment
3. Forgery
3. Plagiarism, cheating
4. Physical Aggression, intimidation, threatening, bullying
5. Theft
6. Vandalism
7. Profanity
8. Lying or dishonesty
9. Skipping class
10. Repeated Level 1 Behaviors

Level 3 misbehaviors put the student or others at an immediate physical/emotional danger.

Level 3 Behaviors (Not limited to these)	Consequences (each incident will be documented)
1. Fighting	Student sent immediately to office.
2. Sexual Harassment	Administrator: (administrator reserves the right to deal with offenders on a case by case basis.) 1 st offense: a. Minimum 3-day suspension b. Parent Conference required 2 nd offense: Up to 10 day suspension and/or Recommended Expulsion *Automatic Recommended Expulsion Parent Conference and behavior plan required to return to school.
3. Alcohol/Chemicals/ Tobacco, possession and/or use	
4. Burglary	
5. Repeated Level 2 Behaviors	
6. Bribery	
*7. Ammunition, Weapons, etc. possession	
*8. Bomb threat, causing fire alarm	
*9. Arson	

Definitions of Misbehaviors

Alcohol/Chemicals/Tobacco: possession, use or under the influence of any narcotic or controlled substance or possessing or distributing drug paraphernalia (including lighter or matches), or use of over-the-counter or prescription drugs for the purpose of mood alteration or intoxication, inhaling the fumes of certain volatile substances for their mood-altering or intoxicating effect are prohibited on school property or at any school related event.

Ammunition, Weapons, Mace or Pepper gas, Fireworks: possession of weapons, bullets, or other projectiles designed to be used in/as a weapon or other material designed to cause pain or injury.

Arson: intentional destruction or damage to school buildings or property by means of fire.

Bomb threat, fire alarm: intentionally causing a false fire alarm or making a bomb threat

Bribery: attempting to coerce someone to perform an act by offering money, gifts, or other solicitation

Cheating: getting answers for an assignment (ex. test) from a source other than the student's own knowledge (notes, another student's work); also giving answers to someone else

Disruptions: actions that hinder the teacher/staff member from performing his/her assigned duties *ex: speaking without permission, getting out of seat without permission, playing in class*

Fighting: a physical assault on another person with intent to cause physical harm

Forgery: intentionally signing any document with a parent signature with malicious intent

Harassment: Verbal, written or otherwise expressed actions that arouse alarm in others that is discriminatory, abusive, threatening or obscene, or which bullies, intimidates, threatens or causes fear of bodily harm or death; words or actions that negatively impact an individual or group based on their racial, cultural or religious background, their sex, their sexual orientation, any disabilities, national origin, or socio-economic status.

Insubordination: willful refusal to follow directions given by a staff member

Physical Aggression: willing, repeated, unwanted physical interaction with others (this includes pushing, shoving and "pretend" or "play" fighting)

Plagiarism: a student using another person's work (from a book, internet, other student) and claiming it as his/her own

Profanity: obscene or profane language or gestures, written or printed materials (including pictures), or conduct which is inappropriate in a school setting

Sexual Harassment: Sexual harassment may include actions such as the following:

- a. Sex-oriented verbal "kidding" or abuse
- b. Subtle pressure for sexual activity
- c. Physical contact such as petting, pinching, or constant brushing against another person's body
- d. Demands for sexual favors, accompanied by implied or overt promises of preferential treatment or threats

Tardiness: being late for class without a proper excuse

Theft: stealing others' personal or school property

Vandalism: destruction of property belonging to the school or another person.



Parent- Student Handbook Agreement Form

We (parent and student) have read and discussed the AIS Parent-Student Handbook. We understand that the school's policies and rules are to promote a safe and orderly school climate. We also understand that there are consequences for not following the school policies and rules.

By signing and dating this form and returning it to the homeroom teacher, we promise to do our very best to follow policies and promote a positive school climate.

Student Name: _____

Student Signature: _____

Date: _____

Parent Name: _____

Parent Signature: _____

Date: _____