



Ashgabat International School

Student and Family Handbook

2021-2022



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WELCOME TO AIS

Director's Message

Dear Students and Families,

At *Ashgabat International School* we value International Education. That means we value a wide variety of viewpoints and perspectives, ways of thinking and ways of being, and languages and cultures. We serve students of 23 different nationalities, with almost as many different languages spoken at home. Our goal is to ensure that each student receives an outstanding academic education in English while at AIS, and also experiences significant growth toward his or her role as a citizen of the world.



Quality Schools International (QSI), the organization to which AIS belongs, knows that every 5-year-old student comes to school eager to learn. It is our paramount duty to keep this urge to learn alive in every child who comes to our school. With the help of our talented teaching and administrative staff, we are meeting our goal one student at a time. We have positive learning environments for students age 2 through the Secondary IV of schooling. We help students in their character development through our Success Orientations program, focusing on: Responsibility, Trustworthiness, Concern for Others, Kindness and Politeness, Group Interaction, Independent Endeavor, and Aesthetic Appreciation. We offer challenging academic programs, including Advanced Placement courses that are equivalent to university courses.

We are excited to begin this school year with face-to-face instruction after a lengthy year of distance learning! We have a beautiful building with wonderful learning areas: spacious classrooms, full-size gym, music rooms, art rooms, libraries, cafetorium, and performance centers. We will do our best to ensure a safe and enriching learning environment for all students. We look forward to watching them grow in 2021-2022! Please read this handbook carefully, as it contains important information about the school for you and your child.

Sincerely,

Dr. Jodi Burnside

Director of Ashgabat International School
Ashgabat, Turkmenistan, 2021

SECTION 1: INTRODUCTION

1.1 INTRODUCTION

Ashgabat International School is officially accredited by the Middle States Association of Colleges and Schools. This organization is responsible for reviewing and assessing the proposed educational objectives; the professional qualifications of staff; the program of studies; and school governance, operations, policies, finances, and facilities.

Ashgabat International School is part of the **Quality Schools International (QSI)** family of schools, a non-profit organization, legally registered and authorized in the country of Malta.

The School is affiliated with the following educational organizations:

Middle States Association of Colleges and Schools (MSA)
Northwest Evaluation Association (NWEA)
National Honor Society (NHS)
College Board (Advanced Placement)
Office of Overseas Schools, U.S. Department of State

1.2 MISSION

Virtually every five-year-old comes to school eager to learn. The mission of Quality Schools International (QSI) is to keep this urge to learn alive in every child in QSI schools. Our schools are established to provide in the English language a quality education for students in the cities we serve. These students are the children of parents of many nationalities who have come to a foreign country, usually for a limited stay of a year or more. Some students are permanent residents or citizens of the host country. Our schools follow a logical model of education which measures success by the accomplishments and attitudes of our students. We believe that all of our students can succeed, that their successes encourage them to continue in a pattern of success, and that it is the schools' responsibility to provide the conditions for success. These conditions include i) developing clear statements in measurable terms of what the student will do to demonstrate mastery of learning, ii) providing the time and resources needed for each student to attain mastery, and iii) ensuring that students engage in learning at a level which is challenging and yet a level for which each student has the prerequisite skills necessary for success. We believe in providing an aesthetically pleasing physical surrounding under the charge of a caring staff who believe their students will be successful, and who use time with the students as a resource for learning rather than as a boundary condition to determine when a unit of learning begins and ends. We believe in providing resources such as books, learning materials, and educational technology. In the world today children need to become proficient in the use of computers and related technology as tools to accomplish a myriad of tasks. Finally, we believe in working with parents to encourage our students to adopt qualities of living which lead to success long after formal schooling has ended. These include universally accepted "success orientations" of trustworthiness, kindness/politeness, responsibility, independent endeavor, concern for others, group interaction, and aesthetic appreciation.

Adopted by QSI Board of Directors Feb. 1996

Reviewed and reaffirmed by the QSI Board of Directors Feb. 2019

1.3 VALUES & PHILOSOPHY

The schools of **QUALITY SCHOOLS INTERNATIONAL (QSI)** have been founded in order to provide a quality education in the English language for expatriates living in the international community. Local citizens who want their children to be educated in English are also accepted. The schools recognize that most of the students are enrolled for only two or three years and have diverse educational backgrounds. The philosophy of **QSI** includes the following:

1. Attitudes Toward Learning - We believe that more learning will occur if the student has a desire to learn, has positive feelings concerning his school environment, and succeeds in his work. A comfortable atmosphere of caring and acceptance established by the school is considered important, so that each student is encouraged to strive for excellence and to be creative. This is enhanced by an aesthetically pleasing environment with a view to appreciation of beauty and order. Each student's possibility of success increases when he works at the appropriate level of difficulty and senses positive expectations from his teachers.
2. Areas of Learning - Mastery of basic skills is considered a vital part of education, essential for success in studies of other subjects as well as in most situations in life. A broad and varied program of physical education, fine arts, and other activities is also considered important to enhance the interest and education of the students.
3. Social Behavior - For a useful and meaningful life we encourage the development of personal qualities leading to acceptable values and harmonious relationships.
4. Cultural Awareness - An understanding and acceptance of the different cultures represented in the school are considered important. We believe emphasis should be placed on gaining an appreciation and knowledge of the region and the local country in particular.
5. Environmental Awareness - We believe it is essential to have an awareness of the value of protecting and improving our environment.

1.4 AIS Statement of Purpose

Ashgabat International School is dedicated to serving the local and expat children of Turkmenistan. We strive to meet the individual needs of all our students by creating a friendly, nurturing, and caring community-centered international learning environment. Our goal is to inspire and empower all learners as they grow and develop academically, socially, and emotionally. We are confident this vision enables Ashgabat International School to create a positive and dynamic atmosphere in which all students can succeed at a high level.

December 20, 2020

1.5 SCHOOL OBJECTIVES

By 2028, QSI will improve reciprocal communication that promotes organizational understanding and active feedback.

By 2028, students in QSI schools will demonstrate increased proficiency in the 21st Century Skills of collaboration, communication, creativity, and critical thinking.

By 2028, QSI students will demonstrate improved literacy skills.

By 2028, QSI will improve its mastery learning practices in the areas of assessment, evaluation, and challenging students to go beyond the curriculum.

SECTION 2: ACADEMICS

2.1 CURRICULUM AT AIS

Ashgabat International School has a strong belief that:

- All students can learn to a level of mastery.
- Not all students will learn at the same rate.
- Our school must provide the conditions for all students to achieve mastery.

In the QSI model of learning, students either master the outcomes in each area, or are simply not finished. When a student achieves mastery level, he/she will receive credit for the outcome. AIS has mastery grades of “A”, “B,” or P (still in progress). We recognize that not everyone will master outcomes at the same rate. Those students able to finish an outcome rather quickly will be allowed to work on a selective outcome and gain credit for doing so. Others who take longer to achieve mastery level will be provided support and time to do so. The outcomes needed to achieve mastery level are clearly defined and clearly stated. We believe in teaching what we test and testing what we teach.

“*Success for all*” is more than just a motto; we believe that success is attained through achievement in a balance of academic and non-academic endeavors. Consequently, QSI has designed EXIT OUTCOMES which are the foundation of the whole curriculum. These exit outcomes fall into three categories:

1. Success Orientations
2. Competencies
3. Knowledge

Although these categories are related and are in many ways interdependent, the following three verbs give definition to the Exit Outcomes:

- *To be*: Success Orientations
- *To do*: Competencies
- *To know*: Knowledge

The three basic premises of our program of performance-based education are:

- All students can succeed.
- Success breeds success.
- It is the school's responsibility to provide the conditions for the student's success.

To Be: Success Orientations

The "Success Orientations" are globally accepted values that include:

- Trustworthiness
- Responsibility
- Concern for Others
- Kindness/Politeness
- Group Interaction (how well we work with others)
- Aesthetic Appreciation (respect for our environment and appreciation of our surroundings)
- Independent Endeavor (how well we learn and study on our own).

AIS considers these success orientations to be primary indicators of future success in advanced education, employment, and life in general. Teachers, students, and parents will be constantly aware that these are important components of a student's development.

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

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

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

The awards given for each student will be reached by a consensus of the appropriate group of professional staff members. Recognition for success in these seven orientations will be given five times during the school year.

To Do: Competencies

In recent decades, there have been tremendous advances in scientific and information technology advances. Thus, it becomes increasingly important for young people to develop competencies which give the tools to cope with this age. To become productive participants in modern society, our students need to gain skills related to these advances.

Particularly important are the higher order thinking skills. Skills related to the arts and physical fitness are also important with a view to beauty and quality of life.

These seven competencies are taught and evaluated in the school's curriculum.

- Verbal and Written Communication Skills
- Numeracy and Mathematical Skills
- Psychomotor Skills
- Commercial Skills
- Fine Arts Skills
- Thinking and Problem Solving Skills
- Decision-making and Judgment Skills

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

To Know: Knowledge

In order for a student to develop competencies, there must exist a firm foundation of facts and knowledge. Certain facts must be memorized and used as tools in gaining other knowledge and in developing competencies. Other knowledge is gained by building upon and combining fundamental facts and bits of knowledge. This happens by hearing, seeing, and experiencing in learning situations, followed by practice and repeated exposure. This happens by dialogue, questioning, experimentation, risk-taking, and group activities. This happens by reflection, day-dreaming, imagining, visualizing, and inspiration. No one knows all the ways this happens.

In the modern world, there has been a vast explosion of knowledge which continues today! It is impossible to include all knowledge in a school curriculum. Quality Schools International carefully selects knowledge considered essential for a person educated in modern society and concentrates on mastery of these essentials. The theme "less is more" is employed which means that it is better to engage in the study of less information and gain mastery with a view to proficient use as applied to higher learning, than it is to "cover" large amounts of information superficially and without mastery.

Each of the following seven areas of knowledge is listed with broad categories of success. These define in general terms the outcomes considered important by Quality Schools International with a view to mastery by all of our students.

- English/Literature
- Mathematics
- Cultural Studies
- Science
- Languages other than English
- Creative and Applied Arts
- Personal Health and World Environmental Issues

Our commitment to mastery learning means that AIS does not accept mediocre (grade of "C") or poor (grade of "D" or "F") work. The grades of "A" and "B" are considered to

be mastery grades. "Mastery" may have variations of interpretation from one course to another. However, teachers are encouraged to use professional judgment in evaluating mastery or non-mastery.

2.2 GRADING INFORMATION

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

In view of the above comments, the evaluations issued in the written status reports are defined as follows:

A = All essential parts of the outcome were mastered at an above mastery level. The student consistently demonstrated noteworthy achievement of a high quality, particularly in the higher order thinking or performance skills.

B = All essential parts of the outcome were mastered a high level in which the student successfully engaged in higher order thinking or performance skills.

P = The student is "In progress" in the outcome (normal status).

D = The student has not made a reasonable effort and is therefore "deficient" in attaining mastery of the outcome. When a student has been deficient in completing work or mastering an outcome, a D letter will be sent home from the teacher. The letter will state what the student needs to complete, and what the teacher will do to support the student. The student will have 10 school days to complete everything stated in the D letter. If the student does not complete the work the student will get a D on the status report.

H = This outcome is "on hold". If a student did not respond to the D letter and did not demonstrate mastery of the material, then an H letter will be sent to the student and parents from the school administration. The letter will indicate that the student will have an additional 5 school days to complete the work stated in the D letter. If the work is not complete and mastery has not been demonstrated, then the unit will be put on Hold. This means the student will not continue working on material in this class. A meeting with the administration will occur with the student, parent and teacher to determine the needs of the student to be successful in this class.

E = "Exposure". The student made a reasonable effort in the outcome and attained a level of mastery consistent with his/her capabilities. (Elementary classes only, but not in mathematics, reading, or language arts.)

W = The student has withdrawn from this outcome.

2.3 INTENSIVE ENGLISH SERVICES

Students whose native language is not English will be given a placement test upon admission. A placement team will determine what level of support appears to be most appropriate for the new student. Intensive English (IE) for elementary students may include daily classes in a small-group setting with emphasis on English grammar, content vocabulary, reading and listening comprehension, pronunciation, and learning strategies in order to prepare them to enter grade-level classes in English. Alternatively, it may be deemed more appropriate to place IE students in a mainstream

English class, but offer an extra period of academic support, or simply support in mainstream classes (push-in). Students in the IE program do not take a second language. During language instruction they attend an additional IE class.

Each student is evaluated on a regular basis to determine appropriate placement. This process is led by the Director of Instruction, in conjunction with the IE team, the student, and the parents. The goal for all IE students is to gain enough competency in English to be able to work independently in mainstream classes, without the regular support of the IE team. The timeline on this will be different for each student.

Please note that for secondary students, no high school credit is given for IE classes.

2.4 HOMEWORK POLICY

2.4.1 Purpose of homework

The purpose of homework is to practice skills taught in school or to prepare students for future skills. There are three acceptable categories of homework: practice (reinforcement), preparation, and extension or enrichment activities. Homework may be a prerequisite to taking a test for assessment.

Homework Will:

1. Be well-planned and compliment classroom learning
2. Have immediate or timely feedback
3. Incorporate available resources, if research is assigned
4. Be meaningful and challenging
5. Include clear procedures and due dates for accomplishments
6. Be assigned in writing as well as verbally

Specific Considerations:

- If students feel overburdened with homework assignments, parents are invited to share concerns and seek input from the child's teacher(s).
- Homework assignments are legitimately used to qualify a student for preparation of mastery assessment.
- Parents will be notified in writing when it appears assignments are not being consistently completed.
- A homework assignment notebook or agenda is required for all students in the 11-year-old class and above through Secondary IV. The school provides the first notebook. If the notebook is lost or misplaced it is a \$5US replacement fee.

2.4.2 Areas of student responsibility

Students are expected to ensure the following areas are addressed. Parental assistance is also expected with:

- Setting up a quiet place at home to study and to complete assignments and projects
- Maintaining a routine of study and development of regular habits of study
- Keeping a record of assignments and projects (in homework agenda)

- Organization of time so as to complete longer-term projects over adequate period of days

2.5 AIS LOCAL SECONDARY ASSESSMENT AND GRADING POLICY

QSI Mastery Education philosophy was discussed at length above. In addition to this overarching philosophical approach to student success in education, each local school is allowed some autonomy in structuring a flow of instruction and assessment in order to keep a class moving together at a reasonable pace in order that 10 units get completed during a regular academic year.

AIS teachers will plan for instruction and assessment utilizing the QSI curriculum guidelines. These are the approved learning objectives and each unit takes approximately 15-18 days to complete. The only success outcomes are B-level and A-level. A level is the highest attainable mastery level. All engaged but non-mastered units are P-status units.

1. Unless there is a learning need that will require reteaching and additional time, students are expected to hand in work based on a schedule set by the classroom teacher. If a student fails to submit work on time, a Deficient status (D) is assigned and the whole unit is technically in D status. Assessment is both a privilege and a right. Students wanting to be assessed for mastery (A or B level) must complete all preparatory work and formative assessments (including homework) required by the subject teacher prior to being assessed. Students achieving A unit level mastery ahead of the regular progression of their class will be given enrichment opportunities while correctives and reassessments/upgrades are taking place for the others.
2. Upgrading B's to A's is possible during the current school year and with in the quintile of instruction or the previous quintile. For example:
 - Quintile 1 can be upgraded during Quintile 1 and Quintile 2
 - Quintile 2 can be upgraded during Quintile 2 and Quintile 3
 - Quintile 3 can be upgraded during Quintile 3 and Quintile 4
 - Quintile 4 can be upgraded during Quintile 4 and Quintile 5

2.6 REQUIREMENTS FOR THE AMERICAN HIGH SCHOOL DIPLOMA

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

Three Diploma types are offered by **Quality Schools International**

- General Diploma
- Academic Diploma
- Academic Diploma with Honors

2.6.1 General Diploma

This is available to students experiencing time restraints or other challenges that make it impractical to pursue an academic diploma. It is only available to students who are in their fourth year of secondary studies or who will turn 18-years-old no later than 30 October following their graduation. This diploma is designed for students requiring a sound general secondary education.

A total of **220 credits** (including electives) is required for this diploma.

2.6.2 Academic Diploma

The Academic Diploma is a college or university preparatory course of study. The majority of AIS students will work towards this diploma. Students who satisfactorily complete this program should expect admittance into an American college or university or universities in other countries.

A total of **240 credits** (including electives) is required for this diploma. The minimum requirements in each department are listed Below:

English (80 credits)

- 20 - Literature (Literature I & II)
- 20 - Writing (I & II) or demonstrated competency
- 10 - American Literature
- 10 - British Literature
- 10 - Research Project
- 10 - Technology (computer applications, including 5 Keyboarding)

Mathematics (30 credits)

- 10 - Algebra
- 10 - Geometry
- 10 - Mathematics elective

Science (30 credits)

- 10 - Biology
- 10 - Physical Science
- 10 - Science elective

Cultural Studies (40 credits)

- 10 - World Geography
- 10 - Modern World History
- 10 - US-History
- 5 - World Governments
- 5 - Economics

Personal Health (25 credits)

- 10 – Wellness
- 10- Physical Education

Languages Other than English (20 credits)

- 20 in one language *OR* demonstrated competencies in a second language

Creative and Applied Arts (10 credits required)

- 10 units of credit will be required in the area of Creative and Applied Arts.
- These are not additional credits but are included in the current total credit requirements for graduation.
- These ten units can be a collection of credits from secondary courses such as: Art I & II, Music, Photography, Drama, Drafting, etc.

2.6.3 Academic Diploma with Honors

The Academic Diploma with Honors is the most advanced diploma offered by Quality Schools International. Requirements are the same as The Academic Diploma but with the condition that the credits include at least two Advanced Placement (AP) courses (ten credits each).

A total of **240 credits** is required for this diploma.

2.7 12YO, 13YO, and SECONDARY COURSE SELECTION

During the final months of the school year, students and parents make course selections for the next school year in consultation with the guidance counselor, teachers, and administration.

2.8 ADVANCED PLACEMENT

Advanced Placement (AP) courses challenge our Third and Fourth Year Secondary students to think with the sophistication of college students. Depending on the enrollment, interest, and student capability, the school will offer an Advanced Placement course or courses. These courses provide rigorous preparation for the AP exams credentialed by the Educational Testing Service in the United States. Many colleges and universities in the USA give university credit for test scores of 3 and better (on a scale of 1 to 5). Students must apply to take an AP Course.

Applications include:

- AP Application Form
- Motivational Letter (Minimum 500 words)
- Parent Agreement Letter
- Latest School Transcript or Status Report
- Recommendation from Homeroom Teacher
- Recommendation from a Subject Teacher
- Latest MAP Scores
- Student Conduct Form (Filled out by AP Committee)

The Academic Diploma requires 240 credits. The Academic Diploma with Honor requires 240 credits, but must include 2 AP courses. In view of the similarity of some QSI secondary courses with some AP courses, it may be recommended to substitute certain AP courses for the usual Academic Diploma courses, as this may help a student complete the graduation requirements and include an AP course without duplication.

2.9 ACCESS TO UNIVERSITY: OUTSIDE OF TURKMENISTAN

It is extremely important that students be in touch both with the country where they plan to attend a university and the specific university at least one year prior to entrance. Please see specific countries below:

1. **United Kingdom** Students applying to the United Kingdom should apply through the UCAS system by January 15 of their senior year and may select up to 5 universities or programs that they would like to attend. If a student wishes to pursue medicine, dentistry, or veterinary studies, the deadline is October 15. The deadline for both Oxford and Cambridge is October 15. More information on attending a university in England can be obtained at www.ucas.com.
2. Students planning to attend a university in the **United States** will usually need to take the SAT or ACT. If English is not their native language, they may need to take the TOEFL as well. Some universities waive the TOEFL if the student has attended an international school where classes are taught in English. Most US universities give credit for the AP courses if the exam is passed.

University admission officers generally agree that regardless of their requirements, or if they grant credit for AP, admission decisions are significantly influenced by the students having taken AP courses, which is taken as evidence that the student has pursued a rigorous high school curriculum.

2.10 ACADEMIC HONESTY

Students are expected to be ethical and honest in all aspects of their lives at AIS: in all written and verbal communication with teachers, staff, and each other, and through the academic work which they represent as their own. AIS students are expected to do their own work on **all** assignments, assessments, and projects, including homework and daily work. We emphasize the idea that the most important goal is the student's learning and the demonstration of that learning. The grade received is less important.

2.10.1 Academic dishonesty includes:

- Plagiarism is defined as: representing another person's work as one's own academic product. Plagiarism is not limited to copying from classmates, but also includes taking work from the internet, print, or other media without properly crediting the author.
- Any form of cheating on tests, quizzes, or other assessments. This includes use or possession of unauthorized notes during a test, copying, unauthorized use of the internet or wireless devices, any form of communication with another student during a test, stealing a test, and/or breaking any of the rules announced by the teacher during a test.

Important Note:

Care needs to be exercised when handing in work in which a student has had help from an adult other than their teacher (e.g. a parent or a tutor). If a teacher believes that the work handed in has had too much external input, he/she may ask the student to repeat the work or complete a different assignment. In these cases, no credit will be given for this work.

2.10.2 Consequences for Academic Dishonesty: Academic dishonesty is considered a serious offense at AIS. For each offense, an official Notice of Academic Honesty Violation will be completed by administration. Collusion or helping others cheat and/or plagiarize (giving others your work so they can copy) will also be treated in the same manner. **Offenses are accumulative over the four years of secondary 1-IV education.** The following are the consequences for Academic Dishonesty:

1st Offense:

- The student will have to complete the assignment again in handwritten form.
- The student will have to complete an additional assignment to ensure mastery of the material.
- The student will receive a grade of an N on the status report in success orientations for trustworthiness and/or responsibility.
- A Notice of Academic Honesty Violation will be placed in the student's permanent school file.
- The student will have to complete Lesson 1 on plagiarism.

2nd Offense:

- The student will have to complete the assignment again, in handwritten form.
- The student will have to complete an additional assignment to ensure mastery of the material.
- The student will receive a grade of an N on the status report in success orientations for trustworthiness and/or responsibility.
- A 2nd Notice of Academic Honesty Violation will be placed in the student's permanent school file.
- The student will have to complete Lesson 2 on plagiarism.
- A meeting with administration, the student, and the parent.
- All materials in all classes will need to be submitted in handwritten form for a period of two weeks.

3rd Offense

- The student will have to complete the assignment again, in handwritten form.
- The student will have to complete an additional assignment to ensure mastery of the material.
- The student will receive a grade of an N on the status report in success orientations for trustworthiness and/or responsibility.
- A 3rd Notice of Academic Honesty Violation will be placed in the student's permanent school file.

- The student will have to complete Lesson 3 on plagiarism.
- A meeting with administration, the student, and the parent.
- All materials in all classes will need to be submitted in handwritten form for a period of two weeks.
- The student's file will be presented to the advisory board and a recommendation for dismissal from the school maybe discussed.

2.11 STUDENT AWARDS

Throughout the year, a variety of awards will be presented to students at school assemblies.

SECTION 3: SCHOOL ATTENDANCE

3.1 ATTENDANCE POLICY

Many learning experiences occur in a classroom setting. School attendance is extremely important for successful learning. Future employers and university placement officials often ask for student records of attendance as an indicator of the reliability and motivation of the individual. It is expected for students to be in school except for sickness or extenuating circumstances.

Teachers take attendance at the beginning of the day, and during each class period for secondary students. Attendance is recorded in the office. The office publishes a list of all students who are absent by the end of the first period. Parents are then called to verify the absence. Once a student has three absences, the school administration will contact parents to be alerted to a potential problem.

3.2 LATE START.

In the event of road closures, icy roads, or other challenges, the school may call for a late start of the school day. Parents will be notified by phone call of the late start. Late Start Days will begin at 10:30 am.

3.3 ABSENCES

An email should be sent or a telephone call must be made to the school office before 9 AM on the day of return, explaining the student's absence.

When an absence from school is anticipated, it is the student's responsibility to make arrangements with the teacher to have a work plan and to receive any work. The student should keep this sheet for his/her records.

3.4 SCHOOL HOURS

The first bell rings at 8:15. Students need to report to their first period by 8:20 am. If students arrive at any other point of the day, they need to report to the office to sign in and receive a tardy pass. All students are dismissed at 3:59 pm on Monday, Tuesday, Thursday, and Friday. Students are dismissed at 3:41 pm on Wednesday.

If a student is absent from school, parents should phone or email the school office as soon as possible. If at any point during the school day a parent needs to pick up his/her son/daughter, please inform the office. Students will then wait for their pick up in the security building and MUST sign out with an office staff person.

3.5 TARDY POLICY

Being on time for school and to all classes is important at AIS. We pride ourselves on helping young people prepare for life after school, and one of the values we instill is the importance of being punctual. If a student arrives to school after 8:20 am, he/she will wait in the security building until the next bell rings. The student must always report to the main office to sign in and/or collect a tardy slip before going to class. A 12 YO, 13 YO, or secondary student can be tardy to school 5 times in a **quintile** without consequence. A sixth tardy will result in a meeting with the Administration and the parents. Lateness to class will be treated in the same way. A tardy to class is excused only if the student presents a note signed by a staff member with an explanation for the tardiness.

Tardiness will not be cumulative from one quintile to the next. The student will begin each quintile with zero.

Parents and students are urged to plan their morning schedules to allow ample time to arrive at school on time even if delayed by unforeseen events, road closures, or last-minute personal considerations.

3.6 PERMISSION TO LEAVE SCHOOL

Students 5YO+ are expected to be on campus from 8:15–3:59. If an emergency arises during the day which necessitates a student's leaving school, permission must be obtained from the school office in consultation with the student's parents. Regardless of the reason, the student will not be released to an unsupervised event without direct parental permission. In all cases, students must sign out (and in) with the school office.

3.7 RAMADAN, FASTING, PRAYER & MOSQUE POLICY

At Ashgabat International School we provide a rigorous education and we support a multicultural community. We are not a religious school, so we are focused on protecting our academic and instructional time. We want to support students who want to pray during school hours or participate in fasting during Ramadan. In order for students to pray at school or participate in fasting during school hours the following arrangements can be made:

For Prayer

- Prayer times can happen during non-instructional times with the supervision of school staff during the following times:
 - Snack time 10:11-10:26 MTTHF and 9:53-10:05 W (We will provide supervision)
 - Lunchtime (We will provide supervision or students will be allowed outside)
 - Elementary 12:05-12:47 MTTHF and 11:44-12:29 W
 - Secondary 12:50-1:35 MTTHF and 12:32-1:17 W

- If students need to pray during instructional hours, parents must pick up their children from school and take them to pray. It is the responsibility of the student to make up any assignments or classwork.
- Complete and return a signed permission form for prayer.

For Fasting

- During Ramadan, we will provide a staff member to supervise students outside in a designated area where there will be no food allowed during lunchtime.
- Students will be expected to complete the QSI curriculum and participate in all physical activities with the class even in Physical Education and Wellness.

3.8 DROP OFF & PICK UP PROCEDURES

Things to remember...

***Cars wait in line to enter campus. There is NO parking allowed on the street.**

Drop-off:

- Preschool and Elementary students will be dropped off at the North entrance and secondary students (12YO-Sec 4) are to be dropped off at the South entrance.
- At the North entrance, there are colored drop-off/pick-up zones in front of the security building. These are the only spaces where students are allowed to exit the vehicle.
- Please have children exit the vehicles on the passenger side ONLY.
- Please make sure drivers move to the available, open drop-off/pick-up spaces when they become available. There is no parking allowed in these spaces.
- Only preschool drivers are allowed to park in the first parking lot upon entrance, on the northwest side of the building.

Pick-up:

- All cars will need a rearview mirror tag to enter the campus.
- Pick up for Preschool and Elementary will be at the North entrance. (Families with multiple siblings will pick up at the North entrance.)
 - Pink Zone – Preschool (Cars park in Northwest parking lot.)
- Pick up for Secondary 12YO-Sec 4 (with no younger siblings) will be at the South entrance.
 - Orange Zone – Secondary students (arrive/pick up in South parking lot)
- At the North entrance, do not park the car. Do not get out of the car. Stay in a line with the vehicle.
- At the North entrance, students will be waiting in the pick-up zones, based on their LAST names. The zones will be colored on the pavement.
 - Red Zone – A & B
 - Green Zone – C, D, E, F, G
 - Yellow Zone – H, I, J, K, L, M
 - Blue Zone – O, P, Q, R, S, T, U, V, W, X, Y, Z
- Move to the most forward parking spot that is open when the pick-up zones in front of the security building become available. We are going to keep the line

moving. If your child is not outside waiting, we will move you through the pick-up area and you will have to go to the back of the line. You will NOT be allowed to wait in the pick-up zone area.

- Only preschool drivers may park in the first lot upon entrance, in the north-western lot. Only preschool drivers may get out of their cars and wait in the designated drivers' zone.

3.9 STUDENTS WALKING HOME

For everyone's safety, students should not be walking off campus at any time, before, during, or after the school day. In rare cases, students who need to walk off campus must have signed permission from their parents. In addition, students are not to leave campus until after all the cars for pick-up/drop-off have cleared the campus. Students with signed permission will receive a special pass that they must show to the guards each time they walk off-campus. Students must wait until a security guard or staff member instructs them to leave campus (typically around 4:15). The school is not responsible for the actions of the student once they walk away from the security area.

SECTION 4: GUIDELINES FOR STUDENT BEHAVIOR

Students at AIS are widely recognized for their good behavior and positive attitude. For this reason, students are expected to act in a way that demonstrates respect and responsibility towards themselves and others, exhibiting the Success Orientations at all times, by:

1. Arriving on time to school and all classes.
2. Attending class daily prepared with all necessary materials and having fulfilled all responsibilities for the class.
3. Demonstrating respect for classmates and teachers.
4. Demonstrating respect for all school rules as outlined in this handbook.
5. Undertaking all assignments, assessments, and projects to the best of their ability, with honesty, integrity, and a commitment to reaching their potential as a student.
6. Participating actively in class in an attentive and engaged manner.

All behavioral expectations documented in this section apply on school-sponsored trips, in addition to all activities on campus.

4.1 GENERAL CAMPUS BEHAVIOR

- Students are expected to use respectful and appropriate language at all times on the AIS campus. Derogatory words, swear words or "put-downs" directed at anyone should not be used on the school premises at any time.
- All students are to **walk** in the hallways and corridors and **keep their voices low**. Students should walk on the right throughout the building and stairwells.

- Bullying - AIS is a school that promotes a safe place for everyone to learn. Behavior that intimidates or makes others feel unsafe will not be tolerated. All incidents of bullying will be treated as serious infractions.
- The AIS campus is a non-smoking, drug-free campus; therefore, students are not allowed to bring tobacco or restricted drugs on campus or use them in the immediate vicinity of the school at any time. Students are not allowed to bring alcohol to campus either, nor be under its influence.
- Students are expected to maintain appropriate physical contact that is neither overly affectionate nor overly aggressive. Pushing, shoving, kicking, and public displays of affection are considered inappropriate, regardless of the student's intent.
- Students should use the waste receptacles for disposing of litter and recyclable waste.
- Graffiti and other types of vandalism will be treated very seriously and could be grounds for suspension or expulsion.
- The school campus is an English-speaking-only zone.

4.2 GENERAL CLASSROOM EXPECTATIONS

Elementary teachers will set classroom rules with their students. These typically fall within our Success Orientations and include such expectations as:

- Being Kind & Polite
- Being responsible for self and materials
- Being Trustworthy
- Helping Each Other
- Working Together

Students in the 12-year-old, 13-year-old, or secondary classes are reminded to:

- Be prepared for class by having materials ready, studied, and assignments completed
- Actively participate in class by engaging in discussion and assignments
- Show respect to others by listening in class
- Honor private, school property and equipment
- Use respectful language not derogatory, inflammatory, or profane speech

4.3 PERSONAL PROPERTY

- Students are responsible for their own property and at all times must ensure their safekeeping. **This includes all personal electronic devices. Ashgabat International School bears no responsibility for any such personal device that is brought onto campus.**
- Students must use store bags and other property in a locker, cubbie, or other designated place. Larger items may be held at the discretion of the school office staff.

4.4 USE OF TECHNOLOGY

AIS provides students with access to a wide range of information technology for educational purposes. **The use of these technologies is a privilege, not a right.**

Students are responsible for using them legally, appropriately, responsibly, and respectfully, and only for school-related tasks. Students should have no expectation of privacy or anonymity while on the school network or while using equipment or software provided or established by the school. **Before using any technology at AIS, students are required to read and agree to the User Agreement.** Upon entering a classroom, all cell phones should be placed in the classroom's cell phone parking lot.

4.4.1 Use of Personal Electronic Devices

Cell phones may not be used during the school day unless the use is allowed by the teacher during a lesson for academic purposes. If a student uses a device or it rings during the school day, it will be confiscated.

4.4.2 Posting media on websites

Students may not post or share any form of media (print, audio, visual, etc.) from school on any website or social media platform, or through any electronic communication channel, without explicit, written permission from a school administrator.

4.5 LUNCHTIME/RECESS EXPECTATIONS

2YO, 3YO, and 4YO students who stay at school for lunch eat in their classrooms and follow the pre-school playground rules. 5YO students will also eat lunch in their classrooms and will follow the elementary playground rules. All other students should follow the expectations below.

- Student behavior must be respectful of their peers, kitchen staff, teachers, and surroundings at all times.
- Students are expected to clean up the area they are sitting at and the surrounding area after they have attended the cafeteria
- When the bell rings on the playground, students will stop playing and line up quickly and quietly.
- 12/13/Secondary Students may play touch (American) football, basketball, rugby, soccer, volleyball, tag, etc, but should be reminded that if the game becomes too aggressive or involves too much "contact," the game will be stopped.
- **Public displays of affection, between any students, are not permitted.**
- Ball games are played only on the basketball court and in the lower field area. If a ball goes on top of a building, or into an adjacent property, a report must be filed with the school office and a member of the maintenance/security staff will get it as quickly as they can.

4.6 BELL RULES FOR 12YO THROUGH SECONDARY-IV STUDENTS

- The first bell releases students from class and the second bell signifies that students must be at their destination and in their seats ready to start the class. At the second bell, students have to be on task with all the necessary material.
- Students may go to the restrooms during the passing period as long as they arrive on time and are ready to start the next class at the second bell. Students will not be allowed to visit the restrooms at the start of the periods immediately following recess or lunch.

- All students should conduct themselves in an orderly fashion during the passing period. The students should keep their hands to themselves and walk on the right side of the hallway.
- If a student arrives after the second bell for a legitimate reason, he/she must bring a Signed Hall Pass to be excused from a tardy.
- Students who are not on the absence roster and are not in class will be reported as being truant. Such absences from class will be immediately reported to the Director of Instruction.

4.7 SCHOOL BUSES

The following behavior expectations have been established for the benefit and safety of all students who ride school-contracted buses, including to/from school-sponsored field trips. Students who ride the bus must:

- Use appropriate language
- Listen to and follow instructions
- Be respectful of adults, peers, and property
- Remain seated with the seatbelt fastened
- Not eat food or drink beverages (except water)
- Board the bus only at the designated bus stop

If a student disobeys a bus rule, the driver will refer him/her to Administration for disciplinary action.

4.8 DRESS CODE

A student's dress, personal appearance, and cleanliness should be appropriate to an international, professional/educational setting. **Quality Schools International** does not have a specific dress code or uniform for students. In view of the cultural diversity of our students, a few guidelines are in order. QSI hopes these are taken in the spirit of cultural sensitivity, common sense, and respect for others. All students are expected to wear appropriate clothing while attending school, on field trips, or at any other school function.

4.8.1 Specific dress code violations include:

Overly revealing clothing. For female students this is defined as: shorts and skirts that do not extend past the tips of the fingers when the student is standing with arms at her sides; spaghetti straps or straps less than 2 cm. in width; visible underwear (including tights or leggings that are deemed to be see-through); low cut tops or overly transparent clothing, bare midriffs. For male students, this is defined as pants/shirts that reveal underwear or bare midriffs, including sleeveless t-shirts.

The following are also deemed inappropriate: Extreme styles, excessively torn clothing, or wording that refers directly or indirectly to drugs, sex, alcohol, tobacco, violence, or profanity. Caps and hats may not be worn inside classrooms; flip-flops and other clothing are deemed inappropriate by AIS faculty or administration.

Appropriate dress for Physical Education classes will be discussed by P.E. instructors. After physical education classes or sports activities, students should change back into school clothing. **Students must have another pair of PE shoes for use in the gym. The soles of these shoes should not leave marks on the gym floor.**

4.8.2 Consequences for Dress Code Violations

A student who is inappropriately dressed may be sent home to change, their parents may be asked to bring a change of clothing to school, or the school may choose to provide a change of clothing if more appropriate. Repeated dress code violations represent a persistent disregard for AIS policies and will be dealt with more seriously. The school administration will be the final judge of appropriate dress.

4.9 CONSEQUENCES OF INAPPROPRIATE CONDUCT

- Classroom/Duty teacher consequences
- Contact with parents
- After-school, lunch-time, or Saturday extended time to make up for a lost time.
- Community service
- Daily or weekly check-in with the teacher(s) and/or administrator
- Special Behavior Plans
- In-school suspension
- Out-of-school suspension

4.9.1 Suspension

Suspension is a serious consequence for serious offenses and/or the repetition of offenses. The school administration may need to take immediate measures to remove (Suspend) a student temporarily from the school environment.

Suspensions are normally given for one to three school days, but in serious situations that may lead to expulsion, the length of suspension can be extended to five school days and renewed, if needed, while the case is being reviewed, plans are being created, and due process is being followed. Parents will be informed immediately if a child is suspended and a record of the suspension will be kept in the student's file.

Conduct which may be cause for suspension includes, but is not limited to, the following:

- Continued and willful disobedience or open defiance of a teacher or staff member.
- Conduct that endangers the well-being of other students.
- Physical assault upon any person/fighting.
- Persistent aggressive behavior.
- Bullying.
- Theft - taking or attempting to take another person's property.
- Willfully causing or attempting to cause damage to private or school property.
- Vandalism or destruction of school property or another person's property.
- Possession or use of fireworks, smoke bombs, lighters, or stink bombs.
- Possession of a weapon (or facsimile of a weapon) on campus including blades of any kind.
- Unauthorized entry to a locked classroom or locked area on campus.
- Extreme or repeated acts of academic dishonesty.
- Gambling.
- Smoking on campus or its immediate vicinity.
- Possession or use of alcohol or drugs on campus, just outside campus, or on school-sponsored activities.
- Attending school under the influence of alcohol or drugs.

- Harassing, cursing, or verbally abusing any person, including remarks intended to demean a person's race, religion, sex, national origin, condition, or intellectual ability.
- Inappropriate use of technology resources.
- An accumulation of several offenses over a period of a quintile or term.
- Persistently speaking a language other than English.

For every suspension, there will be a meeting between an Administrator, the student, and a parent. A teacher may also be present. The emphasis of the meeting is on recognizing the behavior and making an improvement plan.

4.9.2 Expulsion

Expelling a student from AIS is a serious matter that requires 'due process'. Expulsion is defined as the permanent removal of the student from school and the school's academic programs. In order to assure the due process is being followed, a comprehensive process that involves QSI headquarters and the local advisory board will be followed. This policy is available for review by any family at any time. It is always given to the student and parents involved in a possible expulsion and explained to them.

SECTION 5: STUDENT SERVICES

5.1 GUIDANCE COUNSELOR/COLLEGE COUNSELOR

The counselor is an advocate for the students as well as a liaison and resource for families. The social and emotional development of students has a direct impact on their academic success. Therefore, the counselors assist students in working toward their fullest academic and personal potential by monitoring academic progress and fostering the development of their social and emotional skills at all grade levels.

The counselor also guides secondary students' academic planning and the pursuit of career and higher education options. To foster these options, the counselor coordinates an annual career day and college night. Further, the counselor assists students in planning their academic course choices, including monitoring their achievement through status reports and check-ins. The counselor is also responsible for administering various college entry tests. The counselor assists students in investigating, identifying, and applying to institutions of higher education outside of Turkmenistan.

5.2 STUDENT SUPPORT SERVICES COORDINATOR

The Student Support Services Coordinator ensures that students with unique learning needs receive the individual services needed to help them be successful at AIS. The coordinator is available to meet with students, parents, and staff to advise and support students with unique needs.

5.3 One-on-One, Two-on-One Series

AIS does not provide special education services. There are times when students need additional assistance to be successful in the classroom. After identifying their need, the school may require a one-on-one or two-on-one assistant. This is an additional charge which will be paid to the school.

5.4 WITHDRAWAL

Notice of early withdrawal of a student from school should be provided to the school office in writing by parents. When transferring to another school, students must request an official withdrawal form from the office and complete it. Before records will be released, this form must be completed in full. No status reports or transcripts will be made for students who have not officially withdrawn.

- No official documents are released to parents until all fees are paid off and library books are returned

If a withdrawal is expected close to the end of a quintile, parents are asked to notify the school as soon as possible, so that the school can work with the student toward completing work and entering evaluations on the status report. Credit will be granted only for work completed, turned in, evaluated, and recorded.

5.5 TESTING ADMINISTERED AT AIS

MAP: All students in 6YO-Secondary II classes take the *Measures of Academic Performance* (MAP) tests in the fall and spring. 5YO students only take MAP in the spring. These are usually taken twice a year to measure student growth in English Reading, English Language, and Mathematics. These tests do not affect a student's status report but may help in the accurate placement of a student for English and Mathematics classes.

SAT/PSAT: For students in the upper years of secondary, the SAT is a standardized test for high school achievement and college admissions. SAT tests are taken in Secondary 3 & 4 years. The cost of the fee for the SAT and PSAT which is taken in 13 YO and Secondary 1 is paid for by the parents.

SECTION 6: STUDENT ACTIVITIES

6.1 AFTER SCHOOL ACTIVITIES

Activities are usually run by AIS staff members and are offered at no additional cost, unless supplies are needed, in which case a nominal fee is requested. Activities usually change each quintile; options and sign-up information are announced in the AIS Weekly Newsletter. All students are strongly encouraged to be a part of one or more activities.

Parents and members of the community who have skills that can be shared with students are encouraged to become involved in the after-school activity program.

6.2 STUDENT COUNCIL

The purpose of the Student Council is to encourage student involvement and decision-making and to promote leadership skills and cooperation among students and the rest of the school community. Both the Elementary, Middle, and High School Student

Councils aim to prepare students to participate in a democratic society, take initiative, and assume responsibility.

Minimum Standards for Student Council Members

- Satisfactory level of behavior/conduct and ambassadorship
- Satisfactory level of academic performance
- General support from faculty

If questions arise about a student's suitability to serve in the student council, the student (and parents, where appropriate), the student council staff advisor, and a member of the administration will discuss the concerns, the expectations and the necessary steps. The final decision for a student's suitability will rest with an administrator.

6.3 NATIONAL HONOR SOCIETY

Students who submit an application and meet eligibility requirements may become members of this prestigious organization, which promotes scholarship and service at AIS.

6.4 FIELD TRIPS AND SCHOOL-SPONSORED EVENTS

AIS believes strongly in the value of field trips to enhance the educational experience of our students. Elementary classes usually take several field trips each year, in order to take advantage of our location and to enable students to experience "school outside of school." The school will work to enable a variety of field experiences so that valuable learning opportunities are available to students and classes.

Generally, the school charges a small fee to students for these trips.

Note: It is very important that students keep to the deadlines given by the trip organizers in order to be able to attend. **Students who hand in permission slips and other documentation late may not be able to attend the trips.** Students who miss other classes to participate in a field trip must make up all work in the time specified by the teacher. It is the responsibility of the student to contact the teacher to find out what make-up work is required.

All behavioral expectations documented in this handbook apply on school-sponsored trips, in addition to all activities on campus.

6.5 SPORTS TEAMS & OTHER ACTIVITIES

Participation in sports teams and other activities is a privilege. Participation is not a requirement for graduation, and those who participate must give extra effort and time.

Because interscholastic activities are voluntary, and because those participating represent the school, it is mandatory that academic, citizenship, and sportsmanship standards be uncompromised. It is expected that each participant will be a good student and school citizen. He/she has the privilege of participating in a well-organized program that is of special interest to him/her and for which the school provides coaching, equipment, and facilities.

Therefore, the selection process is not based solely on performance but includes scholarship, attitude, conduct, and cooperation. Each participant has an obligation to himself/herself, his/her school, his/her coach, and his/her team. Therefore, the selection process will deny participation to those who fail to meet the established standards. The privilege of participation should be extended to those who have earned it in the classroom as well as on the playing field, court, track, or stage.

6.6 FUND-RAISING ACTIVITIES

The Administration must approve fundraising activities in advance. All posters to be mounted must also be approved by an administrator and may only be placed in approved/designated places around the school.

- Class monies raised through activities must be deposited in a special account through the school's Business Office.
- Any monies to be withdrawn must be approved in writing by the overseeing staff member.
- Funds accumulated through school-sponsored activities must be utilized for activities and programs that are clearly beneficial to the school, the students, and the community.

SECTION 7: GENERAL INFORMATION

7.1 DISTANCE LEARNING

If there is a need for the entire school to go to distance learning an additional distance learning handbook is given to students and parents. This handbook will include all the information needed to successfully complete distance learning and re-entry to face-to-face instruction. We will continue to utilize online platforms throughout the school year, in order to be prepared for any emergency situations.

7.2 CONFERENCES WITH TEACHERS

Parent-Teacher conferences are held twice a year. The spring conference is led by the student. The Purposes of the Conference are:

1. To assist the parents in understanding the educational program.
2. To inform the parents of their child's performance.
3. To gain insight from parents regarding the learning and social behaviors of the child.
4. To discuss future expectations of the child.
5. To develop positive relationships between parents and the school.
6. To formulate an action plan toward the student's future success.
7. To have the student take responsibility for their learning.

We encourage parents to make it a priority to attend. If a parent needs translation, assistants are available.

7.3 GUIDELINES FOR CONTACTING THE SCHOOL OFFICE

Parents should contact the school regarding special requests. We ask for your cooperation in keeping messages to a minimum. Parents should not be calling or texting students on their personal devices.

7.4 TRANSCRIPTS

Requests for official transcripts should be made through the counseling office. The transcript is official only when it has been signed and sealed by a school administrator.

All official records and documents will be given to parents once all bills have been paid in full and textbooks/library books are returned to the school.

7.5 EMAIL EXPECTATIONS AND PROCEDURES (PARENTS)

AIS thanks parents for noting the following points when emailing teachers:

- Parents are invited to contact teachers regarding their child's progress, present progress, future assignments, course content, and their child's conduct.
- Parents should not write teachers on a daily basis unless it has been arranged with the teacher.
- Parents can expect the teacher to respond within one school day after the email was received.
- Teachers will normally respond to parent messages in English.
- Discussion with teachers about other students or other teachers is not appropriate and will not be entertained.
- Parents should not contact the school staff on personal phones after school hours.

Students and parents should follow the appropriate chain of command when providing feedback or expressing concerns about the school. If there is a question about an individual student or classroom procedure, a parent should meet with the teacher first and attempt to solve the issue. If the issue is not resolved after an initial meeting, please schedule a meeting with the school administration.

All students and parents will be assigned a point person at the beginning of the school year. This person will be your main contact with the school on a weekly basis.

7.6 VISITORS

In an effort to maintain a productive and focused learning environment, friends, relatives, and alumni should schedule any requests for visiting classes directly to the Administration. Parents and other guests should check in with the security station, then proceed to the main office, at which point further instructions will be given. A visitor's pass must be worn while on campus.

7.7 MEDICINE ON CAMPUS

When students are under a doctor's treatment and must take prescription medication at school, the school administration and school nurse/doctor should be informed in writing. Only the school nurse/doctor is able to administer this medication and, then, only with written parental permission to provide such medication. Should a student have a chronic medical problem such as asthma, diabetes, high blood pressure, etc., a written statement from the child's physician should be placed in the student's file and

the child's teachers informed by the parents. All medicines must be kept in the school nurse/doctor's office.

7.8 LICE POLICY

While lice do not pose any serious health threats to students or adults, they can be very uncomfortable, prove difficult to get rid of, and can spread quickly through direct contact with individuals or objects such as rugs and pillows that recently came into contact with lice.

Since we want to ensure that children do not come to school and become infected through contact with peers, we will be sending all students discovered to have active lice home immediately. Students are allowed to come back to school once parents indicate that they have started lice treatment at home. Students who have nits (lice eggs) will be allowed to remain in school, but we ask that parents begin treatment immediately.

We ask that you look at your child's hair for lice and nits. In the event that lice or nits are found, please contact the school to help us know which groups of students are at the highest risk for contracting lice.

7.9 LOCKERS

All students in 12YO+ will be assigned a locker which becomes their responsibility for the year. **Students may not change or exchange lockers.** Damage beyond normal wear and tear will be charged to the individual student. If such damage indicates neglect or malicious intent, loss of locker privileges may be the consequence.

Students are cautioned not to bring valuable items to school. The school cannot assume responsibility for lost or stolen items.

Please note that the administration reserves the right to check the contents of student lockers and bags at any time.

7.10 TEXTBOOKS

Each classroom teacher will assign textbooks to individual students, who are responsible for maintaining books in good condition throughout the year. If a textbook is lost or damaged beyond repair, **the students will be required to pay for a new one at the current list price plus cover costs of shipping and import duties.** Students are required to have their name and grade written in ink inside all their textbooks. If there are spare textbooks, teachers may assign spare copies to students at their discretion and on a first-come, first-served basis.

7.11 LOST AND FOUND ITEMS

All lost and found items will be placed in a designated place on campus. Items left longer than 30 days will be discarded. Books left anywhere on the campus will be taken to the office.

7.12 YEARBOOK

The yearbook publication, containing pictures of students, staff, and various school activities, is an optional purchase by families at the end of the school year.

7.13 SNACK AND LUNCH

A morning snack and lunch can be purchased from the school cafeteria. Please pay Ms. Maysa for lunch and snacks.

Coffee Shop:

Students may purchase items from the school coffee shop before school, during lunch, and after school.

SECTION 8: APPENDICES

8 APPENDIX A:

QSI ACCEPTABLE USE POLICY FOR TECHNOLOGY

(2015)

I. OVERVIEW

A. Introduction

Quality Schools International (QSI) provides QSI employees and QSI students (referred to collectively as "Users") with access to technology. This technology (hereafter referred to as "the System") includes but is not limited to computers, networks and storage devices, printers, scanners, mobile devices and other equipment, the Internet and other remote systems, software, email, and other remote applications, and future technology. QSI's Acceptable Use Policy (AUP) governs the use of the system by all QSI employees and students.

B. Scope. QSI's AUP (Acceptable Use Policy) has several components.

1. Overview and Statement of Purpose
2. AUP for Employees
3. Student AUP and Parent Consent Form

C. Overview and Statement of Purpose

1. The System has a limited educational purpose (hereafter referred to as "the Educational Purpose"). The Educational Purpose of the System as it relates to QSI students is to assist in preparing them for success in life and work in the 21st century. It provides many benefits, including access to a wide range of information and the ability to communicate with people throughout the world. Students' use of the System is a privilege, not a right, as governed by the Student AUP set forth below.

2. The Educational Purpose of the System as it relates to QSI employees is to assist them in professional learning and career development, planning and preparation, establishing a positive classroom environment, delivering effective instruction to students, and satisfying professional responsibilities. QSI employees' use of the system is governed by the Employee AUP set forth below.

3. Additionally, the System will be used to increase QSI and students' intercommunication opportunities, enhance productivity, promote the exchange of information with peers, and assist employees in professional learning and career development. The System will also assist employees in sharing information with the local community, including parents, social service agencies, government agencies, and businesses.

4. The AUP provides understandable guidelines and benchmarks to promote the safe, beneficial use of technology by QSI employees, students, and their families, that can be practically applied day to day, given that technology is inherently changing and unpredictable.

III. QSI STUDENT AUP (ACCEPTABLE USE POLICY) & PARENT CONSENT FORM

Computers, the Internet, and related technologies are valuable resources for students and serve as the world's largest library and information database. QSI is dedicated to producing students capable of succeeding in today's technology-pervasive society. Students receive technology training including QSI's Essential Unit on Digital Citizenship. This unit is required for every QSI student from age 5 through secondary IV and provides a strong background in the proficiencies and ethical competencies for safe computer use, and to succeed in modern society. Students are expected to conduct themselves according to these outcomes, **even when not at school**. Issues brought to the attention of the staff that negatively affect other students or disrupt the school day will be dealt with by the school. These guidelines are available from your school or online at: <http://www.qsi.org> .

Your student may be asked to create an email or other online accounts required to accomplish these essential outcomes. Photographs of your student may appear in QSI publications and documents, or media reports about QSI.

Please contact your school director if you have concerns about this or any other requirement below.

A. Acceptable Use

1. Technology is to be used in a responsible, ethical, and legal manner. Some information and activities are not appropriate for school.

2. All technology use must support QSI's educational objectives, meet the objectives of QSI's Digital Citizenship Outcomes, and be in accordance with QSI's Success Orientations.

3. Use for student self-discovery may be allowed, but the Director will decide what usage is acceptable.

4. The Director may suspend or permanently end technology access for any student who violates QSI's AUP.

5. The use of QSI technology is **a privilege, not a right.**

6. The cost of willful damage will be billed to the parent or guardian of the abusing student.

B. Unacceptable Use Includes:

1. Downloading, copying or adding any unauthorized software, applications or files to or from the System.
2. Plagiarizing others' work. Plagiarism is taking the ideas or writings of others and presenting them as if they were original to the student. This includes direct copying as well as paraphrasing ideas without giving credit to the author.
3. Violating copyright, trade or service marks, or intellectual property rights. This includes peer to peer file sharing of copyrighted files. If the student is unsure whether or they can use a work, they should not use it without permission from the owner.
4. Using any username, password, or resource (within or beyond QSI) that a student is not authorized to use.
5. Participating in illegal activities. Activities on Internet accessible computers may be governed by the laws of several countries and jurisdictions.
6. Using harmful, threatening, abusive, or obscene language or imagery **at any time.**
7. Cyber-bullying: using the internet **to insult, ridicule, or otherwise hurt anyone's feelings.**
8. Vandalizing computers, the school network, technology, equipment, drives, files, software, or internet resources. Vandalizing includes, but is not limited to any attempt to **modify, erase, or destroy another person's documents or files,** or to defame or vandalize someone's digital profiles.
9. Using technology that is explicitly prohibited. This may include Gmail, Hotmail, Yahoo Mail & chat, Facebook, YouTube, and personal mobile devices.
10. Attempting to fix, repair, or enhance any equipment, device, software or other QSI resource without teacher approval. Please contact QSI regarding any repair or fix.
11. Wasting resources, including file storage, Intranet and Internet bandwidth, or paper, by unauthorized gaming, downloading, video or audio streaming, or other unauthorized activities.
12. Playing tricks or pranks on other people. Examples may include moving files, deleting files, adding unauthorized content to a document or e-mail, or otherwise distorting information.

13. Engaging in any activity that might imperil the student or others. Students should promptly disclose to their teacher or other school employee any message they receive that is inappropriate.
14. Violating the posted policies for any lab, library, or computer room.

8.1 KEEPING SAFE AND CODE OF CONDUCT POLICY:

This Code of Conduct must be read and signed by all employees of the school, parents, and anyone who will have contact with students as part of a school program, activity, field trip, or other events. The person's signature indicates understanding and agreement with the Code of Conduct.

QSI, Ashgabat International School Code of Conduct

Ashgabat International School is committed to the safety and protection of children. This Code of Conduct applies to all faculty, staff, employees, and volunteers. The public and private conduct of faculty, staff, employees, students, and volunteers acting on behalf of the school can inspire and motivate those with whom they interact or can cause great harm if inappropriate. We must, at all times, be aware of the responsibilities that accompany our work. Additionally, members of the school community, including parents, must be aware of the parameters of the Code of Conduct and the expectation of adult behavior toward children within the school community.

- We should be aware of our own and other persons' vulnerability, especially when working alone with children and youth, and be particularly aware that we are responsible for maintaining physical, emotional, and sexual boundaries in such interactions. We must not engage in any covert sexual behaviors with those for whom we have responsibility. This includes seductive speech or gestures as well as physical contact that exploits, abuses, or harasses. We are to provide safe environments for children and youth at all school activities, both on and off campus. We ask families to provide safe environments for children at private events as well.
- We must show prudent discretion before touching another person, especially children and youth, and be aware of how physical touch will be perceived or received, and whether it would be an appropriate expression of greeting, care, concern, or celebration. School personnel and volunteers are prohibited from physical discipline of a child.
- Physical contact with children can be misconstrued both by the recipient and by those who observe it and should occur only when completely nonsexual and otherwise appropriate, and never in private. One-on-one meetings with a child or young person are best held in public area; in a room where the interaction can be (or is being) observed; or in a room with the door left open, and another staff member or supervisor is notified about the meeting.
- We must intervene when there is evidence of, or there is reasonable cause to suspect, that children are being abused in any way. Suspected abuse or neglect must be reported to the appropriate school and local authorities.

- Faculty, staff, employees, and volunteers should refrain from the illegal possession and/or illegal use of drugs and/or alcohol, and from the use of tobacco products, alcohol and/or drugs when working with children. Adults should never buy alcohol, drugs, cigarettes, videos, or reading material that is inappropriate and give it to young people. Staff members and volunteers should not accept gifts from, or give gifts to, children without the knowledge of their parents or guardians.
- Communication with children is governed by the key safety concept of transparency. The following steps will reduce the risk of private or otherwise inappropriate communication between parents, administration, teachers, personnel, volunteers, and minors:
 - Communication between school adults (including volunteers) and minors that is outside the role of the professional or volunteer relationship (teacher, coach, host, etc.) is prohibited.
 - Where possible, email exchanges between a minor and a person acting on behalf of the school are to be made using a school email address.
 - Faculty, staff, and volunteers who use any form of online communications including social media (Facebook, Twitter, etc.) and text messaging to communicate with minors may only do so for activities involving school business.

Statement of Acknowledgement of Code of Conduct for Signature

I promise to follow the rules and guidelines in this Code of Conduct as a condition of my providing services to the children and youth participating in Ashgabat International School programs.

I will:

- Treat everyone with respect, patience, integrity, courtesy, dignity, and consideration.
- Never be alone with children and/or youth at school activities without another adult being notified.
- Use positive reinforcement rather than criticism, competition, or comparison when working with children and/or youth.
- Maintain appropriate physical boundaries at all times and touch children only in ways that are appropriate, public, and non-sexual.
- Comply with the mandatory reporting regulations of the school by reporting any suspected child abuse or neglect to the **School Administration**.
- Cooperate fully in any investigation of abuse or neglect of children and/or youth.
- Protect the child and the child's family by maintaining confidentiality in the case of a report of misconduct and refusing to share any details about the report with anyone outside of the school's Child Protection Team and relevant authorities.

I will not:

- Touch or speak to a child and/or youth in a sexual or other inappropriate manner.
- Inflict any physical or emotional abuse such as striking, spanking, shaking, slapping, humiliating, ridiculing, threatening, or degrading children and/or youth.

- Smoke or use tobacco products, or possess, or be under the influence of alcohol or illegal drugs at any time while working with children and/or youth.
- Give a child who is not my own a ride alone in a car, without explicit, **written** permission from the child's parent/guardian.
- Accepts gifts from or give gifts to children or youth without the knowledge of their parents or guardians.
- Engage in private communications with children via text messaging, email, Facebook, Twitter or similar forms of electronic or social media except for activities strictly involving school business.
- Discuss the details of any allegations with anyone outside of the Child Protection Team.

Staff, volunteers, and others who work with students:

I understand that as a person working with and/or providing services to children and youth under the auspices of Ashgabat International School, I am subject to a criminal record background check. My signature confirms that I have read this Code of Conduct and that as a person working with children and youth, I agree to follow these standards. I understand that any action inconsistent with this Code of Conduct or failure to take action mandated by this Code of Conduct may result in disciplinary action up to and including removal from the school. If a report is made against me, and the allegations are confirmed, the school is bound to share the findings with anyone who inquires for a reference about me.

The AIS code of conduct also includes everything covered in Sections Two through Seven.

Keeping Safe

Parents/staff/volunteer:

I understand the rules regarding mandatory reporting that are in place at the school. I agree to maintain an environment in my home and at private events that is free from abuse and neglect, for my own children and any other children with whom I may interact.

Name of Student/staff/volunteer: _____

Age of Student/Staff position: _____

Parent Name (if student): _____

Parent/staff/volunteer Signature: _____

Date: _____

8.2 APPENDIX B: Acknowledgement of Handbook

Students and parents should read and discuss the contents of this handbook together before signing and returning this form to the student's advisor before Friday of the first week of school.

Please feel free to contact the Director of Instruction to clarify any of the statements, expectations, or procedures written in this handbook prior to signing the form.

Students and parents should sign the following sections:

Student Name _____ Grade _____

I have read, understood, and agree to follow the guidelines set forth in this handbook, understanding that they apply while at school and on all school-sponsored activities.

Signed by Student _____ Date _____

Parent Name _____

I have read and discussed the contents of this handbook with my child, explaining that they apply while at school and on all school-sponsored activities.

Signed by Parent _____ Date _____

8.3 APPENDIX C: Permission to Release Information to Non-AIS Employees

PERMISSION FOR RELEASE OF STUDENT RECORDS

I, _____parent/guardian of _____

in Grade _____ hereby give the Ashgabat International School permission to release information regarding my child's status in school to

This may include but is not limited to academic progress, teacher and staff observations and concerns, behavioral issues on and around the campus, and any of the discussions of any evaluations that may be helpful in the necessary collaboration to better understand and support the student.

Date _____

Parent's/Guardian's Name: _____

Parent's/Guardian's Signature _____