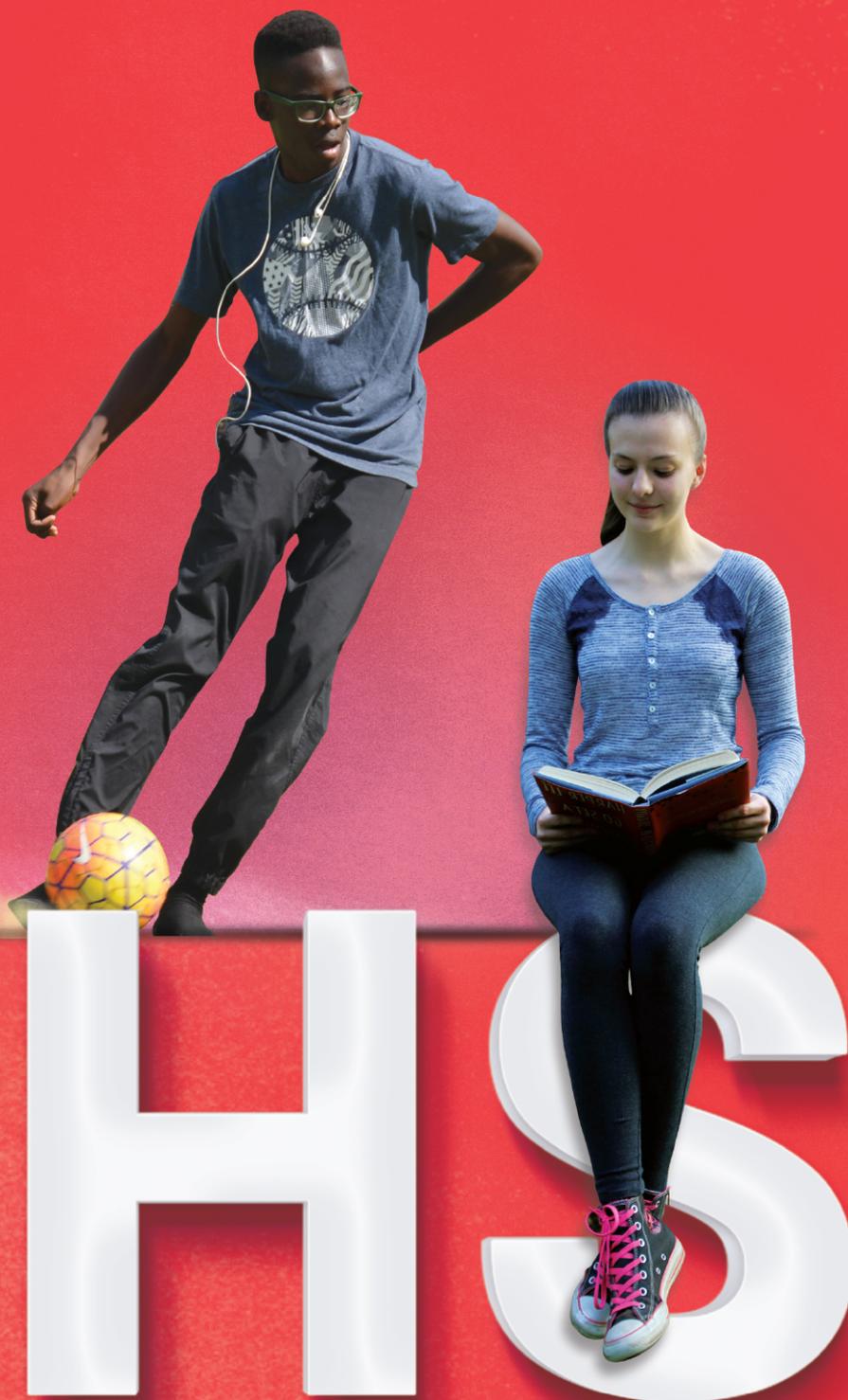


HANDBOOK

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JOHANNESBURG CAMPUS



# CONTENTS

Welcome from the School Director .....	4
Welcome from School Principal .....	5
Brief History of AISJ .....	6
Vision, Mission and Core Values Statements .....	8
Vision Statement.....	8
Mission Statement .....	8
Parameters .....	8
Board of Directors .....	9
Parents' Association.....	10
Academic Program.....	12
School Program.....	12
High School Schedule .....	12
After School Sports and Activities .....	16
Student Leadership .....	17
Disciplinary Concerns and Eligibility .....	18
Service Learning .....	19
What is Service Learning?.....	19
Classroom without Walls - CWW.....	19
International Baccalaureate (IB) Diploma Programme .....	20
Mission Statement .....	20
IB Learner Profile.....	20
IB Participation .....	21
Conditions for Entering the IB at AISJ .....	21
Conditions for Remaining in the IB at AISJ.....	21
IB COURSES Candidates .....	21
IB DIPLOMA Candidates .....	22
IB Projected and Predicted Scores .....	22
Level Changes in IB.....	22
HS Assessment Practices.....	23
Late Work and Re-Submissions: .....	25
Grade 11/12 Enrichment.....	27
Reporting Student Progress.....	27
PowerSchool .....	27
Semester Reports.....	27
Parent-Teacher Conferences .....	27
Academic Probation.....	28
Transcripts.....	28

GPA.....	28
Academic Awards and recognition .....	28
Valedictorian and Salutatorian.....	29
Graduation Requirements.....	30
Waiver .....	31
Transfer Credits.....	31
Credit Recovery.....	31
Drop and Add Deadlines.....	31
On-line Courses.....	31
Home – School Communication.....	32
How to Contact the High School.....	32
Website.....	34
Parent Involvement & Engagement.....	34
Visiting the School.....	35
Joining or Leaving AISJ.....	35
Withdrawal procedures.....	35
All school communication .....	36
Email.....	36
How to update contact information on PowerSchool .....	36
Student Support Services .....	40
Library / Media Center .....	40
Medical Center .....	40
Emergency Procedures.....	42
Evacuation to the Gym .....	42
Duck and Cover.....	42
Do not dismiss.....	42
Student Code of Conduct and Consequences.....	43
Academic Integrity.....	45
Suspension, Expulsion & Probation.....	49
Notice of Right to Appeal.....	49
Appropriate Language.....	49
Attendance .....	49
Arrival and Departure from Campus.....	50
Arriving Late to School and Tardiness to Class.....	50
Student Automobile Use.....	50
Visitors to the School.....	51
Care of Personal Property.....	51
Textbooks.....	51

Support Materials.....	51
Damage to School Property.....	51
Lockers .....	51
Theft .....	52
Lost and Found.....	52
Bullying .....	52
Dress Code.....	52
Public Displays of Affection (PDA).....	53
Drug Abuse.....	53
Students Voluntarily Seeking Aid.....	53
Suspicion of Being under the Influence .....	54
Smoking Policy .....	55
Violent Behavior.....	55
Dangerous Weapons .....	55
Field Trips, Sporting Events & Off-Campus Activities.....	55
Temporary Guardianship .....	55
Transport Guidelines.....	56
Technology at AISJ .....	58
IT Technology and Learning Vision Statement .....	58
Digital Citizenship .....	58
Internet Safety .....	58
Privacy and Security .....	58
Relationships and Communication .....	59
Cyber Bullying .....	59
Digital Footprint and Reputation .....	59
Self-Image and Identify.....	59
Information Literacy .....	59
Creative Credit and Copyright .....	59
AISJ Online Communication Guidelines for Students.....	60
Personalized Learning .....	60
Device Administration.....	61
School Liability.....	61
Agreements .....	62

## **WELCOME FROM THE SCHOOL DIRECTOR**

Dear Students and Parents,

One cannot underestimate how critical the four years of high school are to students. Not only do students accumulate a school academic record, which becomes their passport to future education, but they also have the opportunity to develop lasting friendships and life experiences. In high school students reach a new level of independence which allows them to make decisions. Their ability to make good choices will often rest on their, and your, knowledge of how the AISJ organization works and what consequences lay behind choices made.

The High School Parent-Student Handbook is an important tool in this process as it attempts to document how the school will operate and deal with day-to-day issues. It provides a guideline for students and parents and, therefore, becomes a critical document in working out what one should do - rather than what one should not! I encourage all of you to read it carefully and to play an active role in the school throughout the year. The AISJ High School has so much to offer a student who actively chooses to become involved.

The AISJ High School Principal, Mr. Geoff Smith, is supported by our High School Assistant Principals Ms. Penny Keet and Mr. Will Hurtado as well as High School Counselors Ms. Melissa Johnson-Schnyder and Ms. Catalina Guzman. These five individuals have considerable experience in international schools. They also have a strong understanding of where AISJ is heading and the challenges that lay ahead in running a highly successful high school program. What also makes this year special, is that we are embarking on a new strategic plan focused on three goals in which learning at AISJ is Conceptual, Connected, and Personalized. I invite you to familiarize yourself with the strategic goals, which are available on the AISJ website, as these will be incorporated into the curriculum and visible in your child's learning at AISJ. I encourage you to work closely with the High School staff and to play an active role in the school and your child's learning. I am sure it will be an exciting and rewarding year!

Dr. Andy Page-Smith  
School Director

## **WELCOME FROM SCHOOL PRINCIPAL**

Welcome High School Students and Parents,

This handbook provides a significant amount of information for High School students and parents. I urge students to review the handbook as there is information about how we do business that is important for you to understand. Students new to AISJ will likely find this information valuable. Much of the information to returning students will likely seem obvious.

Being informed about one's organization: the systems, frameworks, rules, personnel, options, etc. is an important part of being a member of a community. As a community of learners, we all must ensure we remain informed. This handbook is one source that supports an informed community.

I look forward to the 2016-2017 school year. AISJ is an excellent school noted for strong academic commitment balanced by a wide array of co-curricular activities. Moreover, the commitment to service is a pillar of the school community. How the school operates and functions to support excellence is detailed in this handbook.

I welcome all students and parents to review the handbook as a way of staying informed and in touch with the high school programs!

Regards,

Mr. Geoffrey Smith  
High School Principal

## BRIEF HISTORY OF AISJ

At a July 4<sup>th</sup> picnic celebrating American Independence Day in 1982, a group of interested Americans set up a table with a poster advertising the opening of a new "American" school in Johannesburg. A few short months later, the American International School of Johannesburg opened its doors to its first students on September 6<sup>th</sup>. Founders Ed Norman and Benna Jansen van Vuuren, together with American Embassy personnel and multinational businesses in South Africa saw the need for an American-style curriculum and international education for expatriates living in Johannesburg.

Accredited by the State of Tennessee (USA), the school's first home was a residence in the northern suburb of Rivonia and the school opened its doors to 72 students. By 1984 the school was bursting at the seams and the search for a larger facility was initiated. Two hundred and sixty acres were acquired from the Oppenheimer family. The only building on the campus was a crescent-shaped stable for horses. The building was soon converted into 18 classrooms, and the school campus moved to its present location during the 1985-86 school year under the leadership of Director Dick Apple.

As South Africa went through the dark days of Apartheid, the school's population dwindled through the late 80's and early 90's. But 1994 ushered in a new era of democracy for South Africa and since then the country has seen an influx of global interest and investment. Director Everett Gould saw the opportunities of a newly free South Africa and how that would impact on the growth of the school, which in 1995 had 395 students. He served as director from 1992-1998 and during that period AISJ saw first and continued development of its campus beyond the horse stables building. The High School wing was added, as was a new swimming pool, cafeteria, library, gym, Fine Arts Center and boarding houses. The Elementary School wing was added in 1995-96. By the year 2000, our student population stood at 530 students.

Today's AISJ would be almost unrecognizable to those who remember the 1985 campus. The crescent - shaped horse-stables still exist, making up the administrative core of AISJ, but there have been many more additions.

Leo Ruberto, the school's director from 1999 - 2003, was instrumental in seeing the need for a satellite campus in Pretoria, the nation's capital. The Pretoria Campus of AISJ opened its doors in 2002 with 14 students in a Kindergarten through Grade 2 setting. The growth of the student population in Pretoria has been 10% to 15% per year, a reflection of the fact that Pretoria has the second-highest number of High Commissions and Embassies in the world and that more students continue to arrive each year as South Africa's importance on the continent grows. Small wonder, then, that the Pretoria campus has outgrown its first set of facilities and has moved to a new campus in August 2011. The purchase of the new campus - located in the Faerie Glen neighborhood - was approved by the School Board in November 2010. This new campus now offers classes from Pre-K through Grade 8.

In 1994 introduced the International Baccalaureate Diploma program which a majority of Grade 11 and 12 students are enrolled in.

As South Africa continues to attract foreign companies and diplomatic missions, AISJ's growth will be directly connected with South Africa's renaissance. Our diverse student population today stands at approximately 107 nationalities school-wide and AISJ provides an atmosphere in which students can maximize the academic potential in a safe and encouraging environment. To maintain the school's strong tradition of providing an excellent balanced program, while attracting new students, AISJ will have to continue growing, and the school's Facilities Master Plans foresees a Johannesburg campus that can

accommodate 1050 students, and a Pretoria Campus that can accommodate 300 students. In short, the school is well positioned to accommodate projected growth.

Over the 33 years since opening, we've come from small and humble beginnings to a vibrant American International school that prides itself on maintaining a low student/teacher ratio to effectively run a student-centered program culminating in the International Baccalaureate Diploma. It places a strong emphasis on diversity, community outreach and links with its local community while focusing on a balanced program of academics, athletics, arts, and service. AISJ is developing an outstanding international reputation for innovative learning and community outreach.

# **VISION, MISSION AND CORE VALUES STATEMENTS**

## **Vision Statement**

Together we dare to imagine, inspire to succeed, and courageously make a difference

## **Mission Statement**

Inspired Learners: Connected, Creative and Courageous

## **Core Values**

We believe that....

- Honesty, integrity, and accountability are fundamental
- Personalized, differentiated, authentic, and inspired teaching and learning are essential for achievement and growth
- A culture of continuous improvement is critical to success
- Diversity and inclusion encourage open-mindedness and empathy
- Learning is cognitive, creative, active, and purposeful
- Creativity, adaptability, curiosity, and inquiry equip us to thrive in a changing world
- Strong community is built through participation, communication, collaboration, and mutual respect
- Contributing positively to society is our responsibility

## **Parameters**

AISJ will....

- Ensure that school enrolment, resources, and capacity are aligned
- Maintain a sense of community and attention to individuals
- Not tolerate behavior that is detrimental to the safety, integrity, or dignity of any individual
- Hire and retain qualified and adaptable staff whose attitudes and actions reflect the school's vision, mission, and core values
- Adhere to a sustainable and transparent financial plan
- Maintain a strong international identity while respecting our host country's cultures
- Approve and maintain only those programs that are consistent with the strategic direction, are financially justified, and provide for professional development and assessment
- Provide a Pre K-12 education
- Use English as the primary language of instruction

## **BOARD OF DIRECTORS**

In accordance with our Memorandum of Incorporation, the AISJ school board is composed of a maximum of eleven voting members, one US Embassy representative (non-voting) and the School Director (non-voting). Of the eleven voting members, five are elected by the AISJ community (parents / guardians) and four are appointed by the AISJ school board based on recommendations from the Nominating Committee. The five elected members must be AISJ parents / guardians. The elected and appointed members serve three-year terms. The board can also second up to two additional members. The seconded members serve one-year terms and have voting status. No more than two of the appointed and seconded members can be non-AISJ parents / guardians. The Board must at all times have a simple majority of US citizens as voting members. Board elections take place in April each year and the results are announced at the Board Annual Information Meeting. Board appointments follow as soon as possible thereafter and before the end of the school year.

The role of the board is to oversee the long-term well-being of the school. In collaboration with the AISJ parents/ guardians, faculty, staff, students and administration, the board sets and maintains the strategic direction for the school. The board hires the school director to implement the strategic plan and to direct the school's day-to-day operations. Two other critical roles of the board are to ensure the long-term financial stability of the school and to set broad policy in accordance with the school's vision, mission and core beliefs. The full board meets once per month but the majority of its work is accomplished in the board committees that also include AISJ parents and guardians. There are currently three standing committees: Finance and Audit, Facilities, and Governance. The Nominating Committee is a subcommittee of the Governance Committee.

Full details of current school board members, our Memorandum of Incorporation, Strategic Policies, and Board Meeting Reports are found on the AISJ website under Community/Board of Directors.

## **PARENTS' ASSOCIATION**

A warm welcome to our new families as you join our diverse international community and to our returning families!

South Africa is a country rich in history, beauty, and pride. It is an excellent opportunity to give our families an exposure to so many different cultures, tastes, ideas, and talents. We sincerely hope you enjoy your time here.

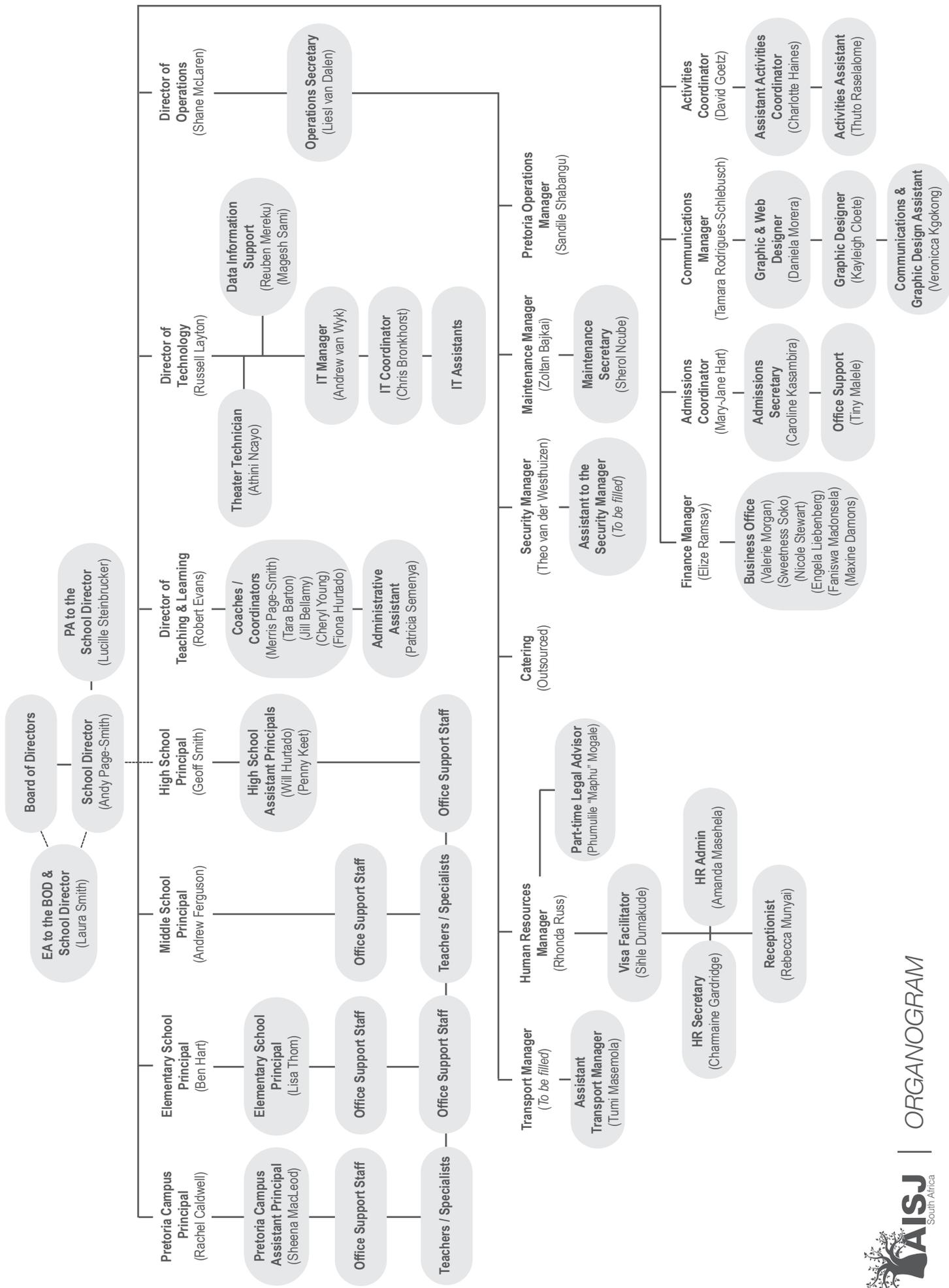
The AISJ PA Boards in Johannesburg and Pretoria work on behalf of the school, providing social events and activities to help parents, students and the AISJ community to engage. We hold monthly PA Board meetings to share information, collect feedback and provide assistance and support. Our goal is to make you and your children's international experience in South Africa a memorable one. We are self-funding and use the money we raise to enhance the learning experience of our children, as well as those less privileged in our local community.

Just by having a child at AISJ you are a member of the Parents Association. We welcome you to attend our monthly meetings and to support the myriad of activities we host each year.

We look forward to meeting and working with you! Please check the AISJ School website to contact any of our PA Board Members.

### **Parents as Partners**

The High School welcomes the involvement and engagement of parents. The school is dedicated to improving home-to-school communication through PowerSchool (our recording and reporting application), the Izindaba, e-mails, phone calls, conferences and other means to develop a collaborative approach to helping out students. Parents are invited to join the Parents Association and work with the PA's High School representative to get involved in school events.



# ACADEMIC PROGRAM

## School Program

### High School Schedule

The school year is divided into two semesters:

**Semester 1:** August 10<sup>th</sup>, 2016 – December 15<sup>th</sup>, 2016

**Semester 2:** January 9<sup>th</sup>, 2017 – June 7<sup>th</sup>, 2017

### Schedule

The High School operates on an 8-period rotating block schedule. Blocks A-B-C-D meet on one day, and blocks E-F-G-H meet on alternating days.

### AISJ Rotating Schedule Semester 1 2016-2017

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1			August 10 <i>School starts</i> ABCD	August 11 EFGH	August 12 BCDA
2	August 15 FGHE	August 16 CDAB	August 17 GHEF	August 18 DABC	August 19 HEFG
3	August 22 ABCD	August 23 EFGH	August 24 BCDA	August 25 FGHE	August 26 CDAB
4	August 29 GHEF	August 30 DABC	August 31 HEFG	September 1 ABCD	September 2 EFGH
5	September 5 BCDA	September 6 FGHE	September 7 CDAB	September 8 GHEF	September 9 <i>Early release</i> DABC
6	September 12 HEFG	September 13 ABCD	September 14 EFGH	September 15 BCDA	September 16 FGHE
7	<i>September 19</i> <i>Prof Dev Day</i>	September 20 CDAB	September 21 GHEF	September 22 DABC	September 23 HEFG
8	September 26 ABCD	September 27 EFGH	September 28 BCDA	September 29 FGHE	September 30 CDAB
9	October 3 GHEF	October 4 DABC	October 5 HEFG	October 6 ABCD	October 7 EFGH
10	October 10 BCDA	October 11 FGHE	October 12 CDAB	October 13 GHEF	October 14 <i>Early Release</i> International Day
	<i>October 17</i> <i>School Holiday</i>	<i>October 18</i> <i>School Holiday</i>	<i>October 19</i> <i>School Holiday</i>	<i>October 20</i> <i>School Holiday</i>	<i>October 21</i> <i>School Holiday</i>

11	October 24 DABC	October 25 HEFG	October 26 ABCD	October 27 EFGH	October 28 BCDA
12	October 31 FGHE	November 1 CDAB	November 2 GHEF	November 3 DABC	November 4 HEFG
13	November 7 ABCD	November 8 EFGH	November 9 BCDA	November 10 FGHE	November 11 CDAB
14	November 14 GHEF	November 15 DABC	November 16 HEFG	November 17 ABCD	November 18 EFGH
15	November 21 BCDA	November 22 FGHE	November 23 <i>Early Release</i> CDAB	November 24 <b>School Holiday</b>	November 25 <b>School Holiday</b>
16	November 28 GHEF	November 29 DABC	November 30 HEFG	December 1 ABCD	December 2 EFGH
17	December 5 BCDA	December 6 FGHE	December 7 CDAB	December 8 GHEF	December 9 DABC
18	December 12 HEFG	December 13 ABCD	December 14 EFGH	December 15 <i>Early Release</i> BCDA	December 16 <b>School Holiday</b>

**AISJ Rotating Schedule Semester 2 2016-2017**

Week	Monday	Tuesday	Wednesday	Thursday	Friday
19	January 9 <b>School Starts</b> FGHE	January 10 CDAB	January 11 GHEF	January 12 DABC	January 13 HEFG
20	January 16 ABCD	January 17 EFGH	January 18 BCDA	January 19 FGHE	January 20 CDAB
21	January 23 GHEF	January 24 DABC	January 25 HEFG	January 26 ABCD	January 27 EFGH
22	January 30 BCDA	January 31 FGHE	February 1 CDAB	February 2 GHEF	February 3 DABC
23	February 6 HEFG	February 7 ABCD	February 8 EFGH	February 9 <i>Early Release</i> BCDA	February 10 <b>School Holiday</b>
24	February 13 <b>Prof Dev Day</b>	February 14 FGHE	February 15 CDAB	February 16 GHEF	February 17 DABC
25	February 20 HEFG	February 21 ABCD	February 22 EFGH	February 23 BCDA	February 24 FGHE
26	February 27	February 28	March 1	March 2	March 3

	CDAB	GHEF	DABC	HEFG	ABCD
27	March 6 EFGH	March 7 BCDA	March 8 FGHE	March 9 CDAB	March 10 GHEF
28	March 13 DABC	March 14 HEFG	March 15 ABCD	March 16 EFGH	March 17 <i>Early Release</i> Festival of Races
	<b>March 20</b> <b>School Holiday</b>	<b>March 21</b> <b>School Holiday</b>	<b>March 22</b> <b>School Holiday</b>	<b>March 23</b> <b>School Holiday</b>	<b>March 24</b> <b>School Holiday</b>
29	March 27 BCDA	March 28 FGHE	March 29 CDAB	March 30 GHEF	March 31 DABC
30	April 3 HEFG	April 4 ABCD	April 5 EFGH	April 6 BCDA	April 7 FGHE
31	April 10 CDAB	April 11 GHEF	April 12 DABC	April 13 <i>Early Release</i> HEFG	<b>April 14</b> <b>School Holiday</b>
32	<b>April 17</b> <b>School Holiday</b>	April 18 ABCD	April 19 EFGH	April 20 BCDA	April 21 FGHE
33	April 24 CDAB	April 25 GHEF	April 26 <i>Early Release</i> DABC	<b>April 27</b> <b>School Holiday</b>	<b>April 28</b> <b>School Holiday</b>
34	<b>May 1</b> <b>School Holiday</b>	May 2 HEFG	May 3 ABCD	May 4 EFGH	May 5 BCDA
35	May 8 FGHE	May 9 CDAB	May 10 GHEF	May 11 DABC	May 12 HEFG
36	May 15 ABCD	May 16 EFGH	May 17 BCDA	May 18 FGHE	May 19 CDAB
37	May 22 GHEF	May 23 DABC	May 24 HEFG	May 25 ABCD	May 26 EFGH
38	May 29 BCDA	May 30 FGHE	May 31 CDAB	June 1 GHEF	June 2 DABC
39	June 5 HEFG	June 6 ABCD	June 7 <b>School Ends</b> EFGH	<b>June 8</b>	<b>June 9</b>

The HS bell schedule allows for tutorials on Mondays and Thursdays, Advisory on Tuesdays and Assemblies on Fridays. All early release days will follow the Wednesday schedule.

## HS Bell Schedule 2016-17

Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b> 7.40-9.05	<b>1</b> 7.40-9.05	<b>1</b> 7.40-8.55	<b>1</b> 7.40-9.05	<b>1</b> 7.40-9.05
Break 9.05-9.20	Break 9.05-9.20	<b>2</b> 9.00-10.15	Break 9.05-9.20	Break 9.05-9.20
<b>2</b> 9.20-10.45	<b>2</b> 9.20-10.45	Break 10.15-10.30	<b>2</b> 9.20-10.45	<b>2</b> 9.20-10.45
Break 10.45-11.00	Break 10.45-10.55	<b>3</b> 10.30-11.45	Break 10.45-11.00	Break 10.45-10.55
<b>3</b> 11.00-12.20	<b>3</b> 10.55-12.15	Lunch 11.45-12.20	<b>3</b> 11.00-12.20	<b>3</b> 10.55-12.15
Lunch 12.20-1.00	Advisory 12.20-12.55	<b>4</b> 12.20-1.30	Lunch 12.20-1.00	Assembly 12.20-12.55
<b>4</b> 1.00-2.20	Lunch 12.55-1.30		<b>4</b> 1.00-2.20	Lunch 12.55-1.30
Tutorial 2.20-2.50	<b>4</b> 1.30-2.50		Tutorial 2.20-2.50	<b>4</b> 1.30-2.50

### Early Release

<b>1</b> 7.40-8.55
<b>2</b> 9.00-10.15
Break 10.15-10.30
<b>3</b> 10.30-11.45
Lunch 11.45-12.20
<b>4</b> 12.20-1.30

## AFTER SCHOOL SPORTS AND ACTIVITIES

AISJ is committed to offering students a diverse and holistic activities program. We provide students a variety of age-appropriate, high-quality opportunities to develop passions, strengths, and talents.

At AISJ, we believe that a rich and varied activities program:

- Promotes character development
- Provides Leadership opportunities
- Embodies the qualities of Sportsmanship
- Aligns with the school's educational philosophy
- Promotes Collaboration/Teamwork
- Promotes Skill Development
- Serves to help students develop and reach their potential
- Impacts positively on academic performance
- Fosters school pride and spirit
- Contributes to the development of life-long learning skills.

Participation in a wide variety of student-selected co-curricular activities is a vital part of our educational philosophy. School activities supplement the curricular learnings to develop the whole child.

Participation in the AISJ activities program is a privilege that requires responsibilities to the activity, the school, the student body, the community, and the student themselves. Activities contribute immensely to the development of life-long learning skills enabling all students to maximize their educational experience.

AISJ is proud to offer our students a wide variety of activities, athletics, and clubs. From drama, ballet, and art to rugby, karate, and Lego magic, our school activities are designed to give students the opportunity to develop new interests, refine their skills, and give back to the community.

It is important for students to check the activities calendar carefully before deciding on an activity as it could conflict with prior commitments or other activities.

On Monday, Tuesday, Thursday, and Friday sports and activities begin at 3:10pm. Students are expected to be at their activity location, dressed appropriately, and ready to participate.

On Wednesdays, a limited number of parent chaperoned service activities begin at ~1:50pm.

The HS Sports teams practice on Monday, Wednesday, and Friday. On Wednesday, the athletes will engage in supervised study from ~1.45 to 3.30pm. Captains will run a warm up and coaches will be on deck from ~4 to 5.15pm.

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Time	4:30 pm & 5:30 pm	4:30 pm	3:00 pm & 4:30 pm & 5.30 pm	4:30 pm	4:30 pm

Please contact our K-12 Activities Coordinator, David Goetz ([activities@aisj-jhb.com](mailto:activities@aisj-jhb.com)), if you have any questions, concerns, or feedback regarding AISJ's Activities Program.

## **STUDENT LEADERSHIP**

The student council (StuCo) program in the High School consists of elected officers and class representatives. Officers are elected in May and class representatives are elected in August. Student council members meet once a week with their advisor to plan activities and discuss issues affecting the student body.

### **Student Eligibility Policy for Participation in Co-Curricular Activities 2016-2017**

At the start of each year, all students are eligible and encouraged to participate in a variety of activities. This participation exposes students to different experiences and widens their scope of possibilities and interests. This participation also allows students the opportunity to pursue their passions and further develop skills in which they excel.

#### Beliefs:

- Students should experience a balanced program in which they are able to explore and participate in a variety of activities including sports, arts, service, and academics.
- Each student is unique and has particular areas in which he excels.
- Every effort should be made to avoid forcing a student to give up that in which they may excel because their academic ability may not be strong
- We should expect students to do their best at everything in which they chose to participate and we should provide them with encouragement and motivation to do so
- Learning is our top priority and if participation in activities other than academic becomes a detriment to academic progress, it is our responsibility as educators to search for a positive solution. Ideally, this would include continued participation in an activity along with an academic plan to help ensure continued academic progress, learning, and success. Sometimes our efforts to remedy the problem do not succeed, and it is in these cases that exclusion from an activity might be necessary.
- The eligibility committee made up of counselors, Activities Director, and High School administration, is responsible for gathering all pertinent information about a student in order to arrive at a fair eligibility decision. The group is compelled to look at the “big picture”, including as much pertinent information and data as possible, before making an educated decision. The principal has the final word and is responsible for any decision made.

#### **Eligibility for Co-curricular Activities**

Decisions are made quarterly regarding eligibility for co-curricular activities. Decisions are based upon academic performance or, where appropriate, behavioral concerns.

#### Academic Performance Criteria:

Eligibility for involvement in after school activities including ISSEA sports will be determined periodically during the school year. The decisions made include one of the following:

- Full participation allowed
- No participation allowed
- Limited participation but NO travel

#### Dates of eligibility decisions are:

- October 1 (3 weeks prior to ISSEA)
- January 15
- March 10

The High School administration makes eligibility decisions based upon a review of grades.

Criteria for Academic Performance:

Students are ineligible if they are:

- Receiving a failing grade ('1') in any course
- Receiving two 2's
- Receiving one 2 & one 3
- Receiving three or more 3's

ATL grades will be considered when reviewing academic performance marks. The HS administration will apply professional discretion in balancing ATL grades and academic performance marks. In some cases, ATL grades may override academic performance marks.

### **Disciplinary Concerns and Eligibility**

Eligibility for involvement in after school activities, including ISSEA sports, may be restricted due to disciplinary issues. Participation is a privilege and requires responsible behavior. Privileges are linked to responsible behavior. There are no set dates for linking eligibility and disciplinary concerns. Academic integrity violations are considered serious offenses relative to disciplinary issues.

### **General Behavior on Trips, Activities or Sporting Events**

It is expected that all students act as ambassadors of AISJ during school trips, activities, and at sporting events.

All students must follow the **Behavioral Expectations / Student Conduct guidelines** listed in this student handbook while on any school related activity. Failure to comply may result in a student being immediately sent home at the parent's expense and will result in behavioral consequences upon return to school. In addition, the privilege of future travel and / or participation in activities may be removed.

It is expected that all students follow the school's Drug and Alcohol Guidelines while on trips. Any violation of this policy may result in a student immediately being sent home at the expense of the parent and further consequences will be determined as listed in the drug and alcohol guidelines.

Once permission has been granted, it is the responsibility of the student to obtain work from each of his / her class teachers. Students are expected to attend school for the full day prior to and after a school-sponsored trip, except in cases of documented illness.

## **SERVICE LEARNING**

AISJ is committed to providing students with a balanced educational program. By balanced we are referring to a balance of Academics, Athletics, the Arts, and Service.

AISJ is dedicated to the concept of service and as such develops programs which provide students and community members with opportunities to enrich the lives of others and experience leadership opportunities to genuinely make a difference.

### **What is Service Learning?**

Teaching and learning that connects positive and meaningful action in the community with academic learning, personal growth, and civic responsibility. Service-Learning empowers students to develop new skills and knowledge through integrated connections to the academic curriculum.

### **Classroom without Walls - CWW**

Students in Grades 9 and 10 participate in an off-campus outdoor education learning opportunities. They will be challenged. The learning in these off-campus settings offers students a significant level of independence, challenge and teamwork as well as a chance to connect learning with the real world. The Classroom Without Walls experience provides opportunities for students to grow socially and emotionally and apply any challenges they overcome to their own learning at school.

The goals of our CWW program are for students to:

- Learn how to recognize, respect, and appreciate both the similarities and differences of others.
- Build self-esteem, trust, and cooperation within the community by facing challenges and experiences together.
- Create enduring memories and friendships through physical, intellectual and emotional challenges.
- Connect curriculum with the real world.

# INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAMME

## Mission Statement

“The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

## IB Learner Profile

The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

IB learners strive to be:

**Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

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

**Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned ethical decisions.

**Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups, and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values, and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring** They show empathy, compassion, and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.

**Courageous** They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development

## **IB Participation**

AISJ offers the International Baccalaureate Diploma Programme (IBDP), an academically rigorous and challenging program. Students in Grades 11 and 12 may choose to work toward the full IB Diploma or they may take selected IB Courses. Participation in the IBDP program demands hard work, a mature attitude, and lots of self-discipline.

Although students need to be highly motivated, it is designed so that an “average” student can reasonably undertake the two-year Program. However, “average” students, apart from being motivated, must be willing to organize themselves, work hard on their study skills and be determined to meet deadlines. Attention to detail is a key attribute of successful IB students. Most AISJ students cope well with its demands, but there will be stressful times as teachers will have high expectations of IB students.

## **Conditions for Entering the IB at AISJ**

At AISJ, we want students to select courses that provide a reasonable challenge as well as a good chance to succeed. With this in mind, our highly experienced faculty will provide guidance to ensure our students choose suitable and appropriate courses. When making our recommendations, we look at each student’s abilities and skills, as well as their engagement, preparation & organization, ownership of learning and track record at managing deadlines. We require students to speak to faculty and counselors to discuss their course options prior to making their selections. All selections are carefully checked by all HS faculty. If it is felt that a student has little chance of success or an inappropriate challenge, a ‘concern’ is recorded. Depending on the level and number of concerns raised, students will be advised to change their selections.

A student will be enrolled in an **IB subject** as long as

- There are no XL concerns raised by the teacher or department
- Conditions for continuation must be met each semester of IB (see below)

A student will be enrolled in the full **IB Diploma** if

- There are no XL concerns raised by any teacher or department for any of their 6 Diploma subjects
- Conditions for continuation must be met each semester of IB (see below)

A student who transfers to AISJ part-way through the IB can only join AISJ IB when

- They agree to continue with IB subjects that AISJ offers AND
- There is adequate overlap in options studied to date
- If the student has completed one or more semester of IB, they must have met our conditions for continuation of the IB (see below)

Note: In some rare circumstances, a student may choose to override AISJ’s conditions for entering the IB. These students and their parents will be required to sign a contract stating that they understand and accept that they will be enrolled in their chosen IB classes, but they will need to meet AISJ’s conditions for remaining in the IB for all subsequent semesters.

## **Conditions for Remaining in the IB at AISJ**

At the end of each Semester at AISJ, we will look at all grades for all IB classes. If any student is not performing at our minimum standard, we may give them an additional semester to get on top of things, or we may require an immediate change to the course or level of enrolment.

## **IB COURSES Candidates**

- If any IB semester grade is 2 or less, the class will be dropped a level (HL to SL, or SL to AISJ).

- If any IB semester grade is = 3, the student will have one semester to get it to a 4. If, after one semester, the grade is still 3 or less, the class will be dropped a level (from HL to SL, or SL to AISJ).

### **IB DIPLOMA Candidates**

- If any IB semester grade is 2 or less, the class will be dropped a level (from HL to SL, or SL to AISJ).
  - This will usually mean that the student cannot continue as a Diploma candidate as they won't have the requisite number of SL & HL classes
- If any IB semester grade is = 3, the student will have one semester to get it to a 4. If, after one semester, the grade is still 3 or less, the class will be dropped a level (from HL to SL, or SL to AISJ).
  - This will usually mean that the student cannot continue as a Diploma candidate as they won't have the requisite number of SL & HL classes
- If the 3 HL semester grades add to 10 or less, the student will be dropped to Courses.
- If the 3 HL semester grades add to 11, the student will be given one semester to get the **total** to a minimum of 12 (and all HL courses to a minimum of 4).
- If the 3 SL semester grades add to less than 9, the student must drop from Diploma to Courses.
- EE, TOK and CAS are crucial core components of the Diploma. If a student fails to meet published milestones and deadlines, they may be required to drop from IB Diploma to IB Courses.

### **IB Projected and Predicted Scores**

Projected grades will be provided by teachers for the purpose of university applications

Prior to the final IB exams, teachers will submit formal predicted grades to be sent to the IB

### **Level Changes in IB**

Changes in levels within the IB course are highly discouraged. However, such changes may be considered if a student is misplaced and the reasons for change are sound educationally.

## HS ASSESSMENT PRACTICES

### Philosophy & Definitions

The primary purpose of assessment is to improve learning for all students through formative and summative tasks

- Formative assessments are assessments for learning. These guide the teacher in adjusting their instruction and provide students with feedback so they can improve their knowledge, understanding & skills. Formative assessments do not contribute to the performance grade.
- Summative assessments are assessments of learning. These sum up the learning & provide a measure of what students know, understand and can do. Summative assessments contribute to the performance grade.

The primary purpose of reporting is to provide students and parents with an accurate evaluation of student performance in relation to the learning outcomes.

At the end of each semester, students will get two grades for every subject

- A Performance Grade
- Approach to Learning Grades (ATL)

Grade	Descriptor
<b>7 Excellent</b>	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them conscientiously in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight in work of high quality.
<b>6 Very Good</b>	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 where appropriate. The student often demonstrates originality and insight.
<b>5 Good</b>	A consistent understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student usually shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
<b>4 Satisfactory</b>	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in familiar situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
<b>3 Mediocre</b>	Limited achievement against most of the standards and 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.
<b>2 Poor</b>	Very limited achievement against all the standards and objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in familiar situations, even with support.
<b>1 Very Poor</b>	Minimal achievement in terms of the standards and objectives.

Performance Grades (reported 1-7) are an indicator of how well a student has mastered the skills, knowledge and understandings within a particular course. Whilst a student's approach towards learning may affect their ability to master the understandings, knowledge and skills within the subject, the performance grade does not reflect ATL.

ATL grades (reported 'Always', 'Usually', 'Sometimes' and 'Rarely') are designed to indicate a student's engagement & attitude, preparation & organization, ownership of learning, and their management of deadlines. A student's understandings, skills and knowledge of the content area do not affect this grade.

# ATL Matrix

(self-assessed and teacher-assessed)

	Rarely		Sometimes		Usually		Always	
	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher
<b>Engagement &amp; Attitude</b> – I listen attentively, I participate in activities & discussions and I’m positive about my learning.								
<b>Preparation &amp; organization</b> – I am prepared and on time for class, my course materials are organized, my computer is charged, and I’ve done my preparation work.								
<b>Ownership of Learning</b> – I persevere despite difficulty or delay in achieving success. I seek help after attempting to solve problems myself, I catch up on missed work, I have a study routine and I accept consequences for my actions.								
<b>Manages Time and Deadlines</b> – I use class time effectively, I am aware of my formative and summative deadlines, I have a plan for completing things on time.								

## HS Assessment Practices

### Planning & Scheduling Assessments

The purpose of all assessments will be clearly defined (formative, summative or diagnostic)

The learning goals being assessed will be clearly identified and communicated

All summative assessments will be entered into the HS Assessment Calendars at least one week before the scheduled assessment

Students should not have to sit or submit more than 2 summative assessments on one day (students will do the first two assessments that were scheduled with them, the additional assessments will be rescheduled)

Models and exemplars are supplied wherever possible

At least one common summative assessment should be given each unit to all classes doing the same course

All students enrolled in the same course will receive the same semester exam and it will be moderated (if more than one teacher is involved)

### Giving Feedback

After teaching & learning has occurred, formative assessments are used to gather feedback (for the student and the teacher) about the learning process

The purpose of feedback is to identify the gap between where a student is and where they need to be

- Learning cannot happen without feedback
- Feedback is only successful if the learner has opportunities to act on it
- Timely feedback corrects misconceptions and minimizes subsequent confusion

- Feedback is inherently informative, not evaluative

Feedback from formative assessments is best given expediently, but will be given within 1 week

### **Evaluating Evidence**

All ATL & performance grades are evaluated on the 1-7 scale (from very poor to excellent)

- Performance grades are determined using, but not limited to, performance descriptors, IB grade-bands, IB mark schemes, rubrics and/or criteria
- The ATL matrix is used to determine ATL grades

Summative assessments will be evaluated and returned to students within 2 weeks

Students have opportunities to self-assess and reflect on their learning and performance on assessment tasks

Most HS courses will have a semester exam (or a culminating task) that is worth 20% of the semester grade

No single summative assessment will be worth more than 20% of the semester grade (except for elective classes where no assessment will be worth more than a third of semester grade)

### **Recording & Reporting**

By the end of each semester, each course will have

- A minimum of 5 summative performance grades except
  - Minimum of 3 summatives for Electives
  - Minimum of 3 summatives for all classes in Semester 2 Gr.12
- at least 4 ATL grades
  - 3 ATL grades in Semester 2 Gr.12

Formative feedback (where appropriate) will be recorded in PowerSchool but will not contribute to the overall performance grade for the semester

PowerSchool grades will be updated every 2 weeks (with summative, formative, comments and/or ATL grades)

- No performance or ATL grade will be recorded as a zero (the only exception is for breaches of academic honesty)
- All grades of 1 or 2, or any anomalous grades will be accompanied by a comment in PowerSchool

PowerSchool will be open to parents and students most of the year. It will be closed prior to each reporting period (to allow teachers to enter, edit and proof-read grades and narrative reports)

Each student receives a formal semester report. This will include narrative comments and final grades (for performance and ATL) for each course. These grades are saved and used for transcripts and to determine Honors.

Mid-way through each semester, progress reports are released via PowerSchool. Any student with a performance or ATL grade of 3 or below will receive a narrative comment. These grades provide a snapshot of performance but are not saved or used on transcripts.

### **Late Work and Re-Submissions:**

The Late Submission Window (LSW) of 4 days after a due date is designed to support those students who have had difficulty in meeting a deadline for a specific assessment. The window provides an opportunity for students to complete an assessment and demonstrate their skills, knowledge and understanding without penalty to their performance grade. Students should make all efforts to ensure

they are thoroughly organized and prepared to avoid using the LSW. Use of the LSW, except in extreme cases, will negatively impact ATL grades.

Re-sit and re-submit assessment opportunities are designed to support those students who have had a genuine improvement in understanding since the original assessment. Re-sits and re-submits are the exception rather than the rule. A good assessment plan will have multiple snapshots of student achievement thus negating the need to perfect or improve on a single assessment piece.

### **Late Work and Re-Submission Procedures**

#### **Late Work**

Work must be submitted by (or before) 3 pm on the due date or it is considered late

This includes paper, electronic, performance, presentations, etc.

Work is not considered submitted if it is corrupt or in any way un-gradable

LSW cannot be used for formal Internal & External IB dates (as calendared by the IB Coordinator)

IAs and EAs will still be collected after the due date (for external purposes) but the AISJ performance grade will be recorded as a 1

Using the late submission window (LSW) is generally possible, but it comes at a cost

If work is submitted within LSW, max ATL = 4 (performance grade is not affected)

If work is not submitted within LSW, max ATL = 2 & Performance = 1

Chronic use is an indicator that a student is, or is likely to become academically 'at risk'

LSW is 4 days and includes non-school days (weekends, holidays, student-free days, etc.)

If today is the 14<sup>th</sup>, the window closes at the end of the school day on 18<sup>th</sup> (in 4 days)

If the LSW closes over a weekend or holiday, the work must be sent electronically (before midnight) on that day

The LSW will not be extended or re-opened

Hard copies (if required by the teacher) must be submitted on the first day back at school

NB: If the teacher cannot be found, work can be submitted to the HS Office

If work is received before the close of the LSW

ATL grade will be max of 4 for the unit/time-period/assessment

Performance grade is not affected

If work is not received before the close of the LSW

ATL max of 2 for unit/time-period/assessment

Performance grade is 1

An Email will be sent to parents and students

Use of LSW will be recorded and tracked

'At Risk' letters will be sent home, and a conference will be held if a student uses (in one semester)

LSW ineffectively twice

LSW ineffectively once and effectively twice

LSW effectively four times

\* Ineffective means, no work received by close of LSW. Effective means, work received within LSW.  
Overuse may lead to the loss of LSW privilege

### **Re-sits and re-submits**

Re-sits and re-submits are a privilege not a right and will only be considered when

ALL formatives for the unit have been completed on time

The student can articulate their new understanding

There is time within the current Quarter

If a student is permitted to re-sit, teacher will include a comment in PowerSchool

*NB: The LSW, re-sit and re-submission conditions can only be modified in extreme circumstances and with **explicit approval** from HS Leadership.*

### **Grade 11/12 Enrichment**

Students in Grades 11 and 12 participate in two opportunities designed to support and enrich the senior years of schooling. Students are able to make strong curriculum and academic connections with the real world, be it through the Group IV project in Grade 11 or pre-university preparation classes in Grade 12. The enrichment experience provides opportunities for students to grow socially, emotionally and academically but also to develop independence.

The goals of our Grade 11/12 Enrichment program are for students to:

- Develop independence and prepare for life after High School.
- Support, advise and facilitate major processes that occur in Grade 11 and 12 (university applications, CAS/Service).
- Connect curriculum and academia with the real world.

## **REPORTING STUDENT PROGRESS**

### **PowerSchool**

PowerSchool is an on-line program that allows parents and students to monitor academic progress. Parents will receive access information early in the year.

### **Semester Reports**

Full narrative reports are available via PowerSchool after each semester.

Semester grade = Semester coursework (80%) + cumulative semester assessments (20%)

### **Parent-Teacher Conferences**

High School Parent-Teacher Conferences are held after the first quarter.

## **Academic Probation**

Students who earn two or more “2’s”, or one or more “1’s” for a semester are not in good academic standing and will be placed on academic probation.

A meeting will be arranged with the student’s parents to discuss the academic probation. *Failure to achieve and maintain good academic standing may result in a student not being offered a place at AISJ for the next academic year.*

## **Transcripts**

Student transcripts are official records of every course taken and every semester grade earned during a student's high school career.

## **GPA**

Grade Point Average (GPA) is a measure to summarize overall student achievement for any grading period. It is obtained by adding grade-points together and dividing by the number of credit bearing courses.

## **Academic Awards and recognition**

### To achieve Highest Honors

GPA of 6.5 – 7.0

No course grade lower than a ‘6’

No ATL grade lower than a ‘5’

### To achieve High Honors

GPA of 6.0 – 6.4

No course grade lower than a ‘5’

No ATL grade lower than a ‘5’

### To achieve Honors

g. GPA of 5.5 – 5.9

h. No course grade lower than a ‘5’

i. No ATL grade lower than a ‘5’

In order to be eligible for High or Highest Honors, students must be enrolled in at least six credit-bearing classes. Mission class is not credit-bearing.

### **Valedictorian and Salutatorian**

In order to be a Valedictorian or Salutatorian, a student must receive AISJ credit for the four semesters of grades 11 and 12. The Valedictorian will be the member of the senior class with the highest grade point average at the close of semester 2 of the senior year. The Salutatorian will be the individual with the second highest GPA at that time.

## GRADUATION REQUIREMENTS

AISJ offers an American curriculum, enriched with a diversity of international courses and programs. Twenty-six (26) credits are required for graduation. Students **will not be given High School credit for any courses taken before High School**. Students receive 0.5 credits for semester courses and 1 credit for full year courses.

AISJ is committed to supporting a vibrant service learning program for our students. To reflect this commitment, all students in high school will participate in service learning projects throughout their high school years in order to meet graduation requirements.

The following minimum number of credits must be earned in each course area:

Subject	Number of Credits	Courses
English	4	English 9, English 10 IB English A: Literature, IB English A: Language and Literature, IB English A Literature & Performance
Social Studies	3	World Geography, World History, International Relations, US History, Introduction to Economics IB Geography, IB Economics, IB History, IB ITGS, IB Global Politics
Mathematics	3	Integrated Math 1, Integrated Math 2, Integrated Math 2 essentials, Integrated Math 3, Integrated Math 3 essentials IB Math (HL), IB Math (SL), IB Math Studies (SL)
Science	3	Science 9, Science 10 IB Biology, IB Chemistry, IB Physics, IB ESS, IB SEHS, IB Computer Science
World Languages	2	Beginners, Pre-Intermediate, Intermediate and Advanced French or Spanish (must be the same language) IB French B, IB Spanish B, IB French ab initio, IB Spanish ab initio, IB Language A (school-supported self-taught)
Physical Education	1.5	PE 9, PE 10, PE 11/12, PE teaching assistant
Health	0.5	Health
Fine Arts	1	Art, Band, Ceramics, Choir, Drama, Theatre Tech, Film, Photography, IB Visual Art, IB Music, IB Theatre, IB Film

Service Learning	0.5	Service Project, Yearly
Electives	7.5	Robotics, Personal Project, SIP, Animation, Computer and Tech Design, Tech Crew. Note: Extra credits count towards this 'electives' total. E.g. if a student does 4 credits of Science, 3 count towards Science and the extra one counts as an elective credit.
Total:	26	

For full details of the academic program please consult the High School Course Description Handbook.

### **Waiver**

The Principal may waive a particular graduation requirement under special circumstances.

A *Credit Waiver Form* must be completed by the student and approved by the Principal. The approved form will be placed in the student's academic file.

### **Transfer Credits**

Many students attend AISJ for a period less than 4 years. Students who enter AISJ part way through High School may be given graduation credits based on courses taken in their previous school. *The judgment of the High School Principal will be final in these matters.*

### **Credit Recovery**

Students must make appropriate progress toward meeting AISJ graduation requirements. A student who is credit deficient will need to undertake credit recovery options that may include supervised on-line learning or summer courses at an accredited institution. The Principal must approve courses taken outside of the academic school day and all costs of the courses are the responsibility of the family/guardian.

### **Drop and Add Deadlines**

A student may be allowed to drop and/or add a class only during the first two weeks of a semester.

The student must consult a counselor who will consider the request. The IB Coordinator must sign off on all changes to IB classes.

If a student wishes to make a late change, he or she MUST get their teachers consent and then it will proceed as a teacher initiated change. The Principal must approve any such schedule changes.

### **On-line Courses**

For either credit recovery purposes or in the rare case that a class is not offered at AISJ, students may complete coursework on-line through pre-approved institutions at parent's expense. Proof of grade and credits earned must be submitted to the counselor. The grade will then be recorded as Pass / Fail for most online courses. (IB online courses done through an official IB partner/approved organization will have full grades recorded.)

## HOME – SCHOOL COMMUNICATION

### How to Contact the High School

Parents can contact members of the HS Office using the phone numbers below during normal work hours.

#### HS Office Contact Details

Name	Position	Email	Phone
Mr. Geoff Smith	HS Principal	<a href="mailto:gsmith@aisj-jhb.com">gsmith@aisj-jhb.com</a>	087 809 1824 or 083 648 3794
Ms. Penny Keet	HS Assistant Principal	<a href="mailto:Pkeet@aisj-jhb.com">Pkeet@aisj-jhb.com</a>	087 809 1816 or 078 803 3652
Mr. Will Hurtado	HS Assistant Principal	<a href="mailto:whurtado@aisj-jhb.com">whurtado@aisj-jhb.com</a>	087 809 1897 or 079 194 1614
Ms. Catalina Guzman	HS Counselor	<a href="mailto:Cguzman@aisj-jhb.com">Cguzman@aisj-jhb.com</a>	087 809 1833
Ms. Melissa Johnson-Schnyder	HS Counselor	<a href="mailto:mjohnson-schnyder@aisj-jhb.com">mjohnson-schnyder@aisj-jhb.com</a>	087 809 1841
Ms. Maletitidi Magolego	Student Services	<a href="mailto:mmagolego@aisj-jhb.com">mmagolego@aisj-jhb.com</a>	087 809 1843
Ms. Amina A-Cherif	HS Office	<a href="mailto:aa-cherif@aisj-jhb.com">aa-cherif@aisj-jhb.com</a>	087 809 1831
Mr. Reuben Mereku or Mr. Mageshnan Sami	PowerSchool	<a href="mailto:rmereku@aisj-jhb.com">rmereku@aisj-jhb.com</a> <a href="mailto:msami@aisj-jhb.com">msami@aisj-jhb.com</a>	087 809 1911 087 809 1912
Mr. Cleopas Khumalo	HS Office (Student Absence)	<a href="mailto:ckhumalo@aisj-jhb.com">ckhumalo@aisj-jhb.com</a>	087 809 1838

#### WHERE TO GO FOR ANSWERS

<b>Medical Center</b> Questions about any health concerns or issues.	Ms. Mary Myburgh	<a href="mailto:mmyburg@aisj-jhb.com">mmyburg@aisj-jhb.com</a>
<b>Learning Support Services</b> Questions about learning support	Dr. Cheryl Young , K-12 Learning Support Coordinator  Grade 9 Grade 10 Grade 11 Grade 12	<a href="mailto:cyoung@aisj-jhb.com">cyoung@aisj-jhb.com</a>
<b>Library Services</b> Questions about the Library Media Center	Ms. Barbara Middleton	<a href="mailto:Bmiddleton@aisj-jhb.com">Bmiddleton@aisj-jhb.com</a>
<b>Admissions</b> Questions about admission and/or withdrawal	Ms. Mary Jane Hart	<a href="mailto:mhart@aisj-jhb.com">mhart@aisj-jhb.com</a>
<b>School Transportation</b> Questions about transportation	Mr. Tumi Masemola	<a href="mailto:tmasemola@aisj-jhb.com">tmasemola@aisj-jhb.com</a>

<b>Activities Coordinator</b> Questions about sports teams and activities	Mr. David Goetz	<a href="mailto:dgoetz@aisj-jhb.com">dgoetz@aisj-jhb.com</a> <a href="mailto:activities@aisj-jhb.com">activities@aisj-jhb.com</a>
<b>Communications Office</b> Questions regarding AISJ branding, the Izindaba & AISJ website	Ms. Tamara Rodrigues-Schlebusch	<a href="mailto:communications@aisj-jhb.com">communications@aisj-jhb.com</a> <a href="mailto:website@aisj-jhb.com">website@aisj-jhb.com</a>

<b>2016-2017 HIGH SCHOOL STAFF LIST</b>			
<b>LAST NAME</b>	<b>FIRST NAME</b>		<b>Teacher Emails</b>
Hurtado	Will	Admin	<a href="mailto:whurtado@aisj-jhb.com">whurtado@aisj-jhb.com</a>
Keet	Penny	Admin	<a href="mailto:pkeet@aisj-jhb.com">pkeet@aisj-jhb.com</a>
Smith	Geoff	Admin	<a href="mailto:gsmith@aisj-jhb.com">gsmith@aisj-jhb.com</a>
Jepsen-Minyard	Donald	Arts	<a href="mailto:djepsen@aisj-jhb.com">djepsen@aisj-jhb.com</a>
Pier	Anine	Arts	<a href="mailto:apier@aisj-jhb.com">apier@aisj-jhb.com</a>
Sheblak	Ed	Arts	<a href="mailto:esheblak@aisj-jhb.com">esheblak@aisj-jhb.com</a>
Weeks	Lillis	Arts	<a href="mailto:lweeks@aisj-jhb.com">lweeks@aisj-jhb.com</a>
Whaley	Roz	Arts	<a href="mailto:rwhaley@aisj-jhb.com">rwhaley@aisj-jhb.com</a>
Burgess	Ryan	English	<a href="mailto:RBurgess@aisj-jhb.com">RBurgess@aisj-jhb.com</a>
Macleod	Donna	English	<a href="mailto:dmacleod@aisj-jhb.com">dmacleod@aisj-jhb.com</a>
Maloney	Katherine	English	<a href="mailto:kmaloney@aisj-jhb.com">kmaloney@aisj-jhb.com</a>
Minor	Leah	English	<a href="mailto:lminor@aisj-jhb.com">lminor@aisj-jhb.com</a>
van Niekerk	Katherine	English	<a href="mailto:kvanniekerk@aisj-jhb.com">kvanniekerk@aisj-jhb.com</a>
Daignault	Peter	English/Languages	<a href="mailto:pdaignault@aisj-jhb.com">pdaignault@aisj-jhb.com</a>
Bacheca	Hasna	Languages	<a href="mailto:hbacheca@aisj-jhb.com">hbacheca@aisj-jhb.com</a>
Casas	Rebecca	Languages	<a href="mailto:rcasas@aisj-jhb.com">rcasas@aisj-jhb.com</a>
Lopez-Salazar	Abigail	Languages	<a href="mailto:alopez@aisj-jhb.com">alopez@aisj-jhb.com</a>
Rey	Aitor	Languages	<a href="mailto:arey@aisj-jhb.com">arey@aisj-jhb.com</a>
Singleton	Edwidge	Languages	<a href="mailto:esingleton@aisj-jhb.com">esingleton@aisj-jhb.com</a>
Middleton	Barb	Librarian	<a href="mailto:bmiddleton@aisj-jhb.com">bmiddleton@aisj-jhb.com</a>
Bricknell	Jenni	Math	<a href="mailto:jbricknell@aisj-jhb.com">jbricknell@aisj-jhb.com</a>
Cross	Courtney	Math	<a href="mailto:ccross@aisj-jhb.com">ccross@aisj-jhb.com</a>
Ferguson	Henry	Math	<a href="mailto:hferguson@aisj-jhb.com">hferguson@aisj-jhb.com</a>
Kriel	Johan	Math	<a href="mailto:jkriel@aisj-jhb.com">jkriel@aisj-jhb.com</a>
Vanhuis	Tim	Math	<a href="mailto:tvanhuis@aisj-jhb.com">tvanhuis@aisj-jhb.com</a>
Wylde	Tracy	Math	<a href="mailto:twylde@aisj-jhb.com">twylde@aisj-jhb.com</a>
des Tombe	Kim	PE/Health	<a href="mailto:kdtombe@aisj-jhb.com">kdtombe@aisj-jhb.com</a>
Gabriel	Kostas	PE/Health	<a href="mailto:kgabriel@aisj-jhb.com">kgabriel@aisj-jhb.com</a>
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Blijdenstein	Anne-Fleur	Science	<a href="mailto:ablijdenstein@aisj-jhb.com">ablijdenstein@aisj-jhb.com</a>

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Puckett	Todd	Social Studies	<a href="mailto:tpuckett@aisj-jhb.com">tpuckett@aisj-jhb.com</a>
Rotta-Loria	Andres	Social Studies	<a href="mailto:arotta-loria@aisj-jhb.com">arotta-loria@aisj-jhb.com</a>
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Khan	Suraya	Support	<a href="mailto:skhan@aisj-jhb.com">skhan@aisj-jhb.com</a>
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Maree	Des	Support - Learning	<a href="mailto:dmaree@aisj-jhb.com">dmaree@aisj-jhb.com</a>
Sebastian	Gershwin	Support - Learning	<a href="mailto:gsebastian@aisj-jhb.com">gsebastian@aisj-jhb.com</a>
Mahadevan	Ramesh	Technology	<a href="mailto:rmahadevan@aisj-jhb.com">rmahadevan@aisj-jhb.com</a>
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Khumalo	Cleopas		<a href="mailto:ckhumalo@aisj-jhb.com">ckhumalo@aisj-jhb.com</a>
Balarana	Victoria		<a href="mailto:vbalarana@aisj-jhb.com">vbalarana@aisj-jhb.com</a>
Nyirenda	Innocent		<a href="mailto:inyirend@aisj-jhb.com">inyirend@aisj-jhb.com</a>

## Website

To access the divisional portals of the website that house all vital information relevant to you, you will need a Username & Password. If you have not received yours as yet or if you are having trouble logging in please email [website@aisj-jhb.com](mailto:website@aisj-jhb.com) for assistance.

## Parent Involvement & Engagement

At AISJ, we welcome and strongly encourage the involvement of parents. Opportunities include:

- Attending school events (sports, drama, music, art, Family Fun Day, International Day, etc.)
- Attending Open House and Parent Conferences

- Joining the Parent Association
- Attending information sessions
- Using PowerSchool regularly to check on your child's progress

### **Visiting the School**

Parents are always welcome to visit the High School but please check-in at the High School Office. To ensure that the staff member they want to see is available, we ask that parents call or e-mail in advance to schedule appointments.

### **Joining or Leaving AISJ**

AISJ recognizes the fact that families will join and leave the school throughout the school year. We make every effort to ensure your child's transition to their new school is smooth and welcoming. Families that will arrive during the school year are encouraged to communicate with the school to facilitate the process.

### **Withdrawal procedures**

Parents must submit, in writing to the school their intention to withdraw a student two weeks prior to the withdrawal date. A forwarding address and last day of attendance at school must be included.

Before school records can be released, the child must have all accounts settled and return all school property back to the school in good condition. An AISJ High School student withdrawal form must be completed before school records are released.

Tuition fees for the first semester are not refundable after the first day of attendance by the student. Tuition fees for the second semester are refundable (40%) providing written notification is given by 1 November 2016. Attendance for any portion of a semester will preclude a refund of tuition.

## ALL SCHOOL COMMUNICATION

### Email

All school emails are used sparingly to avoid our community being inundated with communication. Most communication can be found on the divisional portals of the website. All school emails will be sent by [AISJ-Communications@aisj-jhb.com](mailto:AISJ-Communications@aisj-jhb.com). Please whitelist this domain so that the email does not go to your spam folder. [Click here](#) for a 'How to' guide on how to whitelist a domain. It is also imperative that your family's contact information is current. We pull all information from our school database PowerSchool. If your email, telephone number, emergency contact or physical address has changed please contact the school office to update your information. Alternatively, you can update it yourself on PowerSchool.

### How to update contact information on PowerSchool

Below you will find details that enable you to create your AISJ PowerSchool account and add your student/s to this account.

#### How to Guides:

Kindly click the links below for more information:

1. [How to create PowerSchool parent account](#)  
(For parents without a PowerSchool account)
2. [How to add students to your PowerSchool parent account](#)  
(Parents already with PowerSchool accounts who need to add their children in AISJ)
3. [How to update my demographic information](#)  
(Each parent MUST go through this demographic update how-to guide to make sure their information is accurate)

We strongly encourage you to take several minutes and update your details. It is extremely important that this information is current as all of our communication relies upon this data – including the Nurse's Office and the AISJ Transport Department. Should you encounter any difficulties, please email [powerschool@aisj-jhb.com](mailto:powerschool@aisj-jhb.com)

### eNotify

eNotify is the AISJ's Website email platform. All information housed on the AISJ website is pulled from PowerSchool. Hence, it is imperative to ensure your information is correct on PowerSchool. At times, emails will be sent through eNotify and will come through from an [AISJ-Communications@aisj-jhb.com](mailto:AISJ-Communications@aisj-jhb.com) account. Please ensure you whitelist the following address: [noreply@aisjohannesburg.myenotice.com](mailto:noreply@aisjohannesburg.myenotice.com). This will ensure that the email does not go to your spam folder. On eNotify you have the option to unsubscribe. However, we caution you from unsubscribing from this mailing list as we use this platform for emergency communications. If you click the unsubscribe button in error, please contact [website@aisj-jhb.com](mailto:website@aisj-jhb.com) so we can re-subscribe you.

### AISJ Community Classifieds

Do you have something to sell? Are you looking to buy a few items? It's quick, it's easy!

[Click here](#) to request access to the AISJ Community Classifieds Facebook Group.

**Please Note:** This a purely community driven group, AISJ has no involvement in the transaction

between the buyer and seller. AISJ reserves the right not to approve posts of items that are deemed inappropriate. Posts older than 1 month will automatically be removed. If items are not sold, please repost.

### **AISJ Official Facebook Private Group**

The AISJ Communications Department also manages the official AISJ Facebook group. Please [click here](#) to request access as it is a private group. All members are vetted before access is given due to security reasons. Only alumni and current community members are able to view content.

### **Transport SMS System**

In our constant effort to improve communication to parents, we have now implemented an SMS system for the Transport Department. Parents of bus riders will now receive SMS communication in the event of the following situations:

1. Bus breakdown en route with students on board
2. Delay in departure from campus (more than 20 minutes)

### **News Alerts**

On the divisional portals, you will find a 'News' tab in the top navigation. All divisional / all school news will be posted there including the respective Principal weekly updates. Community members have the option subscribe to 'News Alerts' which means each time there is a new post in the 'News' section an email will be received. [Click here](#) to learn how to set up 'News Alerts'.

### **School Event Communication**

On the divisional portals, you will find a button 'School Events' which links to a page with information on all of the major upcoming school events. All school events can be accessed via the 'Calendar' tab on all the portals. You can access all of the divisional calendars as well as the community calendar. We urge parents to please make use of the electronic calendars as if there are changes to an event they will reflect there.

Parents also have the option of exporting the whole calendar to their personal device - [click here](#) to learn how. There is also an option of setting alerts for individual events of interest - [click here](#) to learn how.

### **Parents' Association (PA) Event Communication**

On the divisional portals, you will find a button 'Parents Association Info & Events' which links to a page which houses information on all of the major upcoming PA events. All PA events can be accessed via the 'Calendar' tab on the respective portals. Both the Pretoria and Johannesburg Parents Associations have their own Facebook pages. To request access to the Pretoria PA Facebook group [click here](#) and the Johannesburg PA [click here](#). All members are vetted before access is given due to security reasons. Only current community members are able to view content.

### **Izindaba Monthly eNewsletter**

The Communications Department is responsible for the facilitation of the monthly all school newsletter, *Izindaba*. The word *Izindaba* is a Zulu word which means 'news'

If you would like to contribute articles to the school newsletter, please contact the Communications Department at [AISJ-Communications@aisj-jhb.com](mailto:AISJ-Communications@aisj-jhb.com). The *Izindaba* is a tool the school uses to share

information about school events throughout the year, but it is also a place where the larger school community – parents, students, faculty members – can share articles on activities they are participating in or accomplishments they have achieved in sports, the arts, academics, and even in helping to solve local problems in the community. The newsletter is published once a month – the schedule for submission of content is available on the AISJ website.

A link to the latest issue of the newsletter is emailed to all parents who have given the school a valid e-mail address when the newsletter is published. It is also always available on the landing page on the Divisional Portals of the AISJ website.

### **Emergency Communication**

In an emergency situation, you can expect the following sequence of communication: an eNotify will be sent to the AISJ community, followed by an SMS. The same content will then be loaded to the divisional portals. After you log in a page pop will appear with the communication sent. This is to ensure that the community is able to access the communication if the eNotify and/or SMS have not been received. To reiterate, please ensure your contact information is current in PowerSchool at all times so that you receive communication in the event of an emergency.

### **Website Log in Assistance and Support**

The AISJ website is the HUB of information. All community members need log in details to access the portal and class spaces on the website. If you have not yet received your log in details, please email [website@aisj-jhb.com](mailto:website@aisj-jhb.com). Once you have logged in you will find a 'Support' tab in the top navigation. Complete the online form should you need assistance. Someone from the website support team will be in contact to assist you with your query. Should you have queries regarding your child's class spaces, please contact the divisional office and/or the Technology Integration Coaches.

### **Use of digital images at AISJ**

Normal video and photography are used in a learning context at AISJ, both by teachers to deliver relevant and engaging lessons and increasingly by students as a way of demonstrating an understanding of their learning. These movies and pictures frequently feature our students and are sometimes shared in the AISJ online learning environment that provides our students with an audience and an authentic publishing environment.

With the introduction of different staff, student and parent portals, we are able to control access to the media we put on the internet. The faculty at AISJ is very conscious of the need to keep student information private. The safety of our school population is taken very seriously at AISJ and we have developed guidelines for teachers detailing the appropriate usage of photos and videos online.

Students themselves are involved in Digital Citizenship lessons where they learn about the benefits and hazards of a connected world. By signing the student handbook, they agree to behave in a responsible manner when it comes to maintaining an online presence and to use social media thoughtfully.

In addition to the classroom environment, AISJ faculty and staff take pictures and videos of students at several events throughout the year. Images and videos are used on the school website, yearbook, publications, promotional materials, and school documentation. Every effort will be made to use discretion and taste in the use of these images, and videos.

On occasion, AISJ receives requests from outside publications who would like to feature the school and its students in their stories / articles / websites. Where a request is made for such photos, the

Communications Department will contact the parents directly for their permission for their image/s to be used outside of AISJ.

**Important school documents and links**

All school documents, such as handbooks, guides, and booklets as well as links to climate survey data dashboards and divisional presentations can be found under the 'Resources' tab (Top Navigation) on the respective divisional portals. The cafeteria menu and latest Izindaba schedule can also be found on this page.

## STUDENT SUPPORT SERVICES

Additional student support services are available to students who are English Language Learners and students who have mild to moderate learning differences.

Students who receive Learning Support may receive small group instruction in a scheduled Learning Support class, in addition, to support within the classroom.

Language support class may be offered to students whose English proficiency skills require it. Students are assessed for language proficiency through an assessment tool referred to as the WIDA.

If parents/guardians have concerns that their child may need Learning Support services, they are encouraged to contact the school counselor.

### Counselor / Guidance Program

AISJ offers a comprehensive counseling program that focuses on academic, social, emotional, personal, and career needs. School counselors:

Are primarily **student advocates**. Information shared with a counselor is considered confidential;

Are available to help students make choices about further education; and

Assist students and families with personal issues and concerns that especially impact students' academic success.

### Library / Media Center

The Quinlan Library specifically serves the needs of our students and staff by providing high quality, reliable resources and offering instruction in their use. The Library also maintains and promotes an extensive collection of young adult fiction and recreational reading material designed to encourage and support the critical and creative thinking that is fostered by a habit of reading a wide variety ideas, opinions, and views. All members of the AISJ community are encouraged to use Quinlan's resources - books, periodicals, e-books, and online sources.

### Medical Center

AISJ has two nurses on duty who are available to students in need of medical attention. In the case of more serious injuries requiring more than first aid treatment and certain medical conditions, the parent will be contacted immediately. In the event of a life-threatening illness or injury, the student will be transported to the nearest hospital by ambulance. A copy of the student's medical information will be sent with the student. The school principal or a school nurse will accompany the students and remain with them until the parents arrive. Please be aware that the school is absolved from all liability whatsoever when a student is injured at school or during a school-related event. Also, parents are responsible for the payment of any medical charges that are incurred due to an accident that occurs at school.

If a student has one of the following medical conditions they should not be sent to school:

- High fever
- Diarrhoea
- Vomiting

- Conjunctivitis (pink eye)
- Active head lice (not nits)

Parents should not medicate students with fever reducing medication in order to send them to school as this only masks the symptoms and does not treat the cause of the fever. If any of these conditions develop during the school day, the parent will be contacted to collect the student from school, as they are responsible to obtain medical care and treat the student at home.

The second priority of the nurses is to maintain and update student's immunization records and treatment records. No student may start school without the required immunizations. All students immunization records will be checked annually and parents will be notified via e-mail or phone call as to which immunizations are outstanding. A copy of the record of any immunizations given should be sent to the Medical Center. An annual health update form will be sent out to parents each year; it must be completed and returned to the nurses' office.

## **EMERGENCY PROCEDURES**

### **Evacuation to the covered basketball courts / soccer field / playground**

Elementary School goes to the soccer field

Middle School goes to the soccer field.

High School goes to the soccer field

This evacuation will be used in the event of fire or a need to move away from campus buildings. The alarm will sound and an announcement will be made to evacuate to the designated area. Upon hearing this announcement students are to leave all of their belongings and quickly and quietly follow their teacher to the designated area where they will line up and sit in their class groups. Students are expected to be absolutely silent during this evacuation to ensure that all announcements and direction can be heard. (If the alarm sounds during a break, all HS students and teachers evacuate to the soccer field and line up in homeroom groups).

### **Evacuation to the Gym**

This evacuation will be used in the event that we need to get all members of our campus together in one sheltered venue. Upon hearing this announcement students are to leave all of their belongings and quickly and quietly follow their teacher to the designated area of the gymnasium where they will line up and sit in class groups. Students are expected to be absolutely silent during this evacuation to ensure that all announcements and direction can be heard. (If the alarm sounds during a break, all HS students and teachers evacuate to the soccer field and line up in homeroom groups).

### **Duck and Cover**

A duck and cover is used in the event of an intruder on campus. Upon hearing this announcement students should quickly and quietly hide under their desk or in another designated area of the classroom away from the door. If outside they are to quickly go in to the closest classroom. Students are to stay hidden and sit in silence until further notice.

### **Do not dismiss**

Severe rain storms and lightning strikes can come upon our campus with little warning. In the event of a 'Do not dismiss' procedure students are to seek immediate cover if they are not already in a classroom and remain there until an "all clear" announcement is made and teachers say it is okay to move.

## STUDENT CODE OF CONDUCT AND CONSEQUENCES

### Code of Conduct

AISJ behavioral expectations and school rules apply to all school-sponsored situations and activities. This includes regular instruction on the campus, school trips of every kind (academic, sporting and social), travel on school and chartered buses or other means, and all school-sponsored social and ceremonial events.

The creation and maintenance of a safe and supportive school environment is critical for students and staff to develop and achieve. The Principal is responsible for creating, maintaining and monitoring a climate of safety and support. The school's behavioral expectations and rules, which follow, are put into place to create the best possible learning environment.

Students have the right to know what the rules are, and they have the right to appeal to the Director if they feel they have been dealt with unfairly or have not been given an objective hearing.

AISJ is at all times concerned about the character development and conduct of our students. We are a school of diverse cultures, ethnicities, and religions. Student conduct should reflect a sensitivity of the beliefs and expectations of fellow students.

The school reserves the right to expel any student who is in violation of school behavioral expectations.

Behaviors or possible infractions	Possible consequences
Level 1: Minor infractions requiring attention: <ul style="list-style-type: none"> <li>• Interfering with others' learning</li> <li>• Dress code violation</li> <li>• Inappropriate use of language</li> <li>• Public display of affection</li> <li>• Littering</li> <li>• Tardiness to class or homeroom</li> </ul>	<ul style="list-style-type: none"> <li>• Student will receive a warning from teacher present or from administrator</li> <li>• Student could be required to call home for acceptable clothing relative to a dress code violation</li> </ul>
Level 2: Chronic level 1 infractions <ul style="list-style-type: none"> <li>• Inappropriate behavior</li> <li>• Unexcused absence from class</li> <li>• Violation of tech appropriate use policy</li> </ul>	<ul style="list-style-type: none"> <li>• Parent contact and/or conference</li> <li>• Loss of appropriate privileges</li> <li>• Letter home</li> </ul>
Level 3: Repeat of level 2 behavior <ul style="list-style-type: none"> <li>• Direct defiance of faculty or staff request</li> <li>• Lying</li> <li>• Deliberate damage of others' property</li> </ul>	<ul style="list-style-type: none"> <li>• In-school suspension, one day</li> <li>• Parent contact and/or conference</li> <li>• Loss of extracurricular participation, i.e., Sports, dances, etc.</li> <li>• Campus exclusion</li> </ul>

<ul style="list-style-type: none"> <li>• Inappropriate language to faculty or staff</li> <li>• Leaving campus without authorization</li> <li>• Truancy</li> </ul>	
<ul style="list-style-type: none"> <li>• Level 4: Repeat of level 3 behaviors</li> <li>• Theft</li> <li>• Physically threatening comments or gestures</li> <li>• Harassment / Bullying</li> <li>• Smoking on school grounds or functions</li> <li>• Fighting</li> </ul>	<ul style="list-style-type: none"> <li>• In-school suspension, one to three days</li> <li>• Loss of privileges</li> <li>• Behavior/Social contract</li> <li>• Campus Exclusion</li> <li>• Parent letter and conference</li> </ul>
<ul style="list-style-type: none"> <li>• Level 5: Repeat of level 4 behaviors</li> <li>• Altering or tampering with school data</li> <li>• Use or possession of alcohol at school</li> </ul>	<ul style="list-style-type: none"> <li>• Suspension from school and all school activities for a minimum of three to five days.</li> <li>• Suspension from school activities for a season</li> <li>• Recommendation for Expulsion</li> </ul>
<ul style="list-style-type: none"> <li>• Level 6: Repeat of level 5 behaviors</li> <li>• Physical attack on faculty or staff</li> <li>• Possessions of weapons or dangerous objects considered to be weapons</li> <li>• Possession or use of drugs</li> <li>• Distribution of alcohol at school</li> </ul>	<ul style="list-style-type: none"> <li>• Suspension for minimum of five days</li> <li>• Recommendation for Expulsion</li> </ul>

### **Social Contract**

If a student is involved in a serious disciplinary infringement, they may be placed on social contract. The social contract is drawn up by the Principal and signed by the student and his / her parents. The scope of the contract may include:

- Loss of school privileges such as free time, off-campus privileges, or participation in school sponsored activities
- Regular meetings with the High School Counselor
- Assigned study halls
- Mandatory counseling outside the school
- Community service hours
- In-school suspension
- Out of school suspension
- Maintaining personal logs of behavior

## **Disciplinary Probation**

When the magnitude of violation of rules of student conduct is serious, or when violations persist in spite of counseling and/or warning of the student and parents concerned, the principal of the school may place the student on disciplinary probation.

In all cases where a student is given disciplinary probation, the student and parents will be informed in writing both of the reason for the probation and the terms of that probation. When the principal thinks it is necessary and appropriate, the student will be recommended for counseling.

Disciplinary probation may include restrictions on participation in extra-curricular activities and/or the requirement that some class time be spent in supervised study to strengthen the students' internalization of the rule(s) violated.

All instances of disciplinary probation will include reference to the consequences of any further violation of the rules of student conduct.

## **Academic Integrity**

### **Academic Honesty and Integrity Practices**

We expect students to be principled and to act with integrity and honesty in all aspects of school life. This includes and extends to being honest with respect to their school work. Work submitted is a student's opportunity to illustrate their understanding and mastery of the curriculum; when students are dishonest, teachers cannot get an accurate picture of what students know and can do. We therefore ask students and parents to familiarize themselves with what constitutes academic honesty and dishonesty, and with the guidelines outlined here.

### **What is Academic Dishonesty?**

These are broadly the acts and behaviours that result in, or have the potential to result in, students gaining an unfair advantage over other students.

Academic dishonesty includes but is not limited to:

**Plagiarism** – the representation of the ideas or work of another person as your own.

**Collusion** – allowing your work to be copied or submitted for assessment by another student.

**Duplication of work** – the presentation of the same work for different assessments e.g. submitting the same lab report in Biology and Chemistry.

**Misconduct during an examination or test** – the possession or use of unauthorized materials in an exam or test e.g. calculators with illegal apps, cell phones, smart watches or notes. Copying the answers of another student in an exam or test.

**Disclosing information** – the giving or receiving of information about the content of an exam or test.

**Other acts of academic dishonesty** – falsifying CAS or Service records. Getting a tutor, parent, sibling, or some other to complete an assessment (or part of an assessment) on your behalf. Stealing exam or test papers.

## **Responsibilities of the AISJ community**

### **Students will:**

- Commit to the High School 'Academic Honesty and Integrity Practices';
- read and sign the 'AISJ High School Honor Code';
- seek clarification from teachers about questions related to the process of completing an assessment;
- ask for guidance (from teachers, Librarian, Mission teacher, IB Core teacher, Homeroom Advisor, Assistant Principal) when unsure about how to cite a source;
- take the necessary steps to protect their work and stop others from copying it;
- organize their time to avoid last minute work and the temptation to plagiarize;
- complete all assigned work with integrity;
- encourage their peers to pursue their academics with honesty and integrity;
- express concerns regarding academic integrity to teachers, counselors or the high school leadership team;
- discuss academic integrity issues with parents.

### **Teachers will:**

- Present the 'Academic Honesty and Integrity Practices' in a clear written form, including guidelines for working on assessments;
- explain the use of permissible study aids, including tutors;
- ensure that deadlines are clear and conform to the High School 'Assessment Practices';
- check and monitor student work for academic integrity, e.g. through the use of Turnitin;
- report to the Assistant Principal any acts of academic dishonesty and follow through on consequences;
- model good practice in the classroom.

### **The High School Leadership team will:**

- Publish the 'Academic Honesty and Integrity Practices' in the parent-student handbook;
- consult with teachers to make informed decisions;
- enforce consequences for academic dishonesty in a consistent and transparent manner;
- communicate decisions with teachers, students, and parents in a timely manner;
- record and maintain records of academic dishonesty on PowerSchool.

**Parents/Guardians will:**

- Read and understand the ‘Academic Honesty and Integrity Practices’;
- support the school’s core values and ‘Academic Honesty and Integrity Practices’;
- support the decisions of the high school leadership team regarding the consequences of acts of academic dishonesty;
- ensure that when helping with assessments, the work remains the student’s own;
- where applicable, communicate with tutors about adhering to academic honesty expectations;
- encourage open communication with teachers and counselors on any academic issues.

Behaviors or possible infractions	Consequences <sup>1</sup>
<p><b>Level 1:</b> Minor infractions requiring attention:</p> <ul style="list-style-type: none"> <li>- Student uses phrases, a few lines of text or a paragraph without proper citation. Most of the work is still the student’s own words and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher works with the student to review ways to avoid plagiarism.</li> <li>- The work receives a placeholder grade of 1 for the relevant assessment and must be resubmitted within two days. The resubmission will receive the appropriate achievement level score. Failure to resubmit within the two days means the grade of 1 will remain.</li> <li>- ATL grade for the relevant assessment period will be no more than 4.</li> <li>- Student writes a reflection to submit to the teacher.</li> <li>- The Level 1 incident will be recorded in PowerSchool.</li> <li>- Parents will be notified via email by the teacher with a copy to the Assistant Principal.</li> <li>- Should a Level 1 incident be repeated, it automatically becomes a Level 2 incident.</li> </ul>
<p><b>Level 2:</b> Repeat level 1 infractions, or:</p> <ul style="list-style-type: none"> <li>- Student uses multiple lines of text or includes multiple paragraphs without proper citation.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher works with the student to review ways to avoid plagiarism.</li> <li>- The work receives a placeholder grade of 1 for the relevant assessment and must be resubmitted within two days. The resubmission will receive the appropriate achievement level score. Failure to resubmit within the two days means the grade of 1 will remain.</li> <li>- ATL grade for the relevant assessment period will be no more than 4.</li> <li>- Student writes a reflection to submit to the Assistant Principal with a copy sent to the teacher.</li> <li>- The Level 2 incident will be recorded in PowerSchool.</li> <li>- Parents will be notified via email and with a phone call by the Assistant Principal.</li> <li>- Should a Level 2 incident be repeated, it becomes a Level 3 incident.</li> </ul>
<p><b>Level 3:</b> Repeat level 2 behavior, or:</p>	<ul style="list-style-type: none"> <li>- Immediate referral to the Assistant Principal.</li> <li>- A performance grade of 1 will be given for that assessment.</li> </ul>

<ul style="list-style-type: none"> <li>- Most, if not all the work has been copied from a source or sources (verbatim). Deliberate plagiarism.</li> </ul>	<ul style="list-style-type: none"> <li>- ATL grade for the relevant assessment period will be no more than 2.</li> <li>- Meeting required with the parents and Assistant Principal.</li> <li>- Student will go on 'integrity' report and check-in with the Assistant Principal on a weekly basis.</li> <li>- The Level 3 incident will be recorded in PowerSchool.</li> <li>- Should a Level 3 incident be repeated, it becomes a Level 4 incident.</li> </ul>
<p><b>Level 4:</b> Repeat level 3 behavior, or:</p> <ul style="list-style-type: none"> <li>- Academic dishonesty in a <b>class test or school exam</b>, including: <ul style="list-style-type: none"> <li>o having unauthorized material (calculators with illegal apps, cell phones, smart watches or notes etc.)</li> <li>o copying from another student</li> <li>o disclosing exam or test contents to another student</li> </ul> </li> <li>- academic dishonesty with regard to <b>summative assessments</b>, including: <ul style="list-style-type: none"> <li>o collusion – lending an assessment to another student that allows for it to be copied or submitted</li> <li>o copying an assessment from another student</li> <li>o having someone else (e.g. tutor, peer, parent, sibling) complete the assessment</li> </ul> </li> <li>- Duplication of work – a student submits the same assessment for a second time.</li> </ul>	<ul style="list-style-type: none"> <li>- Immediate referral to the Assistant Principal.</li> <li>- The student will receive a one day in-school suspension</li> <li>- A performance grade of 1 will be given for that assessment.</li> <li>- ATL grade for the relevant assessment period will be no more than 2.</li> <li>- Meeting required with the parents and Assistant Principal.</li> <li>- Student will go on 'integrity' report and check-in with the Assistant Principal on a weekly basis.</li> <li>- The Level 4 incident will be recorded in PowerSchool.</li> <li>- Should a Level 4 incident be repeated, it becomes a Level 5 incident.</li> </ul>
<p><b>Level 5:</b> Repeat level 4 behavior, or:</p> <p>These are behaviors considered serious and in breach of the IB and school regulations and which may threaten school's reputation:</p> <ul style="list-style-type: none"> <li>- Stealing exam or test papers</li> <li>- Plagiarism, collusion, lack of academic honesty on externally moderated coursework or final work submitted for internal assessment.</li> <li>- Falsifying CAS records</li> <li>- Academic dishonesty in an IB mock or final exam:</li> </ul>	<p><b>School consequences:</b></p> <ul style="list-style-type: none"> <li>- Immediate referral to the Assistant Principal and Principal.</li> <li>- The student will receive a three to five day out-of-school suspension.</li> <li>- Suspension from school activities for a season including participation in ISSEA.</li> <li>- Meeting required with the parents and Assistant Principal and Principal.</li> <li>- Student will go on 'integrity' report and check-in with the Assistant Principal on a weekly basis.</li> <li>- The Level 5 incident will be recorded in PowerSchool.</li> <li>- Should a Level 5 incident be repeated, it becomes a Level 6 incident.</li> </ul>

<ul style="list-style-type: none"> <li>○ having unauthorized material (calculators with illegal apps, cell phones, smart watches or notes etc.)</li> <li>○ copying from another student</li> <li>○ disclosing exam contents externally</li> </ul>	<p>Where appropriate:</p> <ul style="list-style-type: none"> <li>- A performance grade of 1 will be given for that assessment.</li> <li>- ATL grade for the relevant assessment period will be no more than 2.</li> </ul>
	<p><b>IB consequences:</b></p> <ul style="list-style-type: none"> <li>- An internal investigation will take place involving relevant teachers/proctors and the Assistant Principal (IB Coordinator).</li> <li>- Following the internal investigation, formal interviews are conducted with the student, parents and Assistant Principal. The investigation report will be submitted to the IB Assessment Centre in Cardiff. Possible loss of component grade, subject grade or entire IB Diploma.</li> </ul>
	<p><b>Other consequences:</b></p> <ul style="list-style-type: none"> <li>- Level 5 infringements will be reported to prospective universities of Grade 11 and 12 students.</li> </ul>
<p><b>Level 6:</b> Repeat level 5 behavior</p>	<ul style="list-style-type: none"> <li>- Expulsion from the school.</li> </ul>

<sup>1</sup> Whilst the consequences indicated will be enforced in most instances, flexibility occasionally needs to be exercised either due to unusual circumstances or because that the type of academic dishonesty is not listed above.

### **Suspension, Expulsion & Probation**

The Principal may recommend the expulsion of any student who engages in the severe violation of any school policies or regulations.

### **Notice of Right to Appeal**

Parents may appeal to the School Director in writing within one week after notification of suspension or expulsion. The Board of Directors will be notified in the case of an expulsion and serve as the final arbiter in the case of an appeal

### **Appropriate Language**

Students are expected to use appropriate language at all times while at AISJ campus, on the school bus, or during any field trip or school sponsored activity.

### **Attendance**

#### **Attendance Requirements**

Regular attendance is essential for a positive learning experience. Students are expected to attend school each day and to report to their homeroom teacher at 7:40 am In the interest of student safety, if a student is absent and the school has not been notified, parents will be phoned to verify the absence.

Please call or email the HS office to let us know if your son or daughter is going to be absent.

Excused absences may be granted for family emergencies, unavoidable medical appointments, or for other reason that the Principal deems to be valid, provided that such absences are requested **in writing** by the parent or guardian. Following an excused or unexcused absence the student must make up missed work.

### **Arrival and Departure from Campus**

Students who leave campus early will need to obtain a pass from the HS Office (which must include parent signature or permission)

### **Arriving Late to School and Tardiness to Class**

Students are expected to be in their first class by the time the bell rings at 7:40 am. Students, who arrive late, must proceed directly to the High School Office for a late slip.

### **Consequences of Poor Attendance**

In cases of poor attendance, a student could lose credit for courses and it may be necessary to have the student repeat all or part of the school year, or to request that the parents withdraw the student from school.

**A student may lose credit for any course when attendance reaches below 80 percent of the class periods per semester. This means, a student may lose credit if they miss 8 or more periods of a given class within a semester.**

Exceptions to this policy will be made in the following cases. A student will not be registered as absent:  
When the student is on a High School academic field trip: such as course field trips, Group IV project requirements, or other academic activities

When the student provides a doctor's note for absence due to illness.

When the student attends to a family emergency or a counseling emergency (at the discretion of the Principal)

Once students are on campus, it is expected that they arrive at each class on time. ***Persistent tardiness to school or class may result in further disciplinary action.***

### **Student Automobile Use**

For safety reasons, students are not encouraged to drive personal vehicles to school. Those who do so must abide by the following regulations:

- The following documents must be submitted to the principal prior to being allowed to drive to school:
- A photocopy of the student's valid driver's license.
- A letter from the parent / guardian granting permission for the student to drive to and from the school grounds.
- A photocopy of the student's automobile insurance.
- Students **may not** transport other students without the written permission from the parents of the passenger.
- Students who drive to the campus must park in the High School parking lot.

## Visitors to the School

AISJ students may bring a visitor to campus during the normal school day if they first receive permission from the High School Principal or High School Vice Principals. Visitors will only be approved for one-day visits.

## Care of Personal Property

Students must be vigilant in keeping track of their personal belongings. Backpacks and school bags should never be left unattended in unsecured locations. All property of value, which students need to bring to school or choose to bring to school, should be permanently marked with the owner's name. Students bear full responsibility for the security of their own property and for any computer or device issued to them by the school.

Students are issued textbooks and other materials for many of their classes, and in some cases these books are to remain at home. Students are expected to treat their all books issued by the school with respect and turn them in at the end of the year. All textbooks/library books lost, badly damaged or not returned will be paid for by the student who was issued the book.

The Middle School requires replacement costs as payment for a lost book. There are two kinds of texts classifications: Textbooks, which contain the core learning content and support texts which can be paperbacks, workbooks and copied materials. The prices are as follows:

### Textbooks

**R 500.00 +** regardless of age and condition (remember AISJ has to buy a new one regardless, so the replacement cost is the cost of the book at present).

### Support Materials

**R 0.00 to R 350.00.** The average paperback price is R100.00. The Principal makes the final decision on the value of this text based on its importance in the classroom and replacement costs.

When a textbook is lost, teachers will inform the student and informs the office. Parents will be contacted and no school records, final report cards, or yearbooks will be distributed until all textbooks/library books are returned, or a receipt for the lost or damaged book(s) can be obtained from the student.

Students are also expected to take care of their school issued computer. These expectations are outlined below.

## Damage to School Property

Students will be charged for all school property lost or willfully damaged. No school records, final report cards, or yearbooks will be distributed until payment is received for all lost or damaged property.

## Lockers

School lockers are the property of the school. Students will be allocated a locker and a school lock. **No personal locks are allowed.** School authorities may conduct inspection of the interior of lockers at any time without notice and without student consent. *AISJ is not responsible for any property lost or stolen from AISJ lockers.*

## **Bus Rules and Consequences**

All school rules and responsibilities are in force while students are riding on school buses. High School students are expected to model excellent behavior and comply with the bus driver's expectations. In some cases, students will be asked to serve as Bus Leaders to help build a respectful bus community.

### **Theft**

*When a student feels they have had property stolen on campus they should come to the High School Office as soon as possible and make a written report. While we try our very best to find the culprit(s) in any reported theft, it is not common that we succeed.*

### **Lost and Found**

Clothing or other items that are found on the campus will be placed in a lost and found bin in the High School Office. Items that are not claimed within two weeks may be donated to a local charity.

### **Bullying**

AISJ believes that every child has the right to learn without fear in an atmosphere of mutual trust and respect. Every student is expected to be responsible for his/her own behavior, to exercise self-discipline, and to refrain from behavior which interferes with other student's right to learn or endangers the health or well-being of others. AISJ will not tolerate harassment or bullying

Bullying is improper behavior that is directed at and is offensive to another student or a member of the staff and that the student knows (or ought to know) would be unwelcome. It includes objectionable conduct, comment, or display on a one-time or repeated basis which demeans, belittles, or causes humiliation or embarrassment, and includes harassment based on grounds of discrimination which are prohibited – race, national or ethnic origin, color, religion, age, gender, marital status, sexual orientation, physical appearance, or disability. It can be verbal or written (which includes use of text messages, email, social networking sites, and other electronic means of communication.)

AISJ believes that every child has the right to learn without fear in an atmosphere of mutual trust and respect. Every student is expected to be responsible for his/her own behavior, to exercise self-discipline, and to refrain from behavior which interferes with other student's right to learn or endangers the health or well-being of others. AISJ will not tolerate harassment or bullying.

Bullying is a form of harassment. It is improper behavior by one or more students which is directed at another student and is offensive and interferes with their well-being. It includes teasing, name-calling, threats, unwanted physical contact or violence, often on a repeated basis, which demeans, belittles, humiliates, or frightens the other student. It can take place in and out of the classroom. Harassment and/or bullying of a student or staff member of AISJ by a student or group of students is considered a serious violation of school rules, and will result in any or all of the disciplinary consequences up to and including expulsion.

### **Dress Code**

Students are responsible for observing basic standards of cleanliness and grooming and are expected to dress appropriately for school.

Dress considered inappropriate includes: cut-off shorts; shirts with bare midriffs; shirts exposing cleavage; halter-tops; tube tops or similar styled clothing; the display of lingerie, undergarments, and

underwear; shorts or skirts that are shorter than 'fingertip' length. (when a student places their arms by their side, their shorts and skirts must be longer than the end of the student's extended finger tips) clothing accessories with suggestive, offensive or otherwise objectionable slogans, including references to cigarettes, illegal narcotics, and alcoholic beverages. Tank tops / sleeveless t-shirts are not permitted.

### **Public Displays of Affection (PDA)**

Public displays of affection should not offend fellow students, faculty, staff, or guests at AISJ. Students will refrain from inappropriate behavior.

### **Drug Abuse**

#### **Students Voluntarily Seeking Aid**

Students who voluntarily seek aid for drug abuse will not be subject to disciplinary action providing they do not, from the time they seek aid, contravene the school policy on drug abuse. Such students' privacy will be respected and they will be counseled appropriately for their drug abuse problem. These students and their families will be expected to comply with any recommendations that may be made by the High School Counselor or by any professional counselor to whom they are referred by the school.

**Alcohol usage:** is the purchasing, possession, using or being under the influence of any alcoholic beverage on school grounds, on school transport *or at any school-organized event or trip.*

**Drug usage:** is the purchasing, possession, using or being under the influence of illegal drugs or the misuse of any legal drugs (such as, psychoactive substances or performance enhancing drugs, stimulants, depressants, narcotics, hallucinogens, cannabis, inhalants, designer drugs or anabolic steroids etc.) on school grounds, on school transport *or at any school-organized event or trip.*

**The school reserves the right to insist that students undergo drug-testing based purely on suspicion of drug or alcohol use at school or at any school-organized event. In addition, AISJ may conduct random drug or alcohol screening for all students in Grades 9 - 12.**

The school recognizes that it is not responsible for students' behavior outside of school hours or at non-school activities. *However, if the school is made aware of students abusing legal or using illegal substances, parents will be contacted and the student may be subjected to drug or alcohol screening.*

#### **First offense of possessing, using or being under the influence of alcohol**

The student will be immediately suspended from school for 3 to 5 days. The Principal will require a parent conference before the student may return to school. When the student returns to school he / she would be placed on a social contract for a period of at least one semester.

The terms of social probation for violating the alcohol policy may include:

- Mandatory counseling for student and his / her family
- Random drug screenings during the duration of social probation etc.

A recommendation for expulsion is possible for a first offense for a student with a history of disciplinary problems, or in cases where the student sells or purchases alcohol on school grounds, on school transport or at any school-organized event or trip.

Depending on the circumstance, the incident may be reported to the student's potential universities.

## **Second offense of possessing, using or being under the influence of alcohol is**

Immediate suspension and recommendation for expulsion.

## **First offense of dealing or supplying drugs**

Dealing and supplying illegal drugs are criminal offenses in South Africa.

**Dealing** is the active selling (for financial or other gain), promoting or bartering of drugs to other students. A student dealing drugs will be subject to immediate suspension from school and a recommendation for expulsion for the dealer / distributor and possibly the customer / receiver. This also applies in the case of an agreement made at school for a transaction to be completed out of school. In the case of an attempt to deal or distribute to an unwilling customer / receiver only the dealer / distributor will be subject to a recommendation for expulsion.

Depending on the severity of the offense, a recommendation for expulsion is possible and local authorities may be contacted.

**Supplying** is the bringing of drugs into the school environment by a non-dealing supplier for use by other students.

A student supplying drugs will be immediately suspended from school for a minimum of five school days with a possible recommendation for expulsion. The Principal will require a parent conference before the student may return to school. When the student returns to school he / she will be placed on social probation for a period of at least one year from the date of returning to school.

Depending on the severity of the offense, local authorities may be contacted.

## **First offense of possessing, using or being under the influence of illegal drugs.**

The student will be immediately suspended from school for a minimum of three and a maximum of five school days. The Principal will require a parent conference before the student may return to school. When the student returns to school he / she may be placed on social probation for a period of at least one semester from the date of returning to school.

A recommendation for expulsion is possible for the first offense for a student with a history of disciplinary problems.

Depending on the circumstance, the incident may be reported to the student's potential universities

## **Second offense of using drugs, purchasing drugs, possessing drug paraphernalia, possessing a small quantity of drugs for personal use, or of being under the influence of drugs**

Immediate suspension from school and a recommendation for expulsion

## **Suspicion of Being under the Influence**

The Teacher will alert the Principal, who will observe and talk to the student. The High School Counselor and the Nurse will, if possible, also observe and talk to the student. If it appears that the student may be under the influence of a substance in contravention of AISJ School policy the Principal may require that

the student be tested for drugs and / or alcohol and their locker, their person and their personal belongings will be searched.

### **Smoking Policy**

AISJ is a smoke free campus. In consideration for the health of the students and the safety of the school property, AISJ students, parents, and professional staff are not permitted to smoke on campus, at school-sponsored activities or on the school bus. Students are not allowed to possess tobacco products at school, nor are they allowed to have lighters, matches, or other paraphernalia related to smoking.

### **Violent Behavior**

Physical aggression is considered a serious offence at AISJ and will not be tolerated. Any incidents of physical aggression will result in appropriate disciplinary action.

### **Dangerous Weapons**

Weapons are not permitted on campus, at any school-authorized function, or on transport arranged by the school. Possession of weapons in any of the above circumstances will be considered a serious offense and students will be immediately suspended from school, with the possibility of expulsion.

### **Field Trips, Sporting Events & Off-Campus Activities**

Field trip activities are extensions of the AISJ curriculum. Students are required to submit a signed permission slip for all field trips. The same expectations and responsibilities that apply at school apply to time spent on field trips. Similarly, disciplinary concerns relating to the buses will be handled as they would be if they happened at school.

All field trip locations receive clearance from AISJ security manager and when possible transportation is via AISJ busses.

### **Temporary Guardianship**

From time to time, it may be necessary for parents to travel without their children. It is in the best interests of the child and the parents that the school is informed and a temporary guardian appointed. Parents are to notify the Middle School Office when this happens including details of dates of travel, and contact information for the temporary guardian.

## TRANSPORT GUIDELINES

The AISJ Transportation Department provides logistical and maintenance support for the Johannesburg and Pretoria Campus drivers and busses. Day-to-day operation is handled by Transport Manager, the Assistant Transport Manager at Johannesburg campus and Operations Manager for Pretoria Campus. For any school transport, related matters should be directed to the below personnel.

Transport Office	Contacts
Tumi Masemola (Assistant Transport Manager)	087 809 1805 / 083 644 0020 / tmasemola@aisj-jhb.com

Operations Manager (Pretoria Campus); Transport Manager and the Assistant Transport Manager, are in charge of establishing bus routes and overseeing the daily running of transport department. All school drivers are equipped with a functional school cellphone for constant communication with parents and office. If you have any concerns or questions about student behavior on the buses, please refer them to the school counselor / principal.

In order to minimize behavior problems, disruptions, all busses have sitting charts where each is assigned to a bus seat.

### Bus Rules and Consequences

AISJ's school vehicles are extensions of the AISJ campus. All expectations, unless otherwise noted, apply to school transport as well. The same expectations and responsibilities that apply at school apply to time spent waiting for and riding on the bus. Similarly, disciplinary concerns relating to the buses will be handled as they would be if they happened at school.

### Transportation Changes

Unplanned Absence - Parents are to contact the Transport Department as soon as possible from 5:30 am for an unplanned absence of the child due to illness, injury or whatever nature. If the Transport Department cannot be reached, call the driver and report the absence to him as soon as possible from 5:30 am.

Planned Absence - Parents are to contact the Transport Department as soon as possible when they become aware of a planned absence from school. Please notify the transport department prior to 24 hours of a planned absence.

If the child is visiting a friend and wishes to use the bus, notifications via e-mail or a signed note by parent/Guardian is to be forwarded to the admin secretaries for the respective school division as well as the Transport Department by **10 am at the latest on the day**. Ideally both departments would like 24 hours' notice of this type of event so that we are able to ensure sufficient availability and capacity on the bus. If the Transport Department is not notified in writing and seats are not available, the friend will not be allowed to ride the bus. If the communication was made before 10am the transport department will respond via email that they are unable to fulfill the request. If the communication came in after 10 am then there is risk that the transport department may not be in a position to reply timeously and the student will (in the event of being a normal bus rider) need to take their usual bus home. If the student is not a normal or regular bus rider the parent is responsible for ensuring the student is collected and taken home

### Bus Rules:

- Be on time
- Remain seated with your seat belt fastened
- Keep everything, including head and hands, inside the bus at all times
- Refrain from using bad language
- Don't distract the bus driver or other drivers on the road
- Keep all noise to a minimum
- Keep the bus clean and tidy
- No arguing or fighting with the driver or other passengers
- Take your belongings as you leave the bus

## TECHNOLOGY AT AISJ

### IT Technology and Learning Vision Statement

At the American International School of Johannesburg, we believe technology is a crucial tool for learning and inquiry. We believe that technology inspires students and teachers and empowers them to make a difference.

*"Young learners today have the world at their fingertips in ways that were unimaginable just a generation ago. World renowned lectures, a symphony of voices and opinions, and peer-to-peer learning opportunities are all a click away."*

- Connected Learning Research Network

Our approach to technology reflects the diversity of our community. We have built systems and purchased equipment to provide a balanced learning program and provide meaningful opportunities for inquiry, differentiation, integration, achievement and positive contributions to society.

Technology at AISJ is used for more than increasing productivity; it is embedded in the curriculum and integrated into classroom practice. Students and teachers are expected to be active users of technology.

At AISJ we create and innovate, communicate and collaborate. We use technology to research and to think critically. Technology helps us to make informed decisions, to solve complex problems and to identify questions worthy of our attention.

We realize great responsibility comes with technology and we strive to be good Digital Citizens.

### Digital Citizenship

*"In this increasingly global world of information, students must be taught to seek diverse perspectives, gather and use information ethically, and use social tools responsibly and safely"* – American Association of School Librarians.

### Internet Safety

*Keep your personal information private:* Private information should never be given to anyone online without an adult you trust making sure it is okay. Tell your parents if an online "friend" asks personal questions.

*Keep away from mean websites:* Some websites are disrespectful because they show people behaving inappropriately or illegally – or are racist, or unkind. Show your respect for others by staying away from these sites. If you visit one by accident, close it and tell an adult.

### Privacy and Security

*Choose a good password and keep it secret:* Passwords are very important to keep your information safe. *Some information is private:* There is information about you that you should avoid sharing online because it is private.

*Privacy is important:* Always set privacy settings carefully so that only the people you know can see you and your personal information.

*Respect other people's privacy:* Show respect for other's privacy by not trying to get into their online spaces without invitation, by not stalking them or copying their pictures. Don't post pictures of other people online without their permission.

### **Relationships and Communication**

*There is a difference between online friends and real-life, face-to-face friends:* Only invite people you actually know in the real world to be your friends in the online world.

*Be responsible to your online and off line community:* Good digital citizens are responsible and respectful in the digital world (and beyond).

### **Cyber Bullying**

*Treat others like you want to be treated:* Show you care by not flaming (sending hurtful messages) other people, or forwarding messages that are unkind or inappropriate.

*Don't say anything online that you wouldn't say in person:* Don't get involved in conversations that are unkind, mean or could be perceived as bullying. To get help, inform an adult you trust to help protect yourself and others.

*Tell your parents/guardians or teachers if you are being treated unkindly or bullied:* Tell them if you know about conversations you see that are unkind, mean or bullying. Imagine if the things being written were about you. If you find they are hurting your feelings, then tell someone about them.

### **Digital Footprint and Reputation**

*Only post things that you would want your parents/guardians to see:* Only place information online that is appropriate and post pictures that are suitable. Not everyone seeing your profile or pictures will be friendly.

*Stay away from advertising and spam:* Advertising, spam, and unwanted messages can be a way to get access to your personal information or to damage your computer.

### **Self-Image and Identify**

*Choose a good name:* Use online names that are suitable and respectful.

*Be safe when you talk online:* Only talk to people you know.

### **Information Literacy**

- *IT can help you as a learner:* You are starting to know yourself as a learner, start knowing how technology can help you better learn and share your learning with others.

### **Creative Credit and Copyright**

- *Respect other's IT property, including the school's IT property:* Understand when it is acceptable and legal to use other people's work. It's easy to download music, games and movies, but it is illegal for you to download media that you have not purchased or that has not been shared by the author.
  - *Be careful with school IT property:* many students can share the equipment you use, including tablets. If you break your equipment it can impact others, as they will no longer have the equipment available to use.

## **AISJ Online Communication Guidelines for Students**

*Consider you audience and that you are representing AISJ. Only post things that you would want EVERYONE (in school, at home, in other countries) to know.*

### Ask yourself:

Who is going to look at this, and how are they going to interpret my words?

Do I have a good reason/purpose to post this?

What will I cause by writing this post?

### **Do not share personal information.**

#### Ask yourself:

Could someone find me (in real life) based on this information?

Have I protected my classmates' personal information?

### **Anytime you use media from another source, be sure to properly cite the creator of the original work.**

#### Ask yourself:

Who is the original creator of this work?

Is it licensed under Creative Commons?

### **Use appropriate language, proper grammar and spelling.**

#### Ask yourself:

Am I proud of my thoughts and ideas?

Would I want this to be graded?

### **Feedback and comments are constructive, not hurtful.**

#### Ask yourself:

Would I want someone to say this to me?

Is this inappropriate, immature or bullying?

Am I treating others the way I want to be treated?

### **THINK before you POST**

***If it's inappropriate in real-life then it's inappropriate on the Internet.***

## **Personalized Learning**

### **Philosophy and Vision**

At AISJ, technology is personal and integrated - it supports inquiry, integration and differentiated instruction and develops conceptual, independent and connected learners. We believe that creativity, adaptability and innovation empower us to thrive in a changing world.

Connected learning allows students to pursue personal interests and passions with the support of friends and caring adults and to link this to career success and civic engagement.

## **Device Administration**

### **Damages / Loss / Theft of Devices**

Students must *immediately* communicate the damage, loss or theft to their divisional principal and the IT department who will then inform the Director of Technology and AISJ Security.

***If damaged, the laptop should be brought to the IT Office as soon as possible after the event.*** The IT Department will assess the damage done to the laptop and its potential for coverage by any existing warranties or insurance, and the Director of Technology will decide on the subsequent procedures to be taken to repair the damaged laptop. If required, a laptop will be made available on loan to the student during the period in which s/he is without a laptop.

Once the damage is diagnosed and the Director of Technology is apprised of the extent and estimated cost of the damage to the laptop, the Director of Technology will contact the parents to inform them of the assessed damage.

If the loss theft or damage has occurred out of school and is not covered by any warranty or insurance, the student may be charged for the full cost of replacement or repairs. (Please note: due to warranty and other considerations, repair of the laptops may only be handled by AISJ approved partners though the AISJ IT department.)

If the loss, theft or damage occurred at school and is not covered by any warranty or insurance, the student may be charged for the full cost of repairs only if there was evidence of negligence on the part of the student. Evidence of such negligence is determined through the following process:

- A meeting with the Director of Technology, Principal, Director and faculty/staff member is held to review and discuss the report materials and other pertinent information about the event.
- Subsequent to this meeting, the IT Director, Principal and Director will make a final decision about whether negligence has occurred.
- If negligence is determined to have occurred the student is liable for repair costs for the damaged laptop.
- The Director of Technology will inform the parents of the costs.

All costs to be paid by parents will be invoiced by the AISJ Business Office.

## **School Liability**

AISJ makes no guarantee that the functions or the services provided by or through the school system will be error-free or without defect. The school will not be responsible for any damage you may suffer, including but not limited to, loss of data or interruptions of service, or acquisition of a virus. Use of any information obtained via the LAN (Local Area Network) and other information systems is at your own risk. The American International School of Johannesburg specifically denies any responsibility for the accuracy of information obtained through its Internet services and the school is not liable if users succeed in gaining access to controversial or inappropriate materials. AISJ will not be responsible for financial obligations arising through the unauthorized use of the system.

## Agreements

### Technology Responsible Use Agreement

- I understand that my computer, email account, and all other AISJ IT services and resources are to be used for educational purposes, this means...
- Unless authorized by the teacher, I understand that streaming video or music, social networking sites, instant messaging and chat, video games are not allowed during class time.
- I understand that creating, accessing, displaying, producing, storing, circulating or transmitting pornographic or offensive material in any form or medium is against school rules and in some cases against the law. This includes sending, posting or displaying offensive images, language or any other type of offensive content including the bullying, harassment or intimidation of others.
- I will not give out my password to anyone nor use someone else's password or log-in identity and I understand the dangers of giving out personal information.
- I will not deliberately introduce any virus, worm, Trojan horse or other harmful or nuisance program or file, or deliberately circumvent any precautions taken by the school to prevent this from happening.
- I understand that peer to peer, file sharing or torrent software is strictly prohibited on the AISJ network. (e.g., LimeWire, Bit Torrent, Vuze, utorrent, etc.).
- I understand that electronic communication and computer use may be monitored at any time.
- I understand that AISJ may limit, suspend or revoke access to the school's technology systems, services, or network upon violation of the Responsible Use Agreement.
- I agree not to install on-line gaming software on any computer supplied to me by AISJ unless specifically granted permission.

### Student Laptop Agreement

The school issues laptops, tablets and other portable devices so that students are better able to participate in classes; as such you are expected to bring it to school each day. This agreement refers to any such device.

- The laptop (and any peripheral devices such as a case, power supply or stylus) is the school's property. The school's IT Department will provide you with the software/applications necessary to support your curriculum. Only school approved software will be pre-installed and supported
- As your tablet or case may be issued to another student in subsequent years, personalizing the laptop/case/sleeve is not allowed. (E.g. no stickers, pen marks etc.)
- The maintenance and tech support will be provided by the IT Department. Please note throughout the year, *periodically you may be expected to turn your laptop in to the IT Department for scheduled maintenance*. You will be notified well in advance and given a few alternative options regarding timing.
- Laptops and any peripheral devices may need to be returned to the IT Department at the end of each year, in such circumstances, students will not have access to a school issued device for the summer.
- **You are responsible for backing up all necessary documents, folders, files and items on the laptop.** The IT Department will not back up your laptop and the School cannot be held responsible for any documents, folders, and files lost during maintenance or malfunction of the laptop.
- Your laptop can be used in and outside of school. The machine and any peripheral devices are your full responsibility in regards to loss, theft or damage outside of the AISJ Campus.
  - a. The school will insure the laptop on your behalf but in the event of loss, theft or damage outside of the AISJ Campus you will be responsible for an amount to be determined by the school depending on the circumstances.

- b. Please note that for the loss, theft or damage outside of the AISJ Campus, where negligence is determined, you may be liable for the full replacement cost of the device to the school. The replacement device can only be purchased by the IT department. Repairs can only be done through the school. If you travel with your laptop we recommend you get travel insurance, which can be used to cover loss and/or damage of the laptop.
- c. Please use and care for this laptop at school as you would any other piece of school equipment entrusted to you: with the reasonable care, safety and security of property and user in mind. You will not be held liable for damage or loss at school if there is no negligence on your part.

### **Laptop Administration Privileges**

- a. You may be given full administrative access to your machine and in this instance will be fully responsible for ensuring that all appropriate updates are done on a regular basis.
- b. You will not install any non-legal software, content, programs/applications on this machine.
- c. You understand that if you install any additional software (on top of the standard software the IT Department provides) that is not pre-approved and tested by the IT Department, you take full responsibility to ensure you have legal copy and if there are any problems with it, you are to manage and troubleshoot this independent of the IT Department. The IT Department will not provide any support for software/applications, which are not part of the standard pre-approved software/applications pre-installed by the IT Department.
- d. You understand that should your laptop have any problem with the laptop's applications and/or operating system the ASIJ IT Department will only re-image the machine to its original state with all ASIJ approved applications, and printers. The IT Department will not troubleshoot the machine under any circumstances. This re-imaging process will take a minimum of four hours.
- e. Prior to bringing your laptop to be re-imaged, it is your responsibility to back up all essential files, documents, etc. The IT Department will not be held responsible for any lost data or to back up your machine for you.
- f. You will be required to have the machine checked once a year by the IT Department to ensure there is no damage to the top/bottom case, sides and screen. We will communicate with you directly to schedule a convenient time to do this.