

High School Student- Parent Handbook

2018 - 2019



American International School Dhaka 12, United Nations Road, Baridhara, Dhaka -
1212, Bangladesh Phone: 880-2-882 2452 Fax: 880-2-882 31

Contents

AISD Mission, Vision, Core Values	3
History and Governance	4
On Being an Inclusive School	5
Parent Involvement	6
The IB Learner Profile	7
Communications at AISD	8
The High School Program	10
Graduation Requirements	11
High School Diploma Options	14
Co-Curricular Programs	17
Extracurricular Programs	19
Student Support Services	22
Guidance and Counseling	23
Academic Expectations	24
Philosophy and Guidelines for Homework	26
Assessment and Reporting on Student Performance	27
Student Life and Routines	29
Student Behavior	33
Policies	34
Technology	39
Digital Citizen Guidelines	40

AISD Mission, Vision, Core Values

MISSION STATEMENT

AISD provides a program based on American educational principles to students from an international community. We create an academic and social environment that challenges students to achieve their potential, become lifelong learners and contribute to a changing global society.

VISION

Preparing students to become stewards of a just and sustainable world.

CORE VALUES

We are a compassionate, caring and diverse community.

We act with integrity and respect.

We embrace creativity and balance.

We are proud of our diversity and willingness to collaborate.

We hold each other accountable to these values.

History and Governance

History

The American International School (AISD) has existed in the nation of Bangladesh since 1972, but its history goes back as far as 1963 when, in the former East Pakistan, it was known as the Dhaka American Society School. Over the years this educational institution has gone through various changes.

AISD was first accredited in 1984 by the Middle States Association of Colleges and Schools (MSACS) for grades KG to 8. The high school program (grades 9 to 12) was added in 1988, and the first class of seniors graduated from AISD in 1991. The Pre-K program was added the following year.

AISD was re-accredited in 1994 by the MSACS and ECIS for KG-12. AISD received new accreditation in 2004 by the New England Association of Schools and Colleges (NEASC) for grades Pre-K to 12.

School Profile

The American International School strives to provide students with the knowledge and attitudes which will prepare them for continuing education and participation in the affairs of life to the maximum of their capabilities. AISD is accredited by the New England Association of Schools and Colleges (NEASC).

AISD is a Pre-K to grade 12 school with teachers from 10 different countries that serves students from over 60 nations. Though housed on the same campus, the elementary, middle and high schools occupy separate areas and have independent, age-appropriate programs.

AISD is governed by a 9-member Board of Education and offers an American style curriculum adapted to an international setting. High School enrollment is approximately 150 students.

A special program serves EAL (English as an Additional Language) students, and Learning Support specialists assist students with mild learning difficulties. There is a guidance/counseling program, a School Psychologist, a part-time consulting Speech Language therapist and a full-time nurse. The academic program is supplemented throughout the school year with field trips in Bangladesh and abroad. Additionally, the school functions as the center for the community and offers many after-school and evening programs. The buildings are situated on a 4.5 acre campus, are air-conditioned and house elementary and secondary libraries, numerous classrooms, special facilities for art, science and computer studies, two gymnasiums and a 25-meter pool.

Governance

The AISD School Board has been authorized by the Articles of Association and the By-Laws to govern the school. The main functions of the School Board are to hire a Superintendent to oversee the day- to-day running of the school; to create, approve and maintain School Board Policy; and see that the school is adequately financed to carry out its stated Mission and Objectives.

The School Board is comprised of nine voting members: five Americans, at least three of whom are direct hires of the US Embassy, and four open to all nationalities. There is one non-voting member who is the representative of the US Ambassador.

A School Board member must be a parent of a student enrolled at the AISD. They are elected or appointed to serve an initial two-year term at the spring meeting of the Parent's Association, usually held in March of each year, and may be extended to serve to a total of five years by invitation from the Board.

On Being an Inclusive School

AISD Inclusion Statement

Our educational community serves students who meet admissions criteria and can be supported by our inclusionary model given the services available. Support is provided within each divisional curriculum in order to meet a variety of needs. All three divisions at AISD use a collaborative approach when identifying and meeting the needs of students. We have the training and resources to address the needs of students requiring English as an Additional Language, counseling services and learning support services for learning difficulties. We promote curricular integration and student engagement, and hold ourselves accountable for differentiating instruction and collaborating with colleagues to best address each child's learning needs.

We believe:

- A diverse student population contributes positively to the school community.
- Each of our students has unique learning characteristics and interests.
- Providing support for students within their regular classrooms is an effective means of creating a welcoming community and successful educational experience.
- A strong partnership between school and home is essential to a child's success.

Parent Involvement

Expectations for Parent Involvement

Research overwhelmingly demonstrates that parent involvement in student learning is positively related to achievement. The research shows that the more intensely parents are involved in their young adult's learning, the more a teen achieves and works to his/her potential. Further, parent involvement is positively related to benefits other than student achievement. These benefits include positive attitudes, enhanced self-concept, motivation, positive classroom behavior, time spent on homework, and expectations for one's future. Other positive learning behaviors include self advocacy skills and independent work habits.

Given the importance of parent involvement, the American International School Dhaka expects parents to support their child's education in the following ways:

Support the Development Needs of Your Teenager

- Be patient and supportive
- Do not compare your teen with others. Each teen is unique and learns differently
- Make sure your teen gets enough sleep (8-10 hours per night) and eats nutritious, balanced meals, especially breakfast.
- Be open to discussion of your teenager's academic, as well as, social and personal successes and struggles
- Communicate to your child that his/her effort, progress and achievement are equally valued. Students will do their best by doing their own work
- Communicate with other parents of children who are classmates to stay informed and to help your child make good social choices
- Monitor your teen's whereabouts during non-school time and make an effort to be informed about social gatherings for your teen
- Stay in contact with your grade level Parent Advisor and come to any meetings

Establish a Family Culture of Learning

- Ask your teen about his/her school day. Share your own learning experiences if appropriate.
- Ask your teen what homework s/he has to do each evening and offer your help and support.
- Provide a quiet and comfortable space and time for your teen to do homework, preferably in your presence.
- Access to a computer should be in a central area where you can monitor the usage.
- Limit the amount of time your teen spends on electronic devices: TV, computer gaming,, social networking, etc.
- Establish a certain time at night for bedtime when all electronic devices are out of your teen's room, to help ensure your teen gets quality, uninterrupted sleep.
- Read, read, read! Studies show the more a student reads, the greater chance of his or her success.
- Communicate the importance of education and school attendance to your child. Arrange family holidays around the school calendar

Get involved at AISD

- Use the school calendar. Be involved in your teen's life at AISD. Attend Student-Involved Conferences, parent workshops, open houses, PTA meetings, student performances, and other special events.
- Read the Shamachar to know what is happening at AISD. Look for school mailings that are delivered to your home by the school bus.
- Encourage your child to join after school activities and participate in school events. Check periodically to confirm your child is attending.
- Be an advocate for your teen by encouraging him or her to advocate for him/herself in a positive and proactive manner.

The IB Learner Profile

The IB Learner Profile is embedded within the AISD curricular framework and defines the overarching values and attitudes we strive for with all learners. They are a key component of our program and are used by everyone at AISD (students, faculty, staff, and administration) as we prepare our students to become stewards of a just and sustainable world.

We aim to develop internationally minded students who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

AISD 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.

Risk Takers - They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs. Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

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.

Communications at AISD

Strong communication links between home and school are a vital aspect of an effective school. AISD strives to maintain open channels of communication about students, their programs, and issues of importance to parents. Effective communications are the responsibility of every member of the school community.

A Personal Welcome

Each new student applicant has a personal interview with the Counselor. This provides the Principal and Counselor an opportunity to get to know each and every student.

New Student Orientation

Before the school year begins, new students and their families are invited to an afternoon orientation session, which introduces them to the AISD community. Brief introductions by key staff members, program overviews, and a tour of the campus by current students make this session a great way to start the school year. In addition, each new student is assigned a personal “buddy” to help them integrate into AISD.

Parent Teacher Association

The Parent Teachers Association designates representatives by grade level who serve as vital links in communicating both PTA business, as well as valuable resources to answer questions about life in the AISD and greater Dhaka community.

Back to School Night

Early in the fall, the high school hosts a Back-to School night for parents to come to school, meet their teachers, and hear the teachers report on plans for the school year. This is the time to find out the details about what students will be learning and the types of activities that will engage them throughout the year.

Introductory Publications

Information is given to applicants during the admissions process. The Student/Parent Handbook (available on the AISD website) and School Calendar are handed out at the beginning of the school year. These publications are designed to communicate the information parents and students need to function and be successful at AISD.

Weekly Newsletter

The centerpiece of the AISD communication system is the weekly newsletter, *Shamachar*. It is sent electronically to all families every Wednesday and contains information about upcoming events, special accomplishments, and ongoing work school wide.

Powerschool

It is important that parents and students are regularly informed of academic progress in the classroom. Student achievement is updated at the start of every month. Parents and students may look at Power School anytime to find updated information on formative and summative assessments.

Google Classroom and Online Learning

All class lessons are available to students on Google Classroom. Parents may also view these lessons with their children. We also offer a few Online courses for students who are more independent learners.

Report Cards

Final grades and comments are available electronically on Power School at the end of each semester.

Student-Involved Conferences

Each semester, all students and parents are invited for a conference with teachers. This is the best communication link for forging strong collaborative efforts between parents, students and teachers in support of student learning. The high school places high value on active student participation in conferences and therefore parents are asked to bring their teenager(s) with them to conferences.

Communication with Teachers

Teachers will call home or email as needed if a student's progress or behavior warrants a communication home. If necessary, a meeting may be scheduled. If parents have a question about their son/daughter's progress, it is best to contact the teacher directly via email or by leaving a phone message with the high school office. If your son or daughter has a concern, please encourage him/her to meet with the respective teacher as a first recourse.

Parent Information Evenings

Throughout the year, the High School holds informational meetings for parents about a variety of issues of importance. Some examples include: Transitions to High School, Class Trip Orientations for Parents, Teen Safety in Dhaka, Online Safety, International Baccalaureate (IB) Night and The College Application Process workshop series.

Open Door Policy

Inevitably, situations will arise when parents need to be in contact with teachers or the Leadership team.. Literally and figuratively, our doors are open to you. The Principal wants parents to feel they can drop in at any time to share a concern or comment. Naturally, busy schedules often prevail, and we cannot always guarantee a drop-in meeting. We encourage parents to make an appointment by contacting the the High School office.

The High School Program

Introduction

The AISD High School serves as a grade 9 to 12 institution that prepares and graduates students for university study. It is committed to the realization of students' potential through a holistic program, instructional differentiation, and recognized international standards of achievement.

AISD promotes the development of informed, creative, and critically thinking individuals by supporting an environment that provides the highest possible standards of education. Our students will be capable of participating responsibly and fully in their respective national settings and as world citizens.

School Hours and the Rotating Block Schedule

High School students follow a rotating block schedule in which each class "block" meets four times every eight days, for 85 minutes each time (75 minutes on Tuesdays). Blocks meet at various times during the eight day instructional cycle. Please note that specific block times, breaks, lunch and Tiger Times may change occasionally depending upon the needs of the overall K-12 school program.

AISD High School Schedule

Time	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
8:10 - 9:35 <i>*9:15-10:30</i>	A	E	B	F	C	G	D	H
9:35 - 9:50 <i>*10:30 - 10:40</i>	<i>Break</i>							
9:50 - 11:15 <i>*10:40 - 11:55</i>	B	F	C	G	D	H	A	E
11:20 - 12:25 <i>*11:55 - 12:35</i>	Tiger Time/ Lunch							
12:25 - 1:50 <i>*12:35 - 1:50</i>	C	G	D	H	A	E	B	F
1:50 - 2:05 <i>*1:50 - 2:00</i>	<i>Break</i>							
2:05 - 3:30 <i>*2:00 - 3:15</i>	D	H	A	E	B	F	C	G

**Tuesday Schedule in Italics*

Note: S, M, W, Th blocks are 85 minutes. Tuesday's classes are 75 minutes.

Tiger Times:

11:20-11:50 (30 mins) Sunday, Monday, Wednesday, Thursday

No Advisory on Tuesdays

Graduation Requirements

All students enrolled in the high school are expected to earn the AISD High School Diploma, taking the requisite courses from Grade 9 to Grade 12. To receive a diploma from AISD, transfer students must have completed their Grade 11 at an accredited school where the medium of instruction is English. The entire Grade 12 year must be completed at AISD. Students must earn a minimum of 27 credits in these subject areas.

English	4.0 Credits
Social Studies	3.0 Credits
Mathematics	3.0 Credits
Science	3.0 Credits
Modern Language (same language)	2.0 Credits
Fine Arts	2.0 Credits
Physical Education/Health	2.0 Credits
Senior Thesis/Extended Essay	1.0 Credits
Electives	7.0 Credits
TOTAL	27.0 Credits

*Service Learning is an internal graduation requirements for AISD. Students must participate in the Servicing Learning program at the allotted times which will include times outside of school hours.

*The Senior Project is a requirement for seniors not completing the full IB diploma program.

Credit is awarded on a semester basis, half a credit per passing mark (D-) in a semester course. A student who fails a semester in any given course may be required to repeat that semester if the credit for the course is required for graduation.

All students will be enrolled in a minimum of seven courses per semester. English as an Additional Language (EAL) courses may count as the two Modern Language credits required for graduation if taken for two years. One of the four English credits required for graduation may be an EAL course. The other three must be English courses designated by the administration in consultation with the English department.

Graduation credit requirements may be adjusted for a student who transfers into the high school after Grade 9 if: a) the student has been in good standing at his/her previous school, b) his/her previous school did not require a particular subject to be studied, c) the student's academic scheduling needs prevent the scheduling of the needed credits, and d) the student enters Grade 11 or Grade 12 from another school as a full IB Diploma Candidate. Under these circumstances, the determination of which credits are adjusted is at the discretion of the High School Principal or at the recommendation of the Counselor.

Grading

Policies

Grades are used in a variety of ways: to provide understandable measures of learning, to report formative progress to students and parents, and to describe summative achievement that becomes part of the student's permanent record. Grading policies established in the high school are intended to provide an equitable playing field for all students, and to encourage learning.

Our standard grading scale is not used for some courses, for example, IB Self-Taught Languages, EAL, Independent Studies, Study Skills, Theory of Knowledge and Internships. Rather, a "P/F" (Pass or Fail) mark is assigned and the student obtains credit for a "P" grade.

Students who enroll at AISD after Grade 9 are issued credit for successful academic work done at their previous school, and the courses are duly noted on our transcript. A "P" is assigned to each course passed to ensure that credit is transferred and recorded, but the letter or numerical grades are neither recorded nor averaged into our grading system as part of the cumulative Grade Point Average (GPA). This is due to the variation in worldwide grading systems.

Furthermore, AISD students who are obtaining credits from external, pre-approved schools will have the credit noted on their transcript with a "P" or an "F."

The high school transcript is a student's permanent record. Credit for classes is awarded at the end of each semester.

Grading for Learning

High School Faculty follows our Grading for Learning Practices based on best practices and research from experts in the field. Grading for Learning aims to ensure that grades reflect academic achievement in each subject area. For more information on the Grading for Learning Policies that our teachers and students use to support learning please view the following links.

[AISD Grading for Learning Practices](#)

[Philosophy and Guidelines High School - Homework](#)

Working Session

Students who do not hand in summative work on time will be granted a **WORKING SESSION**. The teacher will contact the HS Office Manager who will send an email home indicating what work has been missed and the date of the working session. For example, if a summative assessment is not handed in on a Monday, an email will be sent home to say the student must stay after school on Wednesday to complete the work. The work is due at the end of the session and the teacher will evaluate that work. If a student hands the work in before the WORKING SESSION begins. The WORKING SESSION will be cancelled.

Grading Scale

Grades are assigned on an A-D basis according to the corresponding descriptors earned on the scale below..

HS Grade Criteria

A A-	Mastery of Learning <ul style="list-style-type: none"> ● consistent and thorough understanding of subject matter ● applies learning in new contexts ● communicates learning clearly and fluently
B+ B	Proficient in Learning <ul style="list-style-type: none"> ● solid understanding of subject matter ● applies learning in familiar contexts ● communicates most learning independently
B- C+	Partially Proficient in Learning <ul style="list-style-type: none"> ● understanding of subject matter with some gaps ● applies learning in familiar contexts with some assistance ● communicates learning with some assistance
C C-	Progressing in Learning <ul style="list-style-type: none"> ● inconsistent understanding of subject matter ● applies learning in familiar contexts with significant assistance ● communicates learning with significant assistance
D+ D	Beginning in Learning <ul style="list-style-type: none"> ● inconsistent or inaccurate understanding of subject matter with many gaps ● applies learning in familiar contexts only with assistance ● communicates learning only with assistance
NY	Not Yet There The Student has not met the minimum criteria for gaining a course credit.
NA	Not applicable
I	Insufficient Evidence to determine The student has not shown enough evidence to gain credit for the course.

Grade Point Average (GPA)

Grades are converted to a 4 point scale to obtain an overall average grade (i.e. GPA or Grade Point Average). Grade Point Averages are based only upon grades earned at AISD. The GPA is obtained by adding the point values of all letter grades, and dividing the sum by the number of credits earned.

Grade	Grade Point Value
A	4.00
A-	3.70
B+	3.35
B	3.00
B-	2.70
C+	2.35
C	2.00
C-	1.70
D+	1.35
D	1.00
NY	0.00

Class Rank and Grade Weighting

AISD does not rank its students due to the wide diversity of our highly transitional student body's academic, educational and linguistic backgrounds. All AISD letter grades receive equal weight in the calculation of Grade Point Averages. None are given additional weighting.

Incomplete Grades

A grade of incomplete "Inc", may be issued on a report card in rare cases where illness or other unforeseen circumstances have prevented the completion of a quarter's assessments for learning. For classes in which an "Inc" grade has been issued, the grade will stand until assessments demonstrating learning in the course has been completed.

Schedule Changes

Students who are in need of a course or schedule change may do so through the counseling office. The High School counselor will counsel students on the need for course changes when necessary. A form will be required to fill out in which the student, teacher, and parents will be consulted on the course change. Course changes will be handled on an individual basis and will be made for academic purposes. It is important to note that not all request for course changes will be granted.

High School Diploma Options

A liberal arts philosophy fosters creativity, critical thinking, effective communication, strength of character and a spirit of inquiry. This philosophy is very much in keeping with the philosophy of the IB Programme, which fosters tolerance and intercultural understanding among young people and also incorporates critical thinking, problem solving, and exposure to a variety of viewpoints. At AISD we believe that students acquire a diverse body of knowledge by taking courses in the arts, humanities and sciences. We also believe that the students will be able to apply this knowledge, along with the skills they acquire, to a wide range of majors and courses when they specialize during their post-secondary education.

Students have the opportunity to earn two diplomas, the AISD Diploma awarded by AISD and the IB Diploma awarded by the IBO. AISD Diploma students may also write individual IB exams and be awarded course certificates by the IBO.

All students take Year 1 IB courses. Also offered in Grade 12 are several non-IB courses which enhance the learning experience for many students. A complete listing of courses is available in the Course Descriptions handbook posted on the AISD website in the high school section.

The goal of our program is to nurture learners who are “Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective” (characteristics of the IB Learner Profile).

Beginning in Grade 11, students have a choice of:

AISD DIPLOMA	IB DIPLOMA
<p>Students must complete:</p> <ul style="list-style-type: none"> ● AISD Graduation Requirements ● Senior Project or Extended Essay ● May complete IB Course Certificates ● Community Service 	<p>Students must complete:</p> <ul style="list-style-type: none"> ● AISD Graduation Requirements ● 6 IB courses (3 at standard level, 3 at higher level) ● Extended Essay ● Community Service ● Theory of Knowledge ● CAS

AISD DIPLOMA

All students are required to at least earn an AISD Diploma for graduation. They must meet the minimum course and credit requirements to earn the diploma. In addition, they must complete a Senior Project and participate in the school’s Service Learning initiative. Students may also complete IB Course Certificates.

THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM

Diploma Requirements The International Baccalaureate Diploma program is a challenging, externally assessed and moderated, two-year course of study for students in grades 11 and 12. Academically comprehensive and globally recognized, the IB Diploma program prepares students for entry to or advanced standing at university systems all over the world. It is a philosophically coherent program of studies that seeks to develop in students not only a respect for intellectual rigor, but also an appreciation of internationalism, global awareness, and social service.



AISD IB Groups and Courses Offered

<u>Group 1</u> Studies in Language and Literature	<u>Group 2</u> Language Acquisition	<u>Group 3</u> Individuals and Societies	<u>Group 4</u> Sciences	<u>Group 5</u> Mathematics	<u>Group 6</u> The Arts
*Lang and Lit	*Spanish *French *Spanish Ab Initio *French Ab Initio	*Economics *History *Psychology	*Biology *Chemistry *ESS *Physics	*Standard level *Higher Level *Math Studies	*Theater *Visual Arts

AISD IB Core Requirements

Theory of Knowledge	Community Activity Service	Extended Essay
---------------------	----------------------------	----------------

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, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

Requirements for Admission to IB Diploma at AISD

1. Student has passed all courses in Grade 9 and 10.
2. Student has at least a B in the subject that prepares them for their three Higher Level subjects.

3. Student has demonstrated an ability and willingness to fulfill the attributes of the Learner Profile.
4. Student has maintained an acceptable attendance record (no more than 8 absences per semester) and their discipline record is clear of major infringements of the AISD Student Honor Code.

Students not meeting these criteria may be accepted on probation after consultation with the Principal and IB Coordinator.

Six Courses

To obtain the IB Diploma, students must satisfy the curricular requirements of six IB subjects taken concurrently in the last two years of high school. The IB wheel above indicates the IB courses on offer at AISD. These subjects must include a primary or literary language (at AISD, English), a second language, a social science, mathematics, science, and an options course (an arts subject or an additional social science, language, or science). Three of the subjects are taken at Higher Level (HL) and three at Standard Level (SL). Higher level courses are taught at a university level of challenge and rigor. Standard level courses, while also demanding, are designed to cover less material than HL courses. Each IB course takes two years to complete and is worth two AISD credits.

Theory Of Knowledge (TOK)

Taught over two Diploma years, TOK is an interdisciplinary requirement intended to stimulate critical reflection on the knowledge and experience gained inside and outside the classroom. The course challenges students to question the basis of knowledge, to be aware of cultural and ideological biases and to develop the ability to analyze evidence that is expressed in rational argument. TOK is a key element in encouraging students to appreciate other cultural perspectives.

Creativity, Activity, Service (CAS)

CAS is an acronym for creativity, activity and service and lies at the heart of the IB wheel as an integral part of the IB Diploma. The program is a framework for experiential learning, designed to involve students in new roles. The emphasis is on learning by doing real tasks that have a real impact and then reflecting on these experiences over time. Students are encouraged to utilize the many activities they currently participate in and to share their special talents in order to benefit the broader community. AISD will provide students with a range of activities to choose from but students will create a personalized program to ensure that their experiences are meaningful, enjoyable and provide a lasting benefit to the community. Upon completion of the program, students will have confidence in their ability to make a difference in the world by sharing their personal talents, understanding the purpose of service and being persevering.

Extended Essay

Each student has the opportunity to investigate a topic of special interest. The essay requirement acquaints IB Diploma students with the kind of independent research and writing skills expected by universities. The IBO recommends that a student, guided by an advisor, devote a total of about 40 hours of private study and writing time to the 4000 word essay.

IB Assessment System

IB courses are both externally and internally assessed to yield subject scores on a 1-7 scale where 7 is considered “excellent”. Additional points (0-3) are awarded for performance in Theory of Knowledge class and the Extended Essay. The maximum IB Diploma score is therefore 45 (6 courses x 7 maximum score = 42 + 3 additional points that can be earned via TOK and the Extended Essay). The minimum passing score is 24.

IB Self-Taught Courses

Students enrolled in the IB Diploma program have the option of studying their mother tongue independently under the IB’s “Self-Taught” option. Students pursuing this option will have it recognized on their transcripts as an Independent Study course, complete with a P or F grade and the relevant credit recorded.

University Recognition

The primary objective of an IB program is to provide students with a world-class education that will not only prepare students for college but for the rest of their lives. Universities around the world recognize the IB diploma as a college preparatory program, satisfying or in certain cases exceeding the graduation standards set for national secondary school systems. For instance, completion of the IB Diploma greatly facilitates entry to universities in Europe, Australia and Asia. At North American institutions, the IB diploma not only enhances admissions chances, but may also allow students to obtain advanced standing status and scholarships.

Co-Curricular Programs

Learning occurs both in and out of the classroom. Structured programs that supplement classroom learning and that broaden the student's understanding of our world therefore are called "co-curricular." AISD's co-curricular programs are numerous. They include an advisory program with weekly student/advisor meetings, a service learning program, an annual week-long Discovery Week that facilitates excursions in and out of Bangladesh, class field trips, and off-campus IB projects.

Advisory Program

As part of its commitment "to the development of the whole person," the high school sponsors an Advisory Program, coordinated by the Counselor and Grade Level Leaders. The program is designed to promote the academic, social, and emotional health of each student and the community while also providing information and support to faculty as they work with students.

Implementation is done through once-a-week meetings, called "Advisories," in which a group of approximately 15-20 students meet with a teacher who is their assigned advisor. The goals of the program are as follows:

1. To engage in Mindfulness as a means to be self-aware
2. To supports students academically and socially through developing a professional supportive relation with an adult outside the classroom.
3. To ensure that students' academic progress and needs are being monitored.
4. To help students understand the world in which we live and how students can be stewards of this world.
5. To prepare students to be college ready.

Advisory discussion topics and activities vary but generally revolve around issues that are significant for or interesting to students (setting goals, bullying, building trust, illegal substance use, study skills, use of technology, course registration, plagiarism, etc.).

Service Learning

Purpose

AISD's vision is "to prepare students to become stewards of a just and sustainable world." In order to meet our mission of creating students that contribute to a changing global society, the high school has instituted a service learning requirement that will enable students to understand the purpose and the process of service learning.

Individual student requirements

Each student must participate and reflect on their learning in the Service Learning Group they sign up for. Students must complete at least 10 hours of Service Learning per year.

Service Learning group requirements

Each student will choose a Service Learning project that will benefit the local Bangladeshi community (pre-established by the school). They are expected to participate in all planning, action and reflection related to that project, which includes: 30-minute Monday Tiger Time sessions, off-site and on-site directly-related service work during the school day and participation in group discussions facilitated by guest speakers and experts in the field. It will be a year-long in-depth project in which students are expected to participate fully in group efforts.

Graduation Requirements

Service Learning for each year of High School attendance will be reported. Service learning is an internal graduation requirement. Students are required to successfully participate in their Service Learning Group.

Discovery Week Class Trips

Discovery Week is a week-long program for high school students designed to complement the traditional classroom instruction that students receive at AISD by providing a set of authentic, alternative educational experiences. Students are expected to complete the educational component of the trip, much like they would if they were in the traditional classroom. During Discovery Week trips, students are encouraged to embrace the components of the IB Learner Profile, in that they strive to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

Each Discovery Week experience is designed to:

- Offer direct exposure to explore Bangladesh and Asia, and to instill an understanding and appreciation for different cultures, geography, and people.
- Enhance interpersonal and t=intrapersonal growth.
- Provide opportunities for service learning to enable students to develop a sense of personal responsibility and empathy that will help them to become international citizens and independent learners.
- Give students opportunities to become self-aware and confident in their abilities.
- Provide students opportunities to develop new interest and ambitions.
- Allow students to build ties between the classroom and outside world with diverse educational experiences through research, reading, and writing.

In the past years, classes have traveled within Bangladesh and outside to Nepal, Bhutan, Thailand., Singapore, Indonesia, Vietnam and Sri Lanka.

Discovery Week is a school requirement:

Given the strong educational component of Discovery Week, participation in Discovery Week is a required part of being an AISD student, much like attending and succeeding in other classes at AISD is required.

Class Field Trips

The school encourages student trips for purposes related to the curriculum or activity program of the school, as long as the trip is safe and does not result in excessive time lost from regular classroom attendance. These trips would be organized by a sponsoring teacher and approved by the HS Office in advance.

Tiger Time

"Tiger Time" is time right after 2nd block and before lunch where students have a chance to work on a variety of co- and extra-curricular projects. All Tiger Times are 30 minutes in length. Attendance is mandatory for Tiger Time activities. Tiger Time is 11:20-11:50 p.m. each day. Sundays, Mondays, Wednesdays and Thursdays are dedicated to advisory, service learning, and assemblies. There is no Tiger Time on Tuesdays.

Leadership Academy

Good leaders make things happen. Though this sounds simple, students must understand how to make good things happen. AISD offers students the opportunity each semester to participate in the Leadership Academy. Students who have already been elected to serve in leadership positions (class or club) sign up at the beginning of the fall semester for this "hands-on" workshop. Topics of focus include goal-setting, problem solving, how to facilitate effective meetings, delegating responsibility, communication, total student participation and school spirit.

MS/HS Library

With over 39,000 volumes and access to 14 academic databases, AISD houses the largest English library in Bangladesh. All AISD community members are welcome to use library facilities any time during opening hours.

The MS/HS Library provides our community with an array of resources. International magazines and newspapers are delivered on a regular basis. Books, eBooks, audiobooks, subscription databases, printers, scanners and DVD's are available. You will find comfortable seating areas and two study rooms available for group work.

The library also manages a textbook warehouse to support the AISD curriculum and a professional library for teaching staff. Middle and High school students will check out classroom textbooks from the library.

Students and parents may check out up to 10 items at a time. The borrowing period is two weeks, after which items must be renewed or returned. The library catalog is automated and can be accessed online through the library website. Subscription databases are password-protected. Passwords can be obtained in the library or found on PowerSchool.

The library hours are as follows:

7:15 am to 5:00 pm	Sunday-Thursday
10:00 am to 2:00 pm	Select Saturdays- See AISD calendar for dates

Extracurricular Programs

The high school offers a wide range of extracurricular activities for all types of students. These activities require extra preparation outside the classroom and can include SAISA events, invitational tournaments, International Honor Band and Choir, AISle Player Productions, high school clubs and intramural sports. Given the nature of life in Dhaka, the school is viewed as a community center and is therefore an active hub of student enrichment. The high school has a diverse, well-balanced extracurricular program that helps students remain challenged and continue to develop good habits and attitudes through involvement in programs.

Use of Alcohol, Drugs and Tobacco Products: AISD prohibits the use of alcohol, drugs or tobacco on campus and at school sponsored activities. Therefore, if a student violates these rules by using these products, the student will be suspended from the extracurricular event, and possibly be sent home if on a school trip.

Academic Eligibility: It is the student's responsibility to meet the requirements of the AISD Academic Eligibility Policy.

Attendance Policy: Students are expected to be fully committed to the extracurricular activity in which they are taking part and therefore are expected to attend ALL practices as a degree of consistency and unity is necessary. Any unexcused absences for a student on any team may result in dismissal from the team for the remainder of the season.

Students who are not present during the entire school day or who do not participate in their daily PE class will not be allowed to participate in any after-school activity. Any student scheduled to participate with any traveling trip is expected to be in school on the day before, the day of the game or trip, and the day after returning from a trip. The consequence of violating this is the student will not be allowed to travel the next time he or she is chosen for a traveling team.

For school clubs that are non-competitive, the school uses the "80-percent attendance" guideline, which states for a student to receive credit for involvement in an activity, they must be in attendance at least 80 percent of the time.

Student Conduct and Behavior: Participants are expected to conduct themselves at all times in such a manner as to reflect credit on themselves, AISD and the school community. Behavior and/or conduct that is not in the best interests of the school, which occurs at any time during the season, including during competition, may constitute grounds for suspension from school or dismissal from the activity, possibly permanently, depending on the gravity of the offense.

Academic Eligibility

Although participation in extracurricular activities is an integral part of a student's education and students are strongly encouraged to take part in these activities, academic success comes first. Students should view all extracurricular activities as a privilege, not an entitlement.

Academic eligibility applies to all extracurricular programs, not just sports programs. Whether it's band or choir, intramural sports or SAISA sports, academic clubs or the school play, a student must maintain a minimum academic standing to be allowed to participate in extracurricular activities outside of school hours.

The Athletics/Activities Director works closely with the high school counselor and student support services to be proactive in first identifying students with potential academic shortcomings, establishing a plan with them to achieve academic goals, monitoring their progress and finally making decisions about their academic success.

To be academically eligible, a student must:

- 1) Be in good academic standing and
- 2) Have no "NL" grades whatsoever.

Procedures for monitoring academic eligibility on an ongoing basis:

- 1) All students' grades are monitored weekly.
- 2) Any student with a "D+" or lower may be given an "Academic Support Form" by their coach, or advisor, requiring them to attend homework club or be present in study hall. The student must get the Support Form signed and bring it to the next practice or meeting to be able to continue with the extracurricular activity.
- 3) Students with an "NL", or whose GPA falls below 2.0, may be determined to be ineligible to continue in any activities and may be provided with a support plan to improve their grade(s). Once the grade improves to at least a "D-,".

Procedures for determining academic eligibility for students attending all traveling trips:

- 1) Three weeks before competition or event, the team is chosen among those who are in good academic standing. For a performance-based event, such as a play production, a six-week window and/or the date the cast is selected is used.
- 2) One week before the event all chosen students use the "Pre-Travel Clearance Form" to check in with all their teachers to ensure they have a plan for keeping up with the class.

The most current weekly grade report is used to determine eligibility. The High School Principal has overriding authority to work with the Athletics/Activities Director and counselor in extreme circumstances that exist outside what is outlined above.

National Honor Society (NHS)

The National Honor Society is an organization that recognizes students for their outstanding accomplishments in the areas of scholarship, character, leadership, and service. College admissions officers often regard National Honor Society membership as a valid indicator that the applicant will succeed at the college level. The National Association of Secondary School Principals believes that this organization has made a positive difference in the lives of individuals and in the spirit of the community and school. Therefore, membership in NHS is both an honor and responsibility.

To be eligible for membership the candidate must be a sophomore or junior or and have a 3.5 cumulative scholastic average. Each candidate is required to provide the selection committee requested information on their service, extracurricular activities and leadership and to write a personal essay. The selection of each member is by a majority vote of the faculty council, comprised of teachers, and chosen by the HS Principal.

The National Honor Society meets biweekly during the school year to work on one or more projects and to identify ways of making positive contributions to the school community. Members are required to participate in these activities.

Drama, Band and Choir

AISle Players is the student drama group at AISD devoted to rehearsing plays, constructing sets, designing costumes and makeup and producing performances in the school's 400-seat theater. activities for all types of students.

This group produces a play for the benefit of the entire community. Students are guided in all aspects of play production, including acting, set building, lighting, sound, costumes, makeup and promotions.

The AISD band and choir practice all year long for a variety of performances, both at AISD and at other schools in the SAISA region. The musicians perform in several settings throughout the year. Also, each year at least 25 band and choir students participate in the SAISA Music Festival, held each year at a school in the region. The Music Department is a member of AMIS (Association for Music at International Schools) and, as such, selected students participate in the HS International Honor Band and Choir each year at different international locations.

Student-Led Activities

Quite often, classes and clubs in the high school organize and operate fundraisers and other events in the school. Students plan the event, schedule advisors to help chaperone, gather resources and conduct the event, all with the guidance of teacher/advisors. To schedule events or use school facilities, students must:

1. Complete the GREEN "Student Activity Proposal Form" at least one month before the event (available in the high school office),
2. Attach a brief description outlining the nature of the event or fundraiser to the Principal for approval,
3. Obtain the signature of the adult sponsor, High School Principal, Student Council and activities office, then take the form back to the Principal.
4. Once the Principal has given final approval, the designated student will work with the Principal to fill out a "School Event Organization Form" detailing items and support needed. Students are not to contact other school personnel, as this is coordinated through the HS Office. Student are asked to only advertise or announce the event once they have final approval.

HS Clubs

The high school will conduct sign-ups for all extracurricular activities (excluding SAISA teams). During a designated time, students will choose their activities for that session. Some activities will have maximum limits and students will not be allowed to sign up for activities that have conflicting times. A good variety of leadership, academic, sports and fine arts will be available, about 18-22 activities to choose from each session. Rosters will be posted, club leaders will keep careful attendance and students are expected to remain committed throughout the session to their activities. Clubs that get low numbers in sign-ups will be cancelled.

HS Clubs are the hub of daily activity for many of our high school students. Through these clubs, students can learn to be more effective leaders, learn how to give back to the community, or just try something of interest to them. Change to: Clubs generally meet after school from 3:45-4:45 or during lunches or Tiger Time. A sampling of clubs offered includes:

- Student Council (Elected)
- South Asian Club
- Peer Facilitators
- Global Issues Network (GIN)
- Model United Nations
- Jazz Band
- Performance Choir

SAISA Sports Teams

AISD participates in the South Asia Inter-School Association (SAISA), and has a variety of sports and academic activities available for students (swimming and track also include middle school students). Each sports team generally has an intense, nine-week practice season that includes a few regular season games, a local Invitational Tournament (DISA) and finally a SAISA Tournament.

PRACTICE TIMES

In general, SAISA teams practice four times a week (school ends at 3:30 p.m.). Team practices vary depending on the season and sport, but there are three regular practice times:

Early morning 6:15-7:45 am, Early Afternoon 3:40-5:10pm or Late Afternoon 5-6:30pm.

Most teams are manageable in size and is inclusive for all students who commit to attending regular practices. AISD works hard to keep all SAISA athletes engaged and participating fully for the entire season. Sometime during the first two weeks of practice, students are generally placed on an A-Team, B-Team or a C-Team based on a number of different criteria. Halfway through the season, a "SAISA Travel Team" is chosen, which continues to practice after the Invitational for their respective SAISA tournament, meet or festival.

Student Support Services

AISD Inclusion Statement

Our educational community serves students who meet admissions criteria and can be supported by our inclusionary model given the services available. Support is provided within each divisional curriculum in order to meet a variety of needs. All three divisions at AISD use a collaborative approach when identifying and meeting the needs of students. We have the training and resources to address the needs of students requiring English as an Additional Language, counseling services and learning support services for learning difficulties. We promote curricular integration and student engagement, and hold ourselves accountable for differentiating instruction and collaborating with colleagues to best address each child's learning needs.

We believe

- A diverse student population contributes positively to the school community.
- Each of our students has unique learning characteristics and interests.
- Providing support for students within their regular classrooms is an effective means of creating a welcoming community and successful educational experiences.
- A strong partnership between school and home is essential to a child's success.

Student Support Team (SST)

The SST responds to referrals and recommends assessment, programs and services for students. The SST include: the principal, school psychologist, learning support teachers, EAL teacher, guidance counselor and subject teachers.

Learning Support

The high schools offers a "compensatory model" where students learn compensatory skills and strategies to help them access the high school curriculum. In the high school, students may receive accommodations.

Learning support is primarily provided through in-class support in collaboration with the classroom teacher. AISD's inclusionary model guides the practice of all teachers in instructional differentiation and collegial cooperation.

Students also receive learning support via a Study Skills class (0.5 credit for one semester) and after school Study Club. Students identified for learning support services may receive accommodations in classrooms and exams, depending on their individual needs. The students' needs, goals and accommodations are documented on either a student Action Plan (AP) or a Personalized Education Plan (PEP), depending on the level of service. Only students on a PEP who have been formally assessed are eligible for accommodations on external exams, such as SAT's or IBO. The Study Skills class teaches organizational, study and self-advocacy skills. It also provides students with a variety of strategies to use across content areas to maximize success. This class is recommended for students requiring direct support in their regular academic program.

English as an Additional Language (EAL)

In High School, EAL students are fully mainstreamed into core content classes and receive additional language support in a separate EAL class. Ninth and tenth grade students may also be enrolled in a sheltered EAL English literature class that parallels the mainstream class. The EAL support classes are generally small, allowing the teacher to accommodate for individual student needs. Because the students are grouped by grade level, more integration of mainstream class content is possible. This allows students to receive direct support for core class content, if needed. The program aims to develop language skills in listening and speaking, vocabulary, reading comprehension and written expression, with a focus on academic language use.

Guidance and Counseling

Mission

The mission of the program is to provide all students with developmental counseling that focuses on academic, personal, social growth, as well as an understanding of future career opportunities, with a goal of preparing them to function effectively in a changing society.

Goals

Ultimately designed to promote healthy autonomy and a sense of personal responsibility in an increasingly complex and diverse society, the guidance program helps young people learn to cope with and emerge into adulthood. The program aims to help students achieve maximum growth as individuals within the context of the school's educational and communal goals. The role of the Counselor is to guide students in understanding their personal strengths, limitations, and potential, and their responsibilities within our school community. The Counselor is a student advocate whose primary concern is the health and well-being of each student.

Tasks

Counseling tasks include advising and scheduling students for appropriate classes, assisting with the development of four-year academic plans, assisting in the transition of students into and out of the school, assessing academic difficulties, facilitating conferences with teachers as needed, college and career advising, coordinating the advisory program (see "Advisory Program" for details), working on the Student Support Team and Crisis Team, coordinating independent study or internship programs, and serving as a test center supervisor for College Board (PSAT, SAT, AP) and ACT testing.

Services

The Counselor is available to assist students with personal issues, such as adjusting to new circumstances, academic and behavioral concerns, illegal substance use, and difficulties with family or peer relationships. Interventions include counseling in individual, small group, and class settings. The Counselor typically includes parents, teachers, administrators, the psychologist, the nurse, and other specialists as resources for information, support and follow up. If and when a student's needs exceed the scope of the Counselor's available time and resources, the Counselor will refer the student and/or family to another, appropriate professional.

Academic Expectations

Academic Honesty

High School students need to value the importance of academic honesty. The following procedures are intended to provide clarification on this issue. If students have a question regarding this matter, they are instructed to ask their teachers or advisor. Please be aware that a student's enrollment in AISD indicates that he/she has read this carefully, understands what constitutes academic dishonesty and is prepared to bear the consequences should he/she engage in academic dishonesty.

Academic Code of Conduct

The school-generated Code of Conduct outlines a common understanding of the principles embedded in academic integrity at AISD.

Cheating includes:

1. Looking at someone else's test or exam.
2. Having any unauthorized information in a test or exam (e.g. cheat sheets or information stored in an electronic device such as a calculator or cell phone), whether used or not.
3. Getting prior information about the content of a test or exam.
4. Buying graded work or asking someone to do your work for you and then turning it in as your own.
5. Helping others cheat by giving them answers or allowing them to copy your work.

Academic Dishonesty Includes:

1. Forcing others to do work for you and taking the credit (in group assignments, for example).
2. Physically altering a grade.
3. Forging documents and/or signatures.
4. Presenting the same work to different teachers without teacher permission.
5. Presenting someone else's work as your own.
6. Allowing your work to be copied or submitted by another student for a grade.
7. Leaving work available to other students

Plagiarism includes:

1. Using the words or ideas of another person without citing or referencing the source. This could include words, phrases, sentences, images, ideas, and song lyrics.
 - a. Passages that are quoted word-for-word must be enclosed in quotation marks and cited properly.
 - b. Ideas from a source, even when paraphrased, must be cited.
2. Making up sources or faking citations.
3. Copying other people's work and submitting it as your own for credit.

Since teachers are experts in knowing their students' work, they have the final say in determining whether or not work is authentic.

Note to parents and tutors - please read the document titled "Guidelines for helping students" posted in the HS section of the AISD website.

Consequences

Taking part in and/or being an accomplice to academic dishonesty is considered a very serious challenge to the foundation of academic integrity in our school. Consequences will remain intact for the length of a student's high school career at AISD.

The sanctions that follow each occurrence of an offense are designed to be guidelines for students, faculty and administration. Consequences will be determined depending on the nature of each offense.

- First offense: Parents will be contacted and notified of the incident immediately. The Principal is notified by the teacher and the incident is recorded in student's permanent file.
- Second offense: May result in In-school suspension. Parents are contacted by the HS Office. Student may be removed from a position of honor or leadership. Infraction is again noted in student's discipline/permanent record.
- Third offense: In-school suspension or suspension, and parent contact. Infraction is noted in student's permanent record
- Continued disregard for the school's academic expectations may result in expulsion.

Academic Awards

Students earn academic awards each semester if they meet the following criteria :

- Honor Roll: Awarded to each student who earns a semester GPA between 3.5 and 3.69.
- High Honor Roll: Awarded to each student who earns a semester GPA of 3.7 or higher.

Academic Probation

Students who are experiencing academic difficulties are placed on Academic Probation, which may lead to eventual disenrollment.

Academic Probation will be determined at the end of each quarter and will be based on the student's grades according to any of the following criteria:

1. a semester GPA below 1.7;
2. 2 "NY" grades;
3. 1 "NY" grade and 2 "D" grades(not to include D+ grades).

A student on Academic Probation will have a team meeting and an Individual Student Plan developed. Students who repeatedly remain on academic probation and do not meet the terms of their plan, may be recommended to the Superintendent by the HS Principal to leave AISD.

Homework/Make-Up Work

Homework is an integral part of the academic program at AISD, having both intrinsic and extrinsic value, and therefore can be expected daily in the high school.

Research confirms that meaningful and relevant work or activities which students are asked to complete outside of lesson/class time (homework) raise student achievement at all age levels. The purpose of homework is to provide students with opportunities to deepen their understanding and skills relevant to course content, or to prepare them for further exploration on a topic.

The amount and complexity of homework increases from grade to grade. At the high school level, the length of daily and weekly homework assignments may fluctuate based on the nature and number of courses or the program (i.e. IB courses). Homework assignments may also be of a long-term or short term nature.

Students in IB classes are expected to do some homework or other related work during vacations and holidays. The amount is dependent on the subject and class.

Students in Grades 9 and 10 will not be given assignments or projects with the expectation that work and/or completion will be done on holidays and long weekends. However, students may find themselves working over these times due to personal time management issues.

Teachers will try and avoid tests on the first calendar day following a long weekend or holiday; knowing that at times it may, on occasion, be unavoidable.

In general, students should expect to spend an average of one and one-half to two hours daily on work outside of class. If a student is in IB classes, he/she should expect to spend an average of 45 minutes or more per IB class per day. Students in the IB program also have a study hall to provide students with time at school to complete their assignments.

Students are expected to have completed homework assignments when they are due. Students that miss class due to a school or parent excused absence have the same number of school days to complete the work as they were absent. If a student knew about an exam or quiz prior to the absence, it could be given immediately upon return to school. Any major project that has been assigned over two weeks is due whether or not the student is absent (must be sent in with a friend or driver).

Philosophy and Guidelines for Homework

The purpose of this policy is to guide teachers and students in assigning and engaging in homework in order to improve student achievement. Teachers should provide feedback on assigned homework in order help students determine the next steps in their learning. Teachers may provide feedback on homework in a variety of ways, including student conferences, whole group, and peer feedback. In the High School homework is carefully designed and assigned by teachers as needed and may serve one or more of the following purposes:

- **Preparation.** Students activate prior knowledge or prepare to extend their knowledge.
- **Practice.** Students “practice skills and processes in order to increase their speed, accuracy, fluency, and conceptual understanding” (*Classroom Instruction that Works* p. 106).
- **Extension.** Students can apply learned skills or knowledge via speech, debate, essay, or other product to solve a complex problem relative to concepts previously taught, for example. (Ehrens)
- **Integration.** “Students can apply learned skills or knowledge to a specific, relevant situation—personal or community based—or to a broader context, mixing knowledge or skills in interdisciplinary ways or performances” (Ehrens)

Teachers should inform students as to the purpose(s) of the homework when assigned.

Procedures:

Students are expected to have completed homework assignments when they are due. Upon returning to school following an absence, it is a **student’s responsibility** to contact the teacher to request make-up work. The contact should be made **on the day the student returns to school**. Students that miss class due to a school or parent excused absence have the same number of school days to complete the work as they were absent. Any major project that has been assigned over two weeks prior is due whether or not the student is absent.

Missed Work and Tests for Traveling Teams/Groups

Students are responsible for learning activities and assessments missed due to extracurricular traveling opportunities. In the case of tests, students with teacher and coach/sponsor/advisor permission, have the option of taking missed tests before, during or after the event. In such cases, teachers may require all participants to take the test at the same time. Agreement on the timing and other procedures of the test to be given during the event should occur at least two days prior to departure. Any teacher can require an early due date on any long term project in which the due date falls during the travel time.

Students on flights that arrive at the Dhaka airport after 10 p.m. are excused from class for the subsequent 10 hours; all other students are not excused from class and are required to attend class. After this excused period, students are responsible for their transportation to school. All students on traveling teams have the same number of days to make up learning activities and assessments that they were out of school (school days counted only).

Test Calendar

Students can expect that all tests, major assignments, and assignments with due dates are posted on the respective Grade level Google Calendar. In addition, assignments may also be posted on Google Classroom.

Academic Expectations for Extracurricular Activities

Although participation in extracurricular activities is an integral part of a student’s education and students are strongly encouraged to take part in these activities, academic success comes first. Students should view all extracurricular activities as a privilege.

A student should maintain academic standing at all times to participate in any extracurricular activity, not just sports programs. Whether it's band or choir, intramural sports or SAISA sports, academic clubs or service learning clubs, a student must maintain a minimum academic standing to be allowed to participate in extracurricular activities outside of school hours.

Assessment and Reporting on Student Performance

Philosophy

Assessment is the gathering and analysis of information about student performance. It is vital that assessment is seen as an integral part of all teaching and learning and not viewed as an isolated activity. Effective assessment can improve student learning, provide significant information about student learning and help to monitor the effectiveness of the academic program.

Principles of Assessment

Effective assessment:

- Improves student learning
- Has criteria that are known and understood to students in advance
- Recognizes learning differences
- Measures what is truly valued
- Influences student motivation and learning
- Enhances instruction
- Is fair and ethical
- Uses multiple methods
- Allows and encourages the student to demonstrate personal (individual) development of understanding, knowledge, skills, attitudes, and processes.
- Is authentic and as much as possible has a real-life application that can lead to other questions or problems to solve.
- Captures what is most essential to learn.
- Promotes reflection, self and peer evaluation.
- Promotes independent learning.
- Assess what is taught.

Purposes of Assessment

For Students

Effective assessment gives students:

- The opportunity to demonstrate what they have learned
- The opportunity to understand their own progress and plan the next stages of their own learning
- The opportunity to understand learning goals and criteria for success
- The opportunity to share reflections with peers
- The opportunity to build confidence and self esteem
- The motivation to set and achieve realistic goals

For Teachers

Effective assessment enables teachers:

- To determine degrees of prior knowledge before connecting new learning
- To ascertain degrees of understanding at various stages of the learning process
- To identify and support learning differences and learning styles
- To plan the next stages in the learning process
- To monitor and modify our curriculum, our teaching and our assessment practices
- To collect evidence of student learning

For Parents

Effective assessment provides parents:

- The opportunity to be partners in the learning process
- Accurate information on their children's progress
- Accurate information on their children's strengths and areas in need of support
- Information to assist their children in planning for the future, both immediate and longer term

For Curriculum/Instructional Leaders

Effective assessment provides Curriculum

Instructional leaders:

- The data necessary for effective curriculum evaluation and revision

For Other Schools

Effective assessment provides other schools:

- The data necessary for admissions and grade/year placement decisions
- The opportunity to place students effectively within a learning continuum

Reporting on Student Performance

Conferences

Formal parent/student conferences take place with teachers in Semesters 1 and 2.. All students are expected to attend with their parents. It is possible to set up conferences with teachers directly at any time during the year by contacting the High School Office. Parents are urged to do so whenever they have questions concerning their student's progress.

Progress Report on Learning

It is important that parents and students are regularly informed of academic progress in the classroom. At multiple points in the semester, the grade book will be updated to report student performance. Notification of these updates will appear in the Schamachar. PowerSchool is utilized by AISD to report on student performance.

A year-end report card is issued to inform students and their parents of student progress and to maintain records of student achievement that may be sent to other institutions. AISD will issue official student transcripts for student transferring or when needed for college admission.

Student Life and Routines

We believe that non-instructional time offers a valuable opportunity for students to recharge, relax and connect with each other in a social setting. We encourage students to exercise through physical play, to share a meal together, to interact face-to-face and to find and enjoy personal space to relax and regroup. We support the right of all students to daily downtime during the hectic challenges of a busy school.

After School Privileges

We realize that many activities and opportunities for socialization are available after school hours and weekends on the AISD campus.

Students are welcome to stay on campus until the last activity bus leaves or on weekends, providing they are:

- 1) taking part in a sponsored activity,
- 2) are under the supervision of a staff member or
- 3) are in the open common areas (library, rotunda, middle courtyard, field, breezeway etc.)

Students are not to be in the buildings unsupervised unless they are going to their lockers and directly leaving again. Students who are not following the above procedures will have their parents informed and then will lose the privilege of staying after hours for a specified amount of time. Students with multiple infractions may lose their privileges for the remainder of the year.

Appointments

Parents are asked to schedule medical, dental and other appointments for their children outside of school hours. When this is not possible, parents are expected to inform the High School Office at least one day before the appointment. Depending on the time of the appointment, students are expected to return to school after the appointment.

Arrival and Dismissal Procedures

Our school day begins at 8:10 and ends at 3:30(Tuesday starts at 9:15 and ends at 3:15). Once students arrive at school, they are expected to remain on school premises for the entire school day. Early dismissal will be given only upon presentation of a note or a phone call from the parent or guardian or in an emergency. All students leaving school during school hours must receive a gate pass from the High School Office and present it to the security guards upon exiting campus, even if accompanied by parents.

Assemblies

We believe that meeting together regularly is a valuable and important vehicle for strengthening our sense of community in the high school. Assemblies enhance community by providing opportunities for disseminating news, recognizing student achievement and talent, encouraging student leadership, confronting significant issues, and enjoying moments of celebration. Weekly assemblies occur during Tiger Time each Sunday. Students sit with their advisors by grade level in the theater or other venue. In addition to weekly assemblies, special, extended assemblies are held once or twice a quarter to address certain topics or to recognize certain events. These include U.N. Day, Earth Day, special speakers, and athletic pep rallies.

Book Replacement

Most of the textbooks and library books used by AISD students are imported. Replacing a lost book is time-consuming and relatively expensive. The number of "extra" copies of texts we keep on hand is small.

When a book is missing or cannot be used, your child should inform his/her teacher(s) immediately so that we can provide a replacement copy. Without a textbook, it is very difficult to keep up with class work. When a student reports a missing/damaged textbook, the teacher will replace it and the parents will be asked to pay a standard replacement fee for each book. The library staff will determine the individual replacement cost of lost library books. When the bill is sent home, payment for the lost book is made through the business office.

The school would rather have the lost book than the replacement money. Parents, please ask your children to keep an eye open for the lost books; past experience has proven that the sooner a child begins to search for a missing book, the easier it is to find.

Each student is encouraged to keep a record of the code numbers of textbooks issued to him/her. In addition, students are strongly encouraged to protect texts with book covers. We will not be able to release a student's final report card or records including transcripts until lost books are either returned or paid for.

Placement and Records

The AISD High School has a four-year course of study. Each student's school records must be intact to be evaluated for graduation. If a student is transferring to AISD from another school, that student must provide at least three years of academic records from the former schools for evaluation prior to acceptance. The school will appraise each student's records and decide which course requirements they have satisfied and which credits, if any, are transferable for the AISD high school diploma.

In order to receive a diploma from AISD at the end of the 12th grade, a student must have completed his/her eleventh grade year at an accredited school in which the medium of instruction was English.

English as an Additional Language (EAL)

A non-native speaker of English will be admitted to the high school only if he/she has a reasonable expectation of graduating with his/her class. This means that students who need EAL instruction will not be admitted if they are in 12th grade, and students who are beginners will only be admitted if they are in 9th grade or 10th grade if they have a reasonable chance of fulfilling curriculum requirements and achieving success.

Non-native speakers of English are interviewed by the Guidance Counselor before admission to AISD. If the counselor determines that further testing is needed, the student is referred to the EAL department for assessment of their language proficiency. A decision is then made on student placement in the EAL program.

Late Registration

Due to the transitory nature of our student population, credit is issued on a semester basis. One half credit is awarded for successful completion of (i.e. a passing grade in) each course each semester. The issuance of credit is at the discretion of the principal based on what is deemed to be in a particular student's best interests.

Student Withdrawal Procedures

Records on each student are kept in the high school office. Documents from former schools, narratives, report cards, progress reports and the results of standardized testing are on file.

If a student is withdrawing permanently from AISD, a notice regarding the last day of school attendance should be given in writing as early as possible to the Registrar. If school records are required, the parents/guardians should write a request to the Registrar at least three working days before the records are needed. If records are needed on the day the semester ends, a request for records must be made at least two weeks in advance.

The Registrar will give records to the student or parents after all financial (school fees, lunch payments, payment for lost library books) and material (return of textbooks, library books, locker locks, musical instruments) obligations have been met.

Hartals (General Strike)

During times of political unrest, different political parties will sometimes call Hartals. Although much of Dhaka can be immobilized, school remains open during Hartals and buses continue to run ONLY in the Baridhara, Gulshan, and Banani areas.

For a dawn to dusk Hartal, AISD will conduct activities according to the following guidelines:

1. Regular Bus Routes: only the Gulshan/Baridhara/Banani routes will be operated.
2. Field Trips: all field trips will be cancelled.
3. After School Events: all High School activities/ events/meetings will go ahead as scheduled, as long as students can be safely taken home on buses to the Gulshan, Baridhara and Banani areas.

Health/Immunizations

Students are expected to meet the AISD Immunization and Tuberculosis Screening Evacuation/Fire Drills Evacuation and fire drills are conducted periodically requirements at the beginning of the school year or upon entry.

Failure to demonstrate compliance with the AISD immunization and tuberculosis screening requirements, within 60 days of written notification, may result in a student not being allowed to attend school. Parents are requested to contact the Nurse's Office should they have any concerns about the Immunization and Tuberculosis Screening Requirements.

Immunization Requirements

DPT – Diphtheria/Pertussis/Tetanus

Polio

MMR – Measles/Mumps/Rubella

Haemophilus influenzae type b (only required for ages under 5 years)

Hepatitis A

Hepatitis B

Chicken Pox

Immunization Recommendations

The AISD Immunization Requirements do not cover all immunizations that a student's doctor may recommend. Parents should discuss childhood immunization recommendations with their child's physician to determine what vaccines to obtain. All the school required immunizations can be found locally--at many pediatricians' offices, at Apollo Hospital's Vaccination Center, or the Traveler's Clinic at ICDDR. Parents should check the local providers list on the school's website for phone numbers and addresses should they wish to obtain these vaccinations locally.

Tuberculosis Screening

Each student attending AISD must be screened for Tuberculosis (TB) on entry to the school and then every TWO years with a Mantoux test.

School Injury/Illness

If a student is ill or injured at school, the nurse will decide if the student should remain in school. When a decision is made to send the student home, an attempt will be made to contact his/her parents.

In emergency situations, when all attempts to contact parents have been unsuccessful, the school will arrange for student transportation to the nearest medical facility while continuing efforts to contact parents. Please note that if a student is physically capable of attending school, it is expected that the student will participate in physical education. The only exception to this policy is if medical reasons warrant non-participation. In this case, a written doctor's excuse must be provided to the school.

The school nurse is to be informed if a student is on medication or has any special health problems that might require regular attention. The school nurse is responsible for the administration of any medication to a student while at school. A prolonged illness, especially a contagious one, should be reported to the nurse immediately.

ID Cards

During the first week of school, students are issued identification cards for the academic year. Students are required to have their ID cards with them at any time they are on the AISD campus. ID cards are used to purchase snacks, lunch, and items from the school store. If an ID card is lost, students must pay a replacement fee to the Business Office before they are issued a new one.

All AISD students, parents and staff are required to present their ID cards at the front gate to enter the AISD campus, especially during the evenings and weekends.

Lockers and Locks

Each student is assigned a hall locker with a lock. It is recommended that valuable items are left locked in the student's regular locker.

Students taking PE classes are required to purchase and use an additional lock if they leave valuables in the locker room. Upon purchasing the P.E. lock, the student must report the combination to the high school office. It is the responsibility of each individual to safeguard his/her belongings by not giving out his/her locker combination to other students.

Lost and Found

Lost articles will be placed in the Lost and Found cabinet located outside the swimming pool area opposite the Band Room.

Valuable items that are found are kept in the High School Office safe and must be described and identified before being released.

Lost/Missing/Damaged Supplies and Equipment

Most of the textbooks and library books used by students are imported. Replacing a lost book is time consuming and relatively expensive. The number of "extra copies" of texts we keep on hand is small. Students should keep a record of the code numbers of books issued to him/her and they are strongly encouraged to protect texts with book covers.

When books need to be replaced, the school will charge the current market price plus 20 percent for shipping. Payment is made through the Business Office. It is important that you keep the receipt for this payment to verify that it has been made. In all cases, AISD would rather have the lost book than the replacement money as it takes considerable effort and expense to import another one!

The high school will not release the final transcripts or a student's record until issues of lost/damaged supplies/equipment are resolved.

Lunch, Snacks, and Drinking Water

Lunch and snacks may be purchased throughout the year with student ID cards. Students and parents may add funds to their ID cards on campus or through our website through our cashless system. The menu is published every week in the Shamachar and every day in the High School Morning Report (available on Powerschool). Snacks and drinks are available during the morning breaks and lunch. Drinking water is always available and is regularly tested. Lunches may be sent into the High School Office for student pick-up.

Nurse's Office

AISD employs a nurse who can be reached by phone for answers to any health questions. The Nurse's Office is located on the first floor of the north wing, near the North End Cafe. Students must obtain a Nurse's Pass from their teacher or the High School Office before going to the Nurse's Office.

Parental Absence

If it is necessary for parents to travel and leave their students in Dhaka, it is very important that the High School office be informed, in writing, in advance. The following information should be given:

- Date parents will be gone
- Name and phone number of an English speaking adult who is responsible for the student's welfare in the absence of the parents, and
- Name of a second contact in case of emergency or illness at school. It is not acceptable for parents to travel and leave their students alone.

Student Behavior

People of honor accept the responsibility for acting in the interests of the whole community when he or she encounters a person or persons who are violating those interests. This means confronting the violators directly or indirectly and, when necessary, bringing their actions to the attention of the proper authority.

Guidelines and Procedures

AISD is a community of individuals who live and interact based upon shared rights and responsibilities. No student can realize his/her rights unless he/she exercises self-discipline, not allowing his/her own actions to infringe upon the rights of others. The responsibility to respect and secure the rights of others is inherent in all rights.

Each student has the right to the following:

1. A meaningful education based on high academic standards which meet the individual needs of the student within the limitations of the American International School Dhaka.
2. Express their views in matters that affect the quality and content of their education and/ or the development of a meaningful school curriculum.
3. Notification of all school rules, regulations, policies and penalties for students. All students have the right to know the standard
4. Physical safety and protection of their property, including the right to safe and sanitary school buildings and facilities.
5. Consult with teachers, counselors, administrators and other school personnel.
6. Freely elect their peers to approved school organizations.

Each student shall be responsible for his/her personal conduct and for contributing to a positive school environment by maintaining order, self-discipline and consideration for the rights and property of others.

Each student has the responsibility to:

1. Respect the rights of others, including all faculty and staff.
2. Maintain neat, clean and appropriate personal attire as defined by our school dress code and hygiene.
3. Respect the property of others, including keeping all books, facilities and materials used in the school in good condition.
4. Refrain from fighting, disruptive behavior, denying others the use of facilities, acting in such a manner as to risk injury to others, using threats or intimidation against others, theft, or any other unlawful activity.
5. Refrain from possession, use, or transmission of any alcoholic beverage, tobacco product, drug or other controlled substance.
6. Be prompt to school and classes. To refrain from tardiness, unexcused or excessive absences, or other inappropriate classroom behavior which diminishes the rights and opportunities of others to receive a quality education.

Behavioral Code of Conduct

The American International School Dhaka strives to foster in its students the highest sense of honor and personal integrity, as well as responsible citizenship.

Honor and integrity means speaking the truth, keeping promises, and being honest and upright in all relationships. This means going beyond the mere letter of the law to avoid even the appearance of impropriety and means accepting, without excuses or special pleading, the consequences of all our actions. It is also inherent in the spirit of fair play and good sportsmanship.

Responsible citizenship builds the sense of trust that is needed for the members of a community to work together to their best mutual advantage. It means protecting the rights of other people as well as respecting the rights of property. It is a natural feeling of helpfulness and consideration for others, especially those less fortunate than we are or those of different races, nationalities, opinions and creeds.

People of honor accept the responsibility for acting in the interests of the whole community when he or she encounters a person or persons who are violating those interests. This means confronting the violators directly or indirectly and, when necessary, bringing their actions to the attention of the proper authority.

Policies

Alcohol/Drug Screening

In carrying out the American International School Dhaka use of illegal substances policy, the school can require students to submit to a breathalyzer, urine or blood test given by the school nurse or local hospital. Parents or guardians will be informed of the results of the test. If the results of the test are positive, the administration will initiate disciplinary action. Such action may include expulsion. Failure to cooperate with testing and/or searches will result in disciplinary action as though the results were positive.

Trafficking Inappropriate Images

SEXTING, TEXTING & EMAILING

The possessing, taking, disseminating, receiving, keeping or sharing of nude, obscene, pornographic, lewd, or otherwise illegal images of photographs, by electronic data transfers does constitute a crime. Any person involved in any of the above can be subject to disciplinary action and may be reported to the appropriate law enforcement agencies. Students and families should be aware of these guidelines as legal charges and/or convictions do constitute some long lasting penalties. Students not adhering to the practices listed above may be recommended for expulsion from AISD.

Student Absences

Due to the rigorous nature of AISD programs, the high instructional expectations of the school, and the many ancillary classes that the school provides, consistent attendance is crucial to successful learning. The school's goal is to give ample time for families to take holidays during the school year. We realize that there are times when families need to make arrangements that take them away from the school session, but these need to be kept to a minimum and parents need to know that being absent from school may affect a student's ability to meet grade level standards.

Students who are absent from school more than SIXTEEN (16) days of instruction will be considered to have 'excessive absences' for the school year regardless of the reason for the absences – sickness, family related business, or extended holidays. The principal will notify any parent whose child has surpassed SIXTEEN (16) days absent from school. A conference will be held with the parents and principal, and the student may be placed on an attendance contract for the remainder of the school year. Continued absence after being placed on an attendance contract, may result in the child being asked to withdraw from AISD.

Any student on an attendance contract for three years during their time at AISD, may be asked to leave.

Students who are absent from school for 8 classes in a semester for any reason are considered to have "excessive absences." For Seniors in the last semester of Grade 12, the number is 5 classes. As soon as a student is absent for 6 classes in a semester an intervention will occur to identify and correct the issue. The following consequences may occur:

- Development and implementation of an action plan to help the student meet academic requirements
- Providing time after school to make up time missed in class and complete work
- Issuance of an incomplete AISD official transcript
- Loss of credit/Carnegie Unit for a class /classes

The High School Principal, in consultation with the Superintendent, will make the final decision on an appropriate course of action and then inform the student and parents involved.

Collecting Student Work (WORKSESSION)

Timely feedback is crucial to student learning! If a student does not have a summative assessment completed and ready to be handed in on the class it is due, the following procedures will apply:

- the teacher with the help of the student will send an email to parents, student, teacher and Principal indicating what is missing.
- the student will have until the next class to hand in the assignment.
- if the assignment is not completed at that time, a WORKSESSION will occur at the end of that school day.
- during the WORKSESSION, the student will complete whatever work needs to be done and hand it in. The final product will be handed in at the end of the session.
- if the work completed is not sufficient, an IE (Insufficient Evidence) will be placed in the gradebook.

The aim is to get student work in on time and that feedback can occur quickly to move on to further learning.

Attendance Guidelines and Procedures

When a student is out of school and makes up formatives and summatives, only part of the learning process proceeds normally. It is difficult for them to make up the work that they miss. It also impacts classes where material has to be re-taught or where small group work is crippled with one or more students missing from a group. Students also feel great stress in trying to make up missed work. When students are absent, they miss the following:

- the interaction which goes on in classroom discussions,
- the nuances that come through in a lecture (even when they look at another student's lecture notes),
- the possibility to ask questions to clarify homework, lectures and discussions,
- ongoing small group work and projects; and the opportunity to take out books and materials needed for research.

It is for that reason and for the mandatory hours needed for high school credits that AISD has a strict attendance policy.

When a student is absent due to illness, visa issues, or school trips, all school work needs to be completed in order for the student to demonstrate their learning.

Attendance

Students who miss 8 classes in a single subject in a semester may lose credit for the course. For the seniors in the second semester, a student who misses 5 or more classes in a single subject may lose credit for the semester.

Extracurricular Activities and Attendance

To participate in ExtraCurricular activities after school, students must be in attendance at school for all their classes that day.

Exceptional Circumstances

Students who exceed the 8 class limit for a semester will be recommended to the Superintendent by the High School Principal for a loss of credit during that semester. The only exception is when a student is absent due to "exceptional circumstances" that necessitate an extended absence from school. Please note that this exception is only intended for serious medical situations that necessitate a prolonged absence from school. For a student to claim "exceptional circumstances", documentation needs to be provided for all of the school days missed. The final decision will be with the Superintendent and HS Principal. Students with a history of excessive absences will not be eligible for this waiver.

Discrimination and Harassment

AISD is committed to maintaining a school that is free from discrimination and harassment of any student or employee based on that person's gender, race, religion, or sexual orientation. Students and employees of AISD enjoy the right to study and work in an environment free from harassment. Discrimination or harassment in any form jeopardizes the harmonious relationships necessary to the effective operation of the school and is not tolerated.

Discrimination includes any action based on gender, race, religion, or sexual orientation that deprives or places in jeopardy an individual's full rights as a member of the AISD community.

Harassment includes hostile, intimidating, or offensive actions and verbal and nonverbal expressions related to an individual's gender, race, religion, or sexual orientation. Sexual harassment may consist of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Also included are situations wherein such conduct has the purpose or effect of unreasonably interfering with a person's school performance or when it creates a hostile, intimidating, or offensive school environment.

A student who believes s/he has been subjected to harassment or unlawful discrimination based on gender, race, religion, or sexual orientation should immediately contact a counselor or school administrator who is not involved in the alleged discrimination or harassment. Upon mutual agreement, a full investigation following procedures detailed in the AISD Harassment Procedures of the Faculty Handbook will be initiated.

Any student or employee of AISD who is found to have discriminated against or harassed another student or employee will be subject to disciplinary action.

Illegal Substances

The American International School Dhaka is located in an environment where there are penalties for the consumption of alcoholic beverages and the penalties for drug possession or use can be severe. Furthermore, AISD recognizes its responsibility to provide an environment for its students that is conducive to learning.

Therefore, AISD prohibits the use of alcohol, drugs or other illegal substances on campus, at school events, and on school-sponsored trips. If the school determines that illegal substance consumption is interfering with a student's performance and success at school, the school will take action to plan to try to improve the student's performance. No students shall possess, use, transmit, or attempt to possess, use, or transmit, or be under the influence of an illegal substance on the school campus, at a school event or on a school-sponsored trip of any kind.

Examples are:

- Any controlled substance or dangerous drug as defined by either U.S. or Bangladeshi law, including but not limited to alcohol, marijuana, hashish, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine or barbiturate
- Any locally available pharmaceutical without the knowledge and permission of parents
- Any abusable glue, aerosol paint, or any other volatile chemical substance for the purpose of inhalation
- Any other intoxicant, or mood changing mind altering or behavior altering drugs unless prescribed by a qualified medical physician

The possession, transmittal, sale, or attempted sale of what is represented to be any of the above-listed substances is prohibited under this policy, on or off campus.

Students who violate the illegal substance policy will be immediately suspended from classes while consideration is given as to whether or not the student's enrollment will be continued, and if so, under what conditions.

Personal Appearance

Students are asked to respect our host culture:

1. All students should be appropriately dressed for school in a manner which reflects cultural sensitivity for the customs of Bangladesh.
2. Clothing, jewelry or paraphernalia displaying advertisements or promotion for sex, alcohol, drugs or tobacco products, racism, violence or profanity are not acceptable
3. Undergarments should not be visible at anytime.
4. Footwear must be worn at all times.
5. Accessories such as hats or sunglasses should not be worn during class
6. See through clothes or clothes exposing the stomach or other private parts are not appropriate.

Specifics requirements;

1. Necklines should not be deep enough to show any part of the chest
2. No "spaghetti" straps are allowed. Straps that are more than three fingers wide (2 to 3 inches) can be worn.
3. Length of shorts and skirts should not go above the mid-thigh when in a seated position.
4. Clothes that are not designed as "outerwear" (leggings, tights) should not be used in place of pants

Students who fail to dress appropriately will be asked to call their parents to send appropriate clothing. It is important to respect our host culture and to maintain a professional learning atmosphere by abiding by conservative dress standards.

Student Searches

In carrying out the American International School Dhaka policies on appropriate student behavior, searches may be made of students, their possessions and their lockers at the discretion of the administration, given probable cause for suspicion that any part of this policy has been violated. Any student found to be in possession of any inappropriate items (illegal substances, pornography on electronic devices, stolen items, weapons, etc.), will be immediately subject to disciplinary action by the administration. Such action may include expulsion.

Tardy Policy

It is important for the development of students' sense of responsibility, that they be punctual to classes. Late students miss out on important happenings and disrupt the learning environment. A student is considered tardy to school when he or she is not seated in class when the bell rings for the start of class.

Students will be marked tardy by the classroom teacher. Four tardies in a class will be equal to one absence. Too many absences in a class may result in loss of credit for the course.

Weapons at School

Possession and/or use of weapons by students is detrimental to the welfare and safety of students and school personnel. Accordingly, carrying, bringing, using, or possessing a dangerous weapon in any school building, on the school grounds, in any school vehicle or at any school-sponsored activity without the authorization of the school is prohibited. Any student in violation of this policy is subject to expulsion.

For the purpose of this rule, a dangerous weapon is defined as any firearm, pellet, BB gun, brass knuckles, knives or other devices designed to propel projectiles. It also includes any other objects, devices, instruments, materials or substances, which could be used or are intended to inflict bodily injury.

Consequences

AISD reserves the right to take appropriate disciplinary action, including suspension or expulsion, for the activities of a student, whether on or off campus, that are considered detrimental to the welfare of the school, student body or an individual. High School students are subject to school rules and disciplinary responses for incidents of misconduct or breaches of discipline occurring while attending school-sponsored activities.

High School students may be subject to school rules and disciplinary responses while away from school should actions by them be considered detrimental to the welfare of the school. Breaches of discipline (social and academic) shall be dealt with by applying progressively serious measures, which appropriately meet the seriousness of the offense.

Academic or Behavioral Contract

A formal written contract between the school, parents and the student may be required which specifies academic and/or behavioral expectations and the consequences of behaviors.

Conference

The teacher, Counselor or Principal will meet with the student. The purpose of the conference is to give the student the opportunity to reflect on their actions and express any concerns they may have. If necessary, a plan will be drawn up to prevent the concern from occurring again.

Counseling Referral

The school may require professional counseling and/or diagnostic evaluation as a requirement for continued enrollment. The results of any testing and/or professional recommendations for school action would also be required.

Detention

Detention is a disciplinary measure which requires a student to remain in a designated, supervised area for a specified amount of time. Detentions are administered for inappropriate behavior and may be assigned by faculty or the Principal.

Expulsion

Very serious and/or chronic offenses may lead to expulsion from AISD, resulting in a student being removed from the school. The expulsion of a student is the decision of the Superintendent upon receiving a recommendation from the Principal. Appeals against an expulsion can be made to the Board. A student who leaves AISD in poor standing may not be allowed back on campus for any reason in the future. A student that has been expelled or otherwise removed from campus may not enter the school at any time until a change in standing has been recommended by the Divisional Principal and authorized by the superintendent.

Financial Reimbursement

Lost or deliberately damaged books, non-return of library books, deliberately damaged property etc. will be the responsibility of the student or parent/guardian.

Parental Contact/Meeting

Parents will be contacted regarding the incident in question. They may be asked to come to a meeting in order to investigate a problem or to draw up a proactive plan to support their son or daughter.

Retribution

Student may be assigned a duty or be asked to replace an item that was damaged or stolen in order to “replace” or “compensate” for their behavior.

Student Plan

Students who have recurring misbehavior or a serious misconduct violation may be asked to participate in creating a plan. The focus of this plan is to help the student find alternate solutions in order to avoid the misbehavior. Parents are an integral part of these plans.

Suspension

Behavior judged by the administration to deviate from accepted academic and/or behavioral standards, consistently or in a single more serious offense, will lead to suspension by the Principal for a period of one to five days. Depending on the behavior, suspensions can be in-school or out-of-school. The student is responsible for making up all missed work during that time. Suspended students may not participate in any school-sponsored activities during the time of the suspension. Appeals against suspension can be made to the Superintendent.

Technology

AISD Internet, Network and E-Mail

The AISD network consists of all computers and connected peripherals used on the AISD campus, regardless of whether they are physically or wireless connected and regardless of who owns the device.

Students are responsible for appropriate behavior on school computer networks just as they are in a classroom or school hallway. Internet and email are powerful communication tools. Any powerful tool can be used destructively, but our students must learn to use these communication tools effectively and responsibly.

General school rules for behavior and communications apply. The network is provided for students to conduct research, store and process data and communicate with others. Access to network service is given to students with an understanding that they will act in a considerate and responsible manner. Access is a privilege - not a right. Access entails responsibility. Students who ignore this responsibility may lose the privilege.

Students often post messages to the Internet or other communications networks, expecting the message will go exactly to specific people and remain private. For a variety of reasons these messages do not remain private. Students must understand that they will be responsible for messages they post, and bear consequences, regardless of how private they intended them to be. Students must also be aware that if a post violates school guidelines and becomes public at school, there will be consequences at school, even if the post was not made from school.

It is presumed that users will comply with the school standards for behavior and communication in an honorable and respectable manner. The school is not required to use technological means to restrict, monitor, or control the communications of individuals utilizing the network. Network storage areas and the internal email service are treated like school lockers. Network administrators review files and communications to maintain system integrity and ensure users are using the system responsibly. That said, the technology department can make no guarantee that files or messages on school servers will always be private, and experience has shown that sensitive items often do become public, usually when another student chooses to make them so.

Within reason, freedom of speech and access to information will be honored. During school, teachers will guide students toward appropriate materials. Outside of school, families bear the same responsibility for such guidance as they exercise with information sources such as television, telephones, movies, radio, and other potentially offensive media.

Individual users of the Internet are expected to abide by the generally accepted rules of network etiquette. The following are not permitted:

- Harassing, insulting or attacking others
- Damaging computers, computer systems, software, or computer networks
- Accessing and/or altering another person's folder or file without permission from the author
- Using another's ID/password
- Illegal use of data in folders or work files
- Plagiarizing/violating copyright law
- Employing the network for commercial purposes
- Sending or displaying offensive messages or pictures
- Using obscene language
- Intentionally wasting limited resources and altering computer settings

In the event a student engages in any of the above referenced activities, his/her access privileges may be suspended or revoked and other disciplinary measures, including suspension and expulsion, may result.

Technology Use Policy

The Internet offers vast, diverse, and unique resources to both students and teachers. We provide this service to promote educational excellence in school by facilitating resource sharing, innovation, and communication.

Access to the Internet enables students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. Families should be warned that some material accessible via the Internet contains items that are illegal, defamatory, inaccurate, or potentially offensive to some people.

While our intent is to make Internet access available to further educational goals and objectives, students may find ways, intentionally or otherwise, to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed the disadvantages. Parents, guardians and teachers are jointly responsible for setting and conveying the standards that students should follow when using the Internet.

As technology integration increases, many student projects are in electronic format. Teachers and students use our website as a bulletin board to display this electronic work. Administration uses digital photos of students and school activities to enhance the design and appeal of our school website. Just as we use the Internet to obtain information on a variety of topics, we strive to contribute to this worldwide information source through the posting of student research projects, multimedia projects, and information about our school.

All High School students will be required to sign a "Technology - Acceptable Use Policy" each year to ensure that they understand the expectations regarding technology use.

Digital Citizen Guidelines

BYOD - Responsible Use Agreement

Grade 6 – 12 students

Use of personal laptop requires specific responsibilities and expectations. Be sure to read, understand the following rules and return this agreement signed, to ensure a safe and enjoyable learning experience.

1. The laptop will have to be registered with the AISD Technology Department before use.
2. AISD Technology Department will install the standard AISD software package on the laptop - free of charge. You will respect all copyright laws as it relates to software and other media.
3. Remote management software must remain installed on your laptop and must remain on at all times while at school.
4. Use of your laptop in class occurs at the discretion of the teacher. If he or she asks you to close your laptop or turn it off, please do so.
5. You are to follow expectations agreed at the Acceptable Use Policy for Technology at all times while in class. Failure to do so will result in consequences as outlined in the student handbook.
6. Unauthorized filming or recording of students, teachers and staff with built-in microphones or cameras is prohibited.
7. The AISD Technology Department will provide technical support for the standard AISD software package only.
8. Hardware issues will be at the family's responsibility. You may schedule a time with the AISD Tech Center anytime between 8:00 am to 4:00 pm during the weekdays for help in troubleshooting your personal computer.
9. Students are expected to bring laptops fully charged prior to the beginning of school each day. Should a laptop need charging, students can check out from Tech Center or Library. Return chargers as soon as laptop is fully charged.
- 10.
11. All personal devices used to access the Internet at AISD are subject to the same web content filtering procedures currently in practice at school.
12. Students must take responsibility for their personal laptop at all times. We strongly recommend that you secure your laptop in your lockers during the lunch period or any other times when the laptop is not in use.
13. AISD is not responsible for the theft of a personal laptop/device nor are we responsible for any damage done to the laptop/device while at school. Any time a theft occurs, you are to contact a school administrator to make him/her aware of the offense.
14. For further information on BYOD please visit: <https://sites.google.com/aisdhaka.org/technologydepartment/byod>

American International School Dhaka 12, United Nations Road, Baridhara Dhaka - 1212, Bangladesh Phone: 880-2-882 2452 Fax: 880-2-882 3175

Accredited by New England Association of Schools and Colleges