

The American International School of Yaoundé



Parent & Student Handbook 2025-2026



This handbook is the basis for what and how we do things at this school and serve as a foundational document in making the decisions that we do. It is an expectation that all parents will read this handbook thoroughly; students will be made aware of its relevant contents during the first week of school. New families will find that this handbook will provide you with the big picture of the tone and culture of the school, in that what is emphasized is often what is most important.

Not everything in each section applies equally to the different school divisions. We have tried to be clear when a particular section applies to one division and not another, but parents and students will find that the language and the subject will obviously be directed towards one audience more than another.

Should you have any questions as you read through these pages, please do not hesitate to write them down and raise them at orientation or with the administration later. Any suggestions or changes that you feel would improve the effectiveness of this booklet for future editions and revisions are most welcome.

Excel

Engage

Website Address www.aisoy.org

Office Hours 7:30 am – 4:30 pm
Cashier Window Closed - 10:30-2:30 daily
and 8:00-12:00 Wednesdays

Telephone 237-2223-0421 or 237-2222-9465

School email info@aisoy.org

Local Address P.O. Box 7475
Yaoundé, Cameroon

U.S. Address 2520 Yaoundé Place
Washington, DC 20521-2520

School Hours: Monday through Friday

Pre-Kindergarten 3	8:00 am – 12:15 pm
Pre-Kindergarten 4	8:00 am – 2:15 pm
Kindergarten- Grade 12	8:00 am – 3:15 pm
Computer Lab	7:30 am – 4:30 pm
Library	7:30 am – 4:30 pm
ES After School Activities	3:20 pm – 4:10 pm
MS/HS After School Activities	3:20 pm – 4:10 pm
MS/HS After School Athletics	4:10 pm – 5:30 pm

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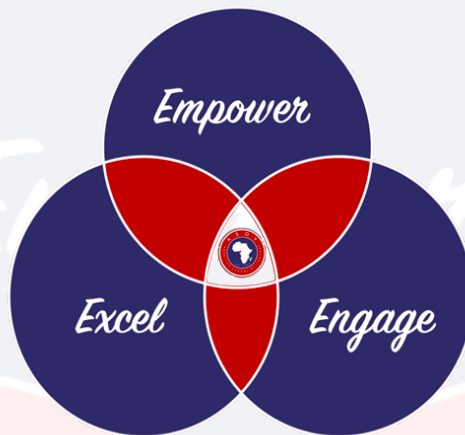
Our Vision

DRESS CODE and DISCIPLINE CONSEQUENCES
NEW BUS POLICY SCHEDULES

We empower students to excel, to embrace their individual passions, and become engaged caring, fulfilled global citizens who will positively impact society

Our Mission

Empower, Excel, Engage



Core Values

Growth: We value and support the holistic growth of all members of our community

Diversity: We value the diverse abilities, identities, and cultural backgrounds of all people

Service: We value a culture of altruistic service and empower each other to affect positive change in partnership with our local and global communities

International Mindedness

International Mindedness at AISOY is a celebration of diversity, a cultivation of empathy, and an engagement in local and global issues of importance.

Administrative Staff

Director
Deputy Director/Elementary Principal
Upper School Vice Principal
Athletic Director
School Counselor/College Guidance(K-12)
Business Manager
Executive Assistant to Director/Administrative Office Manager
Community Relations/Admissions
Human Resource Officer
Accountant
Cashier
Canteen Operations and Stores Manager
Procurement Officer
School Nurse
Support Nurse

Ms Shireen Appana
Ms. Nadine Boribon
Ms. Carine Jadot
Ms. Madhu Kapoor
Ms. Namrata Grover
Mr. James Besong
Ms. Mireille Maboma(Natacha)
Ms. Suzy Bendegue
Ms. Minerva Laura Osim
Ms. Jodeline Atchombat
Ms. Valerie Marebah-Tafon
Mr. Raymond Tchonang
Mr. Ivo Takang
Ms. Christine Ngeshi
Ms. Anicette Marie

Faculty

Pre-Kindergarten 3 & 4 Bilingual
Kindergarten
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5

Helen Talambe
Matthew Maddock
Grace Arreneke
Laura Di Carpegno Brivio
Lucy M.Howell
Richard Nyugha
Frema Asante

MYP/DP English
MYP/DP Individuals and Societies, History
MYP/DP Individuals and Societies and Psychology
MYP Design
MYP/DP Math & Economics
MYP/DP Science
MYP/DP Science/DP Coordinator
MYP/DP Visual Arts & TOK
MYP Math/Science/CAS Coordinator
MYP/DP French
PYP/MYP French
MYP/DP French
MYP Individuals and Societies and Math
PYP G1 - G5 Arts & LA G5
PYP French EY
English Language Learners Coordinator
Librarian
PYP/MYP Music
PYP Physical Education
MYP Physical and Health Education
MYP Physical and Health Education

Karan Kapoor
Greca Durant
Soraya Makhloof
Brian Jackson
Dancan Odhiambo
Gregory Hamer
Jacob Akundo
Ernest Asante
Nefertiti Metuge
Francoise Mekeme
Amandine Jutier
Jorgelina Orihuela
Charles Ngalim
Sarita Anang
Thelma Ebeck
Esther Pondi
Judith Ashu
Rachel Mwakughu
Maurice Ndjouma
Madhu Kapoor
Landry Mbarga

Learning Support Coordinator
Learning Support Teacher

Elizabeth Mensah
Cyprian Beh

PYP Coordinator
MYP Coordinator
DP Coordinator

Frema Asante
Carine Jadot
Jacob Akundo

Teacher Assistants

Pre-Kindergarten
Elementary (float)
PHE
Science

Ms. Florence.Nchanji
Ms Thelma Ebeck
Mr. Landry Mbarga
Mr. Manassas Nkwoh

IT Department

IT Coordinator
IT Technician
IT Assistant

Ms. Muki Marguerite
Mr. Maurice Emassom
Mr. Hadison Nfor

Maintenance and Custodian Staff

Photocopier Attendant/Supply Clerk
Maintenance/Custodial Supervisor
Maintenance/Electrician
Maintenance/Gardener
Maintenance/Carpenter

Mr. Robertson Bick
Mr. Andy Ngoumbah
Mr. Njoya Moussa
Mr. Isaiah Ngalina
Mr. Alfred Ndukong

Custodians

Mr. Eric Fongoh
Mr. Peter Ngwafong
Mr. Edouardo Etogo
Mr. Elvis Njambe

Mr. Maurice Nfor
Ms. Chunga Olivia
Ms. Nelly Eboua
Mr. Charles Nkwain

Mr. Abdou Nglamaka
Mr. Shey Tanyu

ASOY Guards

Day Guards
Mr. Eric Ngoh Ngeah
Mr. Samuel Eni
Mr. Johannes Takang
Mr. Yaya Bayelle
Ms. Everlyne Ngu

Mr. Joseph Mbatoh
Mr. Ignatious Pesung
Mr. Ngole Wang Ekwelle
Mr. Bapa Eugene
Mr. Tabu Linus

Mr. Lesly Meve
Mr. Moses Ngeh
Mr. Bime Fabian
Mr. Ridandi Pelandi

Night Guards
Mr. Stephen Achep
Mr. Emus Nembo
Mr. Clovis Makume

Mr. Martin Buh
Mr. Armstrong Asongwe
Mr. Nkwa Martin Andu

Mr. Jean Claude Ewi
Mr. Obed Sala
Mr. Takadjou Jean Blaise

Parrot's Canteen

Canteen Manager
Chef

Mr. Patrice Nguyen
Ms. Kelly Laura Egbeaya

Cook
Kitchen Aides

Ms. Priscillia Shuri
Mr. Etali Napoleon

Mr. Ungiekum Kennedy
Waiters

Mr. Teki Ayaba
Mr. Fai Nelson

Mr. Ngeh David Njila
Mr. Tata Joachim

ASOY Recreation Club

Manager
Life Guard
Life Guard
Life Guard

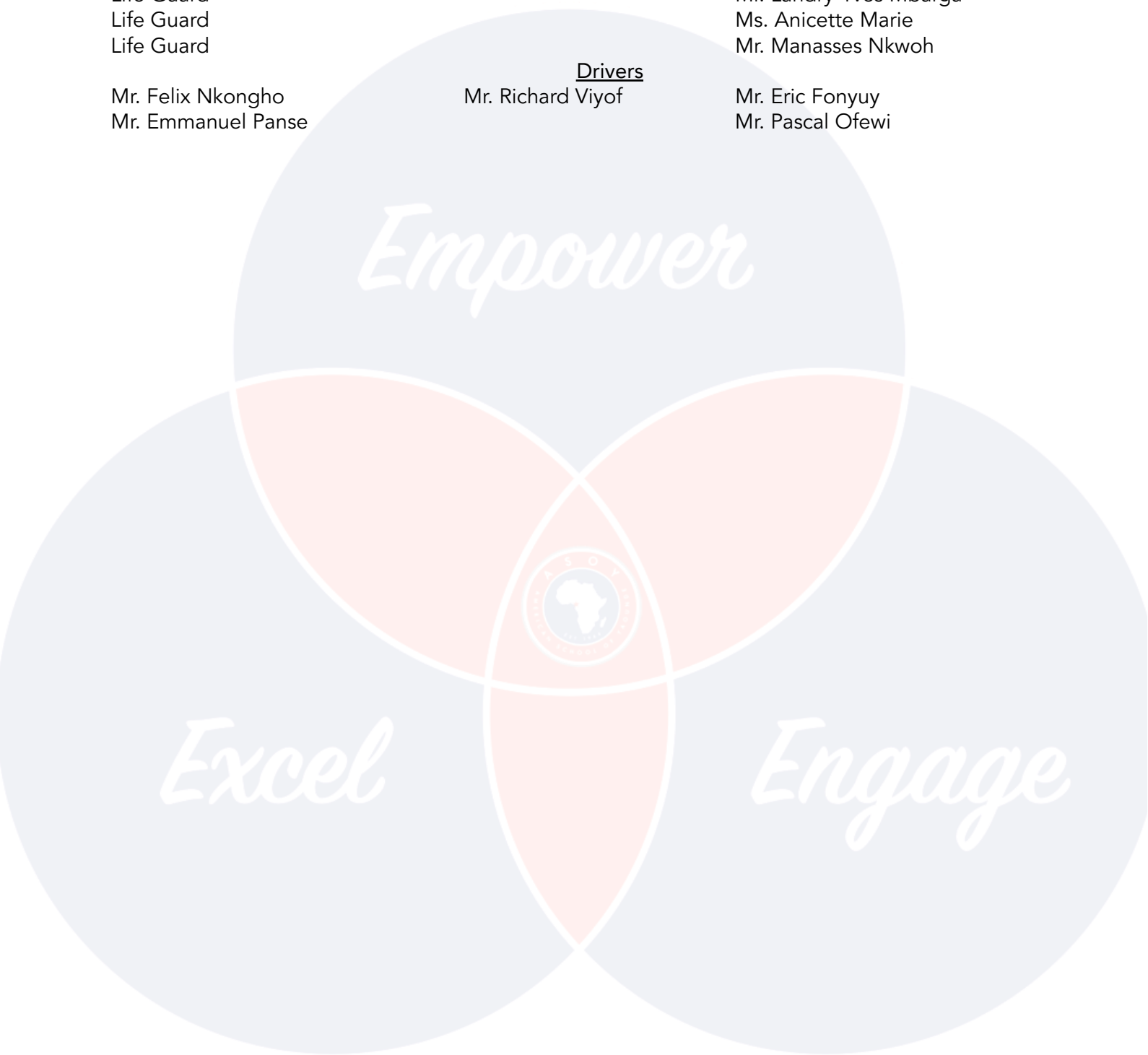
Mr. Emmanuel Matiafa
Mr. Landry-Yves Mbarga
Ms. Anicette Marie
Mr. Manasses Nkwoh

Drivers

Mr. Felix Nkongho
Mr. Emmanuel Panse

Mr. Richard Viyof

Mr. Eric Fonyuy
Mr. Pascal Ofewi



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The American International School of Yaoundé is a private, co-educational IB World Continuum School authorized to deliver the Primary Years Program for grades Prek-3-5, Middle Years Program Grades 6-10 and the Diploma Program for grades 11-12.

The campus is located close to the centre of Yaoundé in the area of Quartier Du Lac, and consists of 20 classrooms, one computer lab, a library, and a canteen. Sports facilities include two tennis courts and a covered basketball court, multipurpose court, swimming pool, soccer field, and 2 playgrounds. These facilities comprise the AISOY Recreation Club which serves the school and other members of the greater Yaoundé community by providing varied activities, programs, and events.



The programs at AISOY reflect the international and multi-cultural character of its students within the Cameroonian environment. All students study English Language Arts, Mathematics, Science, Social Studies, French, Performing and Visual Arts, Physical and Health Education. In addition, a wide range of extra-curricular programs is offered in sports, community service, and the arts.

With the exception of the French language, instruction is in English. Support services are offered for students not yet fluent in English and for students with learning and/or other learning differences. Admission of all students is based on previous school grades and records, a number of years of schooling, age, previous school recommendations, consultation with parents and teachers, English proficiency, and the appropriateness of our program for meeting student needs. The French language program consists of two tracks, one for native French speakers and students fluent in French, and the other for French language learners.

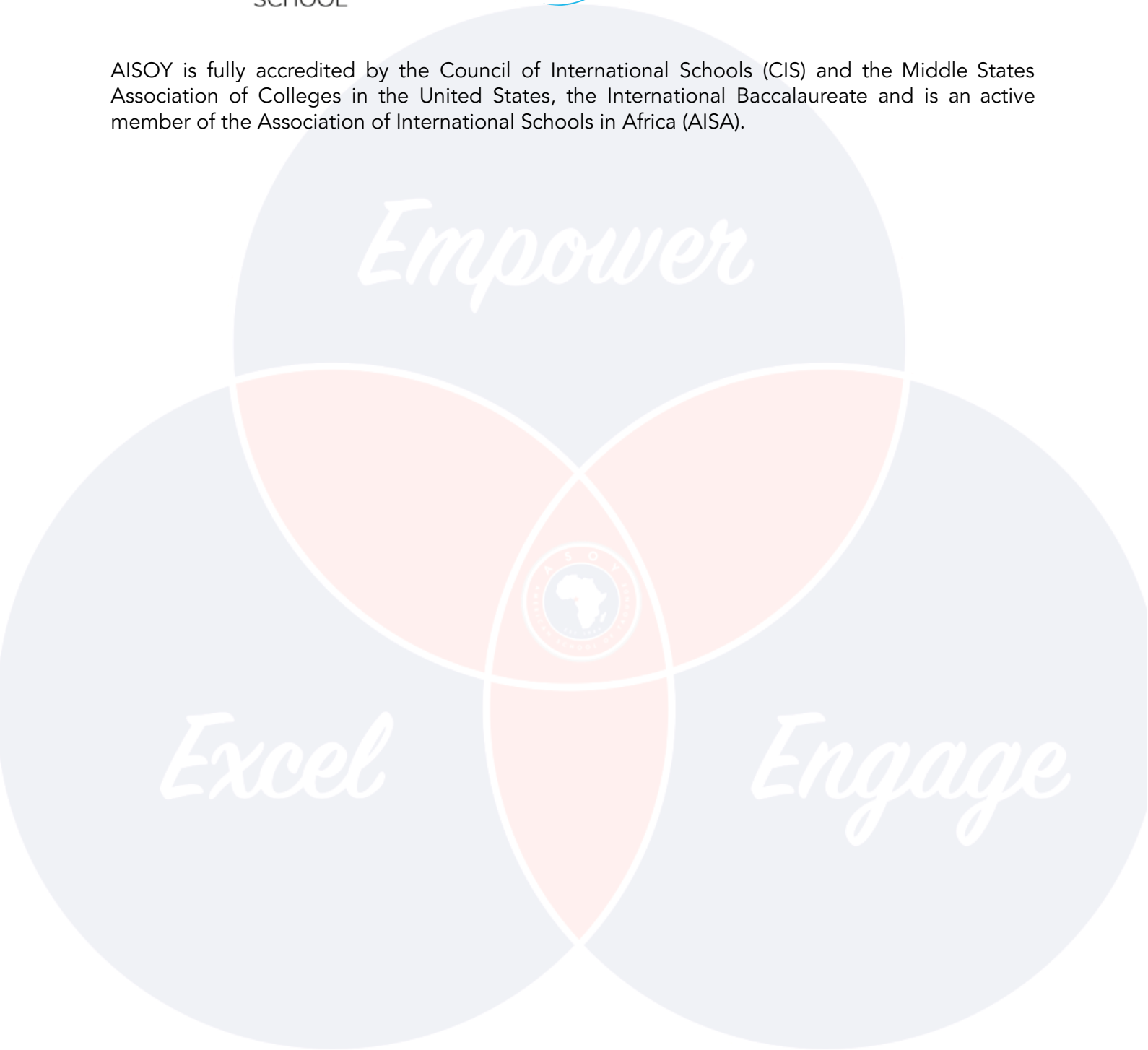
The school is governed by a seven-member board, six of whom are elected by the AISOY Parent Association. The seventh member is appointed as the representative of the U.S. Ambassador. The board also includes the Director, a teacher representative and a student representative who are non-voting members. Board meetings generally occur on the third Thursday of every month at 5:30 PM and are open to parent observers. The Association meets in a General Assembly once a year in April for the purpose of electing board members and reviewing the annual budget and strategic plan.

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AISOY is fully accredited by the Council of International Schools (CIS) and the Middle States Association of Colleges in the United States, the International Baccalaureate and is an active member of the Association of International Schools in Africa (AISA).





The American School of Yaoundé 2025 – 2026 Schedule of Tuition and Fees

August 18, 2025 – June 12, 2026

Annual Tuition			
	Semester 1 (due Aug 18, 2025)	Semester 2 (due Jan 23, 2026)	ANNUAL*
Early Childhood: Pre-K 3 and 4			
Pre-K 3 Tuition	\$3,535.00	\$3,535.00	\$7,070.00
Pre-K 4 Tuition	\$4,552.50	\$4,552.50	\$9,105.00
Elementary School: Kindergarten – Grade 5			
Kindergarten – Grade 5 Tuition	\$11,290.00	\$11,290.00	\$22,580.00
Middle and High School: Grades 6 – 12			
Grades 6 – 8 Tuition	\$11,945.00	\$11,945.00	\$23,890.00
Grades 9 –10 Tuition	\$12,420.00	\$12,420.00	\$24,840.00
Grades 11 – 12 Tuition	\$12,670.00	\$12,670.00	\$25,340.00

* Parents who pay the full tuition by April 15, 2025 will receive a 3% discount.
Those who request a payment plan will pay a 3% financing fee.

ADDITIONAL FEES			
	New Students (enrolled 08/2025)	Returning Students (enrolled before 08/2025)	
Application Fee	\$650.00 one-time fee per student	\$0	
**Capital Levy-Kindergarten – Grade 12 (see reverse side for details)	\$7,500.00 one-time fee per student	\$500.00	
Capital Levy- Pre-K4	\$1,000.00	\$1500.00	
Capital Levy- Pre-K3	\$1,000.00		
Learning Support Program (need assessed)	\$3,000.00	\$3,000.00	
OPTIONAL ADDITIONAL FEES			
School Bus Fee (annual)	\$2,000.00		
Annual Lunch Fee: Pre-K 3 & 4	CFA 300,000		
Annual Lunch Fee: Kindergarten – Grade 5	CFA 400,000		
Annual Lunch Fee: Grades 6 - 12	CFA 500,000		
After School Program: Ages 3-10		½ Year	Full Year
	1 hour/day	\$600.00	\$1,200
	2 hrs/day	\$1,000.00	\$2,000
	3 hrs/dav	\$1,400.00	\$2,800

** For new students in Prek-3 and Prek-4(above), the capital levy fee may be billed at \$1,000 per year until Kindergarten, at which time the remaining balance of the original \$7,500 will be due.

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ASOY Guidelines and Terms for Payments and Refunds of Fees

1. **Application Fee:** A non-refundable fee of US \$650 per child is payable on submission of an application.
2. ****Capital Levy Fee:** A non-refundable capital levy fee of US \$7,500 per new student is utilized for the school's Capital Fund and is due on or before a student's first day of attendance. The Capital Fund supports capital and building expenditures that are not part of the annual operating budget. Returning students pay US \$500 per year.
3. **All tuition fees are due either on or before a student's first day of attendance, or (if paying by semester), before the first day of each semester, unless other arrangements are approved by the Director.** Following the due date, late payment charges of US\$25 per day are added to the student's account and will accumulate until full payment is made. All late fees and tuition must be paid before the first day of the next quarter or the child(ren) will not be allowed to continue to attend ASOY.
4. All dishonored checks will incur a charge of US\$100 and late payment penalties in addition to any bank charges levied against the drawer.
5. All fees are based in US dollars. The school accepts payment in US\$, CFA, or Euro. However, please note that payments made in CFA or Euro will be converted into US\$ based on the daily US\$ sale rate at ECOBANK on the day of payment OR the rate used for the annual expense budget, whichever is most advantageous to the school. Please call the office for an official rate if payment is in a currency other than the US\$. Payment may be made by: (1) Direct deposit to any one of the School's bank accounts; (2) Checks submitted to the School Cashier's Office, or (3) Cash \$ or CFA submitted to the School Cashier's Office. Please note that ASOY prefers to receive payments by bank transfer or check.

When making payments directly to one of our bank accounts, please provide ASOY with a copy of your bank or wire transfer so we may have a record of your payment. Please note that ASOY is not responsible for paying bank transfer charges.

6. **Late entry of students**
 - A. Students enrolling within the first 40 calendar days of school, will be assessed tuition and fees for the entire year.
 - B. Students enrolling on or after the first 40 calendar days of school, but before the second semester, will be assessed 75% of annual tuition.
 - C. Students enrolling at any point during the second semester will be assessed one-half (50%) of annual tuition, with the exception of enrollment 30 calendar days or less prior to the end of school.
 - D. Application and capital levy fees will be paid in full for late entry students.Students enrolling 30 calendar days or less prior to the end of the school year will be charged the full application fee and 1/180th of the annual tuition for each day of attendance. The capital levy may be deferred until the beginning of the next school year.
7. **Refunds for withdrawals** are available after written notification 30 days in advance of a student's last day of attendance, and according to the following Board Policy:
 - A. Students withdrawing prior to 30 calendar days of registered attendance are entitled to a refund of 80% of annual tuition.
 - B. Students withdrawing after the first 45 days of registered attendance are entitled to a refund of 50% of annual tuition.
 - C. Students withdrawing 10 school days, prior to the first day of the 2nd semester are entitled to a refund of 25% of annual tuition.
 - D. Students withdrawing after 130 days into the school calendar are entitled to a refund of 10% of annual tuition.
 - E. No refund of tuition will be given to students withdrawing after 135 days into the school calendar, each year.
 - F. In the above mentioned cases:

For purposes of refunds, annual tuition refers to tuition, Learning Support fees and lunch fees.
No refunds may be obtained for application, capital levy, or bus fees.
 - G. No refunds may be obtained in the case of temporary school closure.

End-of-Year Outstanding Accounts

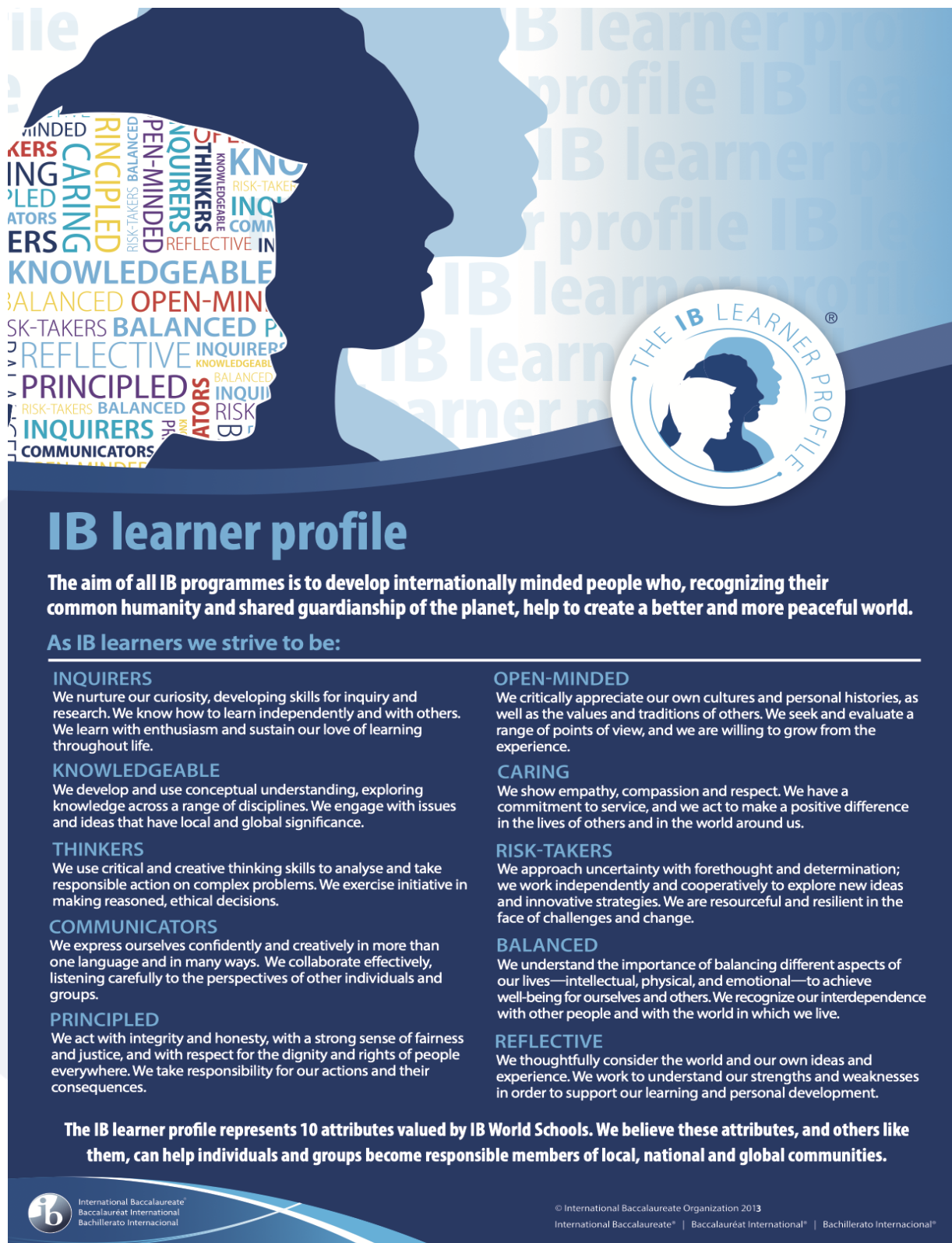
Report cards, transcripts, and school records will be withheld until all obligations have been paid. Students with a past-due account will not be allowed to attend school at the discretion of the director. Students will not be re-enrolled for the next school year until all past due obligations have been paid.

8. Forfeiture of Tuition and other Fees

In the event a student is expelled from the school, remaining tuition, application, capital levy, bus, lunch and all other fees are forfeited.

The IB Learner Profile Characteristics

Our goal at AISOY is to integrate the IB Learner Profile throughout the school. The intent is not only to teach, but also to promote, acknowledge, and recognize faculty, staff, and students who demonstrate these characteristics throughout the day, whether in the classroom or on the playground; whether in extracurricular activities or community service projects; whether in advisory group or in class discussion.



The infographic features a large silhouette of a person's head in profile, facing right. The interior of the head is filled with a word cloud of the ten IB Learner Profile attributes: INQUIRERS, KNOWLEDGEABLE, BALANCED, OPEN-MINDED, REFLECTIVE, PRINCIPLED, RISK-TAKERS, and COMMUNICATORS. To the right of the head is a circular logo with the text 'THE IB LEARNER PROFILE' around the perimeter and a smaller silhouette of the head inside. Below the silhouette, the text 'IB learner profile' is written in a large, bold, sans-serif font. Underneath this, a paragraph states: 'The aim of all IB programmes 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.' This is followed by the heading 'As IB learners we strive to be:'. Below this heading, the ten attributes are listed in bold, uppercase letters, each followed by a descriptive paragraph. At the bottom, a bold statement reads: 'The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.' The bottom left corner features the IB logo and the text 'International Baccalaureate Baccalauréat International Bachillerato Internacional'. The bottom right corner contains the copyright information: '© International Baccalaureate Organization 2013 International Baccalaureate® | Baccalauréat International® | Bachillerato Internacional®'.

IB learner profile

The aim of all IB programmes 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.

As IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

 International Baccalaureate
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Admission

Admission to the American International School of Yaoundé is open on a non-discriminatory basis to all students, regardless of race, creed, color, gender, religion, national origin, ethnic background, or philosophy. Students of all nationalities are welcome to apply, including those not yet fluent in the English language as outlined in this policy; however, students are required to meet the academic standards required to earn a high school diploma.

Students will not be considered for admission until the application for admission, previous school records and recommendations, relevant healthcare documents, and the registration fee have been submitted. Admission is considered based on the following:

- Review of previous school records
- Recommendation of previous teacher/counselor
- Age of student
- Years of schooling successfully completed
- Level of English proficiency, particularly in high school
- Evidence of student's ability to succeed at AISOY

Final admission decisions are at the discretion of the Director, in collaboration with the Counselor. Students will not be allowed to start school until all required documents have been submitted, including previous school records, grade reports, immunization records, health records such as recent audiological assessment(s), vision tests, and speech-language pathology reports.

Students Transferring from Other Schools

All students transferring from other schools must provide accurate school records at the time of admission. Grade reports and/or transcripts must be translated into English. AISOY reserves the right to deny admission of students dismissed from other schools for academic, disciplinary, or other reasons. Families falsifying records or failing to provide accurate information at the time of registration will be denied enrolment and/or continuation of attendance.

Early Childhood and Elementary School Placement

Children entering the Early Childhood and Elementary Programs must be the following designated ages by September 1 of the current school year:

- Pre-K 3: 3 years old by September 1
- Pre-K 4: 4 years old by September 1
- Kindergarten: 5 years old by September 1
- First Grade: 6 years old by September 1

There are no exceptions to the birthday cut-off dates. However, children who turn 3 may apply to attend Pre-K 3 for the first or second semester of the school year. Such children, if accepted, would not move to Pre-K 4 the following year but would begin Pre-K 3 again in the fall along with their same age peers. Parents are required to sign an agreement agreeing to this policy.

AISOY believes that students should progress to the next educational level based upon their individual readiness. Therefore, the decision to continue a child in their educational

journey is based upon a thorough evaluation, by the classroom teacher and possibly others in school, rather than being based solely on the completion of an academic year.

New Middle and High School Students

Students joining AISOY in middle and high school (Grades 6 to 12) are expected to be of appropriate age for a specific grade level and to have successfully completed the appropriate years of schooling. Decisions regarding grade placement are based on academic achievement; teacher recommendations; years of successful schooling; age; records from the previous school; placement tests; English language proficiency; physical, social, cognitive, and emotional growth and development; consultation with parents and teachers; and the appropriateness of the school program for meeting student needs.

The school system includes Middle School - Grades 6 to 8 (ages 11-14), and High School - Grades 9 to 12 (ages 14-18). Middle and high school students transferring from other schools are required to provide accurate school records, in English including a grading key, for the previous two years of schooling. Applicants for Grades 10 to 12 must also provide an official high school transcript. AISOY reserves the right to deny admission to students dismissed from other schools for academic, disciplinary, or other reasons. Students falsifying records or failing to provide accurate information at the time of application will be denied enrollment and/or continuation of attendance.

Students with Limited English Proficiency

Children in the Early Childhood Program (Pre-Kindergarten, and Kindergarten) with limited or no English skills receive no formal English Language Learners (ELL) instruction due to the natural ability of children to easily learn language through classroom games and activities.

From Grade 1, students needing support in English language will be referred to the English Language Learner (ELL) Program based on admissions testing, level of English proficiency, and previous school records where available/indicated. Classroom teachers can also refer students based on observations pertaining to any of the four domains of language development (speaking, listening, reading, writing) using the electronic Student Support Team Referral Form.

In addition, starting in Grade 1 through Grade 10, the provision of ELL instruction contributes to language acquisition, but the integration of students into regular classes and programs is essential. Therefore, the ELL teacher and regular classroom teachers collaborate to assist students in developing their English proficiency. ELL support is provided through both a push-in and pull-out model of service delivery. The ELL coordinator determines which model of service provision (or a combination thereof) will best meet each student's needs and, through discussion and coordination with classroom teachers, develops a schedule of support. ELL support is differentiated in order to allow each student to work from and to his or her appropriate stage of language development. For new students, services provided through the ELL Program are determined through admissions placement tests indicating a student's level of speaking, listening, reading, and writing English language proficiency. If ELL services are recommended and warranted, the school reserves the right to deny the admission of students unwilling to actively participate in the ELL program.

It is expected that high school students in Grades 11 and 12 are proficient in English and are able to attend regular classes with no ELL support. Students in Grades 9 and 10 who require additional ELL services will receive structured support based on their level of English proficiency in the four language domains: listening, speaking, reading, and writing. ELL students may be advised to employ a tutor outside of school hours or to complete regular online practice such as IXL. Unless under exceptional circumstances, high school students with limited or no English proficiency should enroll by Grade 9 in order to successfully complete coursework required to meet graduation requirements. English mastery is essential to successfully meet the academic standards to earn a high school diploma.

Students with Learning Challenges

Students with learning difficulties will be considered for admission on an individual basis (see Inclusion Policy). The Director, in collaboration with the Student Support Team (SST) comprising Learning Support Coordinator and LS Teacher, Counsellor, Elementary Principal if student is PYP, High School principal if student is MYP/DP, maintains discretionary authority for the admission of students with learning and/or other difficulties, based on the extent to which the school program can meet student needs within available resources. Parents are responsible for arranging an evaluation and for submitting all assessment results, evaluation reports, and previous school records before admission is considered. All reports must be translated into English prior to submission for consideration as part of the student's record.

AISOY is able to support students with mild learning difficulties or disabilities. The Learning Support department works with teachers to develop and implement appropriate accommodations. The curriculum is not modified for Upper School students.

It is important to note that there are limited to no English-based external support services available in Yaoundé. Some families develop clinical relationships with specialists who are willing to work with students at a distance. Based on past experience, with few exceptions, families need to travel outside the country to perform and update psycho-educational evaluations.

Students requiring Learning Support services are charged an additional fee (please see tuition fees).

Gifted Students

The AISOY community aims to develop internationally-minded, inquiring, knowledgeable, and caring young people who are motivated to succeed. The IB gives students distinct advantages by building their critical thinking skills, nurturing their curiosity, and cultivating their ability to solve complex problems. AISOY believes that equal access to the curriculum for all students is promoted through differentiation. Through differentiated learning experiences, students who are gifted can be challenged and excel to reach their full potential. 'If, as teachers, we increase our understanding of who we teach and what we teach, we are more likely to be flexible in how we teach' (Tomlinson and Eidson, 2003).

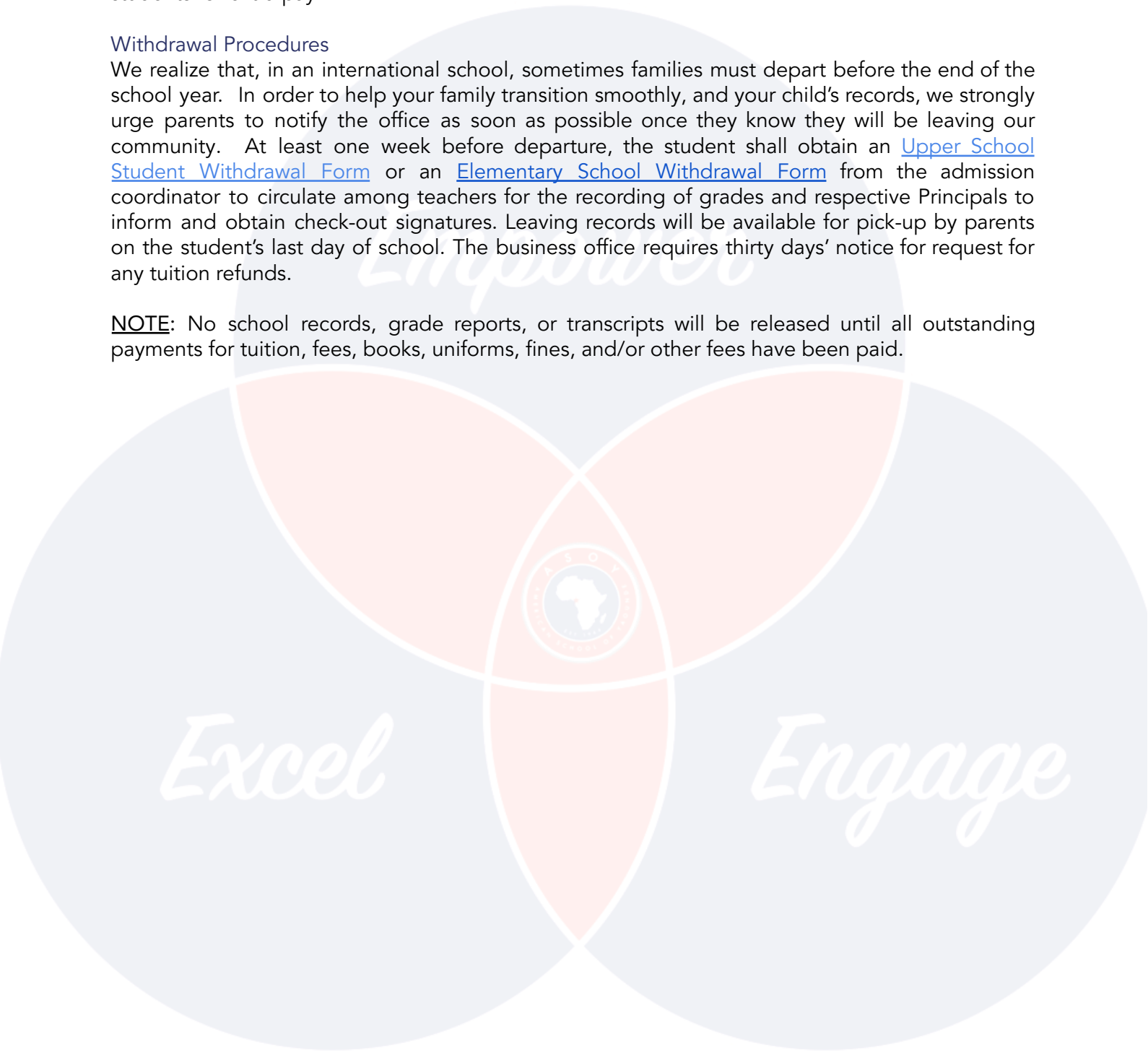
Tutoring

AISOY faculty are available to assist students, as necessary outside of the school day. If parents feel that their child needs regular and long term tutoring, then the school will ask that the parents themselves take responsibility for making such arrangements. All scheduling and expenses associated with the employment of tutors are at the expense of parents. AISOY faculty are discouraged from tutoring AISOY students for money and are prohibited from teaching their own students for extra pay.

Withdrawal Procedures

We realize that, in an international school, sometimes families must depart before the end of the school year. In order to help your family transition smoothly, and your child's records, we strongly urge parents to notify the office as soon as possible once they know they will be leaving our community. At least one week before departure, the student shall obtain an [Upper School Student Withdrawal Form](#) or an [Elementary School Withdrawal Form](#) from the admission coordinator to circulate among teachers for the recording of grades and respective Principals to inform and obtain check-out signatures. Leaving records will be available for pick-up by parents on the student's last day of school. The business office requires thirty days' notice for request for any tuition refunds.

NOTE: No school records, grade reports, or transcripts will be released until all outstanding payments for tuition, fees, books, uniforms, fines, and/or other fees have been paid.



A day at AISOY

The academic day begins at 8:00 am and ends at 3:15 pm for students in Grades K-12.

Children in the Early Childhood are dismissed at times as indicated below:

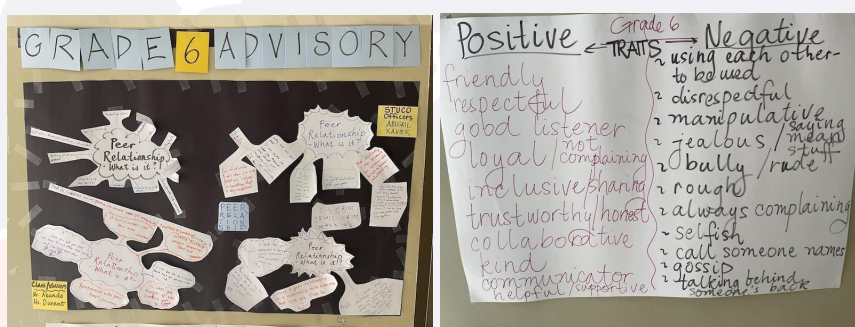
Pre-Kindergarten 3 – 12:15 pm

Pre-Kindergarten 4 – 2:15 pm

Bus transportation is available after school for students in Pre-K 4 at 2:15 pm and for students in Grades K-12 at 3:30 pm and again at 4:40 pm for students participating in after-school sports and activities. A late bus at 5:30 pm may be implemented for sports practices.

Advisory Program

Each student in grades 6 – 12 is assigned to an advisory group with a faculty advisor with whom they meet regularly.



(examples of advisory activities)

Advisors are faculty members to whom students can turn for help and advice. They facilitate a student's progress and transition at AISOY and help students navigate their way through middle and high school. Advisors strive to cultivate an atmosphere of trust in which students can openly discuss personal issues. Advisors also help guide students in the right direction and refer them to others who can help with specific issues.

After-School Hours

AISOY is committed to providing a rich and diverse menu of after-school activities that cater to all age groups. These activities are an integral part of our mission and vision, supporting the holistic development of our students beyond the classroom. Parents can find detailed information about available activities throughout the year on the AISOY website or by contacting the main office.

After-school activities begin immediately after school and conclude by 4:10 PM, with the late bus departing promptly at 4:20 PM. Please note that middle and high school WAISAL practices extend until 5:00 PM. There will be a bus at 5:10 after MS/HS WAISAL practice.

To ensure student safety, Elementary School students must be enrolled in and actively participating in an after-school activity if they are to remain on campus after 3:15 PM. If not enrolled in an activity, students are expected to go home directly after school or register for the Elementary After-School Care Program.

Elementary students found unsupervised on campus after 3:15 PM will be escorted to the After-School Care Program, and parents will be invoiced for the service accordingly.

Upper School students are also required to leave campus by 3:15 PM, unless they have a scheduled meeting with a teacher. If they remain on campus after that time, they must stay at the library and stay there until their departure.

Bus Service

Optional bus service is available for children in Pre-K 4 and Kindergarten at 2:15 pm, and for students in Grades 1 through 12 at 3:30 pm. No bus service is available for children in Pre-Kindergarten 3. School buses depart campus at 3:30 pm after school and again at 5:30 pm to accommodate students participating in after-school sports and activities. Daily bus transportation is provided for an additional fee (please contact the office for the fees). Students riding buses are expected to abide by established rules and regulations at all times.

Lockers

Lockers are available for students in grades 6-12, they must use their own lock. Locker contracts are given to students wanting a locker and must be returned to the school counselor before access to a locker. If s/he chooses to store belongings there, they should keep a lock on their lockers at all times, and to respect the locker as school property, keeping it neat and clean. The school is not responsible for lost or stolen property kept in lockers. We encourage students to store their personal belongings in lockers during the school day, except for materials needed for each class.

Lost and Found

The school maintains a lost and found box. Belongings not claimed after three months will be donated to a charitable organization. Valuable items such as jewelry and electronic devices will be kept in the administration office. Please contact the office for information regarding items collected in the lost and found.

AISOY Open House

In the first few weeks of school or prior to school starting, there are "Meet and Greet" events and information sessions for each program. This affords parents the opportunity to meet their child's teachers, visit classrooms and be acquainted with the specific IB program. Goals and plans for the current year will be presented and parents will have the opportunity to ask questions about the coming school year. Updates will be shared and posted on the AISOY website for specific dates and times.

AISOY Parent Association

All AISOY parents are automatically members of the AISOY Parent Association. The primary role of the Association is to elect Board officers at the May General Assembly, and to provide input on the Strategic Plan at the May General Assembly.

AISOY Parents Teachers Association (PTO)

The purpose of the PTO is to support the school and student activities. More information can be found on our website - [PTO Guide](#)

AISOY Recreation Club

AISOY students and their families are automatically members of the AISOY Recreation Club and may use the recreation facilities after school and on weekends, when available. (Note: Facility availability is subject to change.)

Please be reminded that students are not permitted on campus without adult supervision. We kindly ask that parents or guardians accompany their children while using the facilities to ensure safety at all times.

Release of School Records

AISOY makes every effort to communicate regularly with parents about their child's progress and to provide detailed school records should a family withdraw from the school. In order to provide that information, the policy requires the administration to ensure that a family's financial standing at the school is up-to-date before sending home reports and records.

AISOY reserves the right to withhold student records, including term grade reports, transcripts, transfer records, and other documents, in the event that any monetary or material properties owed the school, including tuition, textbooks, library books, uniforms, supplemental fees, and other school property, have not been returned/paid. If you have any questions about your outstanding tuition and fees, please contact the business office. In order to meet the GDPR guidelines on personal information, the school must have written permission from parents in order to share or release school records.

School Store

The AISOY school store keeps some school supplies. Notebooks, pens, pencils etc.. are provided to students by the classroom teachers. In grades 6-12, students must come to school with their own laptop computer and calculator. The school store does not provide these items.

Early Dismissal on Fridays

The school schedule is shortened on all Fridays to allow the staff time to do professional development activities. This allows teachers and administrators to collaborate and engage in curriculum development, vertical and horizontal curriculum alignment, and integration of the school's mission and vision. Students are dismissed at 1:45 pm on all Fridays, and are expected to leave campus immediately after school. There are no after-school activities scheduled on Fridays and therefore no late buses. Exceptions to the Friday early dismissal schedule will be shared with parents well in advance.

Toys from home

Bringing toys to school can be a fun way to pass the time during breaks or recess, but it is essential to remember that toys can also be distracting during class. Toys can also be a source of conflict between students, as arguments may arise over who gets to play with a particular toy or who owns it. In addition, toys can be lost or stolen, causing frustration and upset for both the owner and their classmates.

While it may be tempting to bring a favorite toy to school, it's important to follow the rules and focus on learning while in the classroom. Instead, students can find other ways to occupy their free time during breaks, such as reading a book, drawing, or playing a game with friends that doesn't involve toys. This helps create a positive learning environment and ensures everyone has an equal opportunity to learn and succeed.

We advise parents against encouraging their children to bring toys to school.

Telephone Use at School

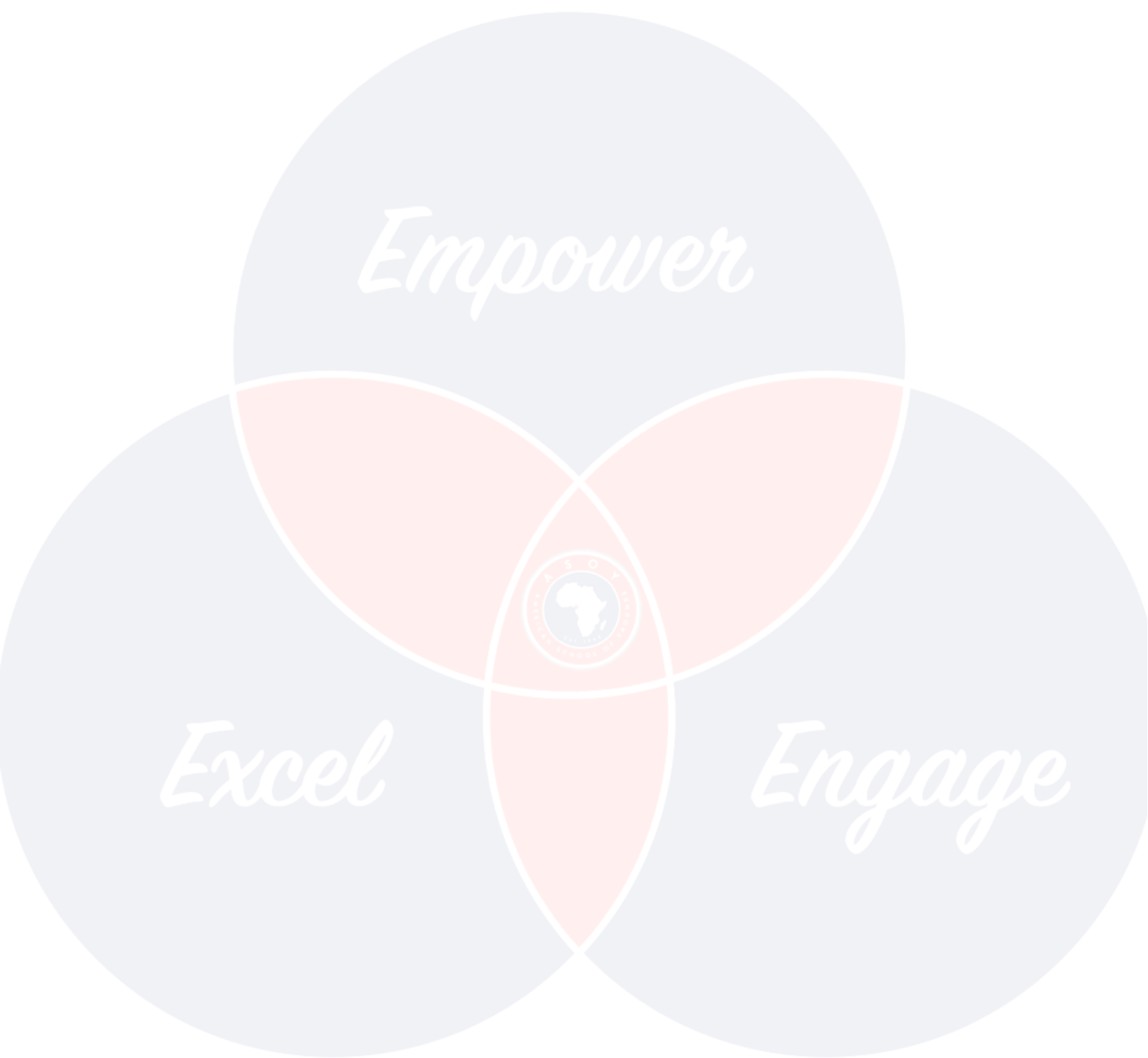
Students are not allowed to use cell phones during class time as this is disruptive to the learning environment. If a student needs to call home, he/she should go to the administration office to place the call. To prevent interruptions to instruction, parents are requested to call the main office, rather than the student's cell phone, if they need to contact their child. PYP students are not allowed to have or use cellphones on campus

Textbooks

While textbooks are not the main staple of learning in elementary school, middle and high school students can expect to have textbooks issued to them in most of their academic courses. We aim to provide students with up-to-date resources that complement our curriculum and are generally ordered and shipped to AISOY. Textbooks must be returned at the end of the year in usable condition, with pencil marks erased and tears repaired. Books that have been lost or damaged beyond use must be paid for at the current purchase price and shipping cost required to import the same book from the US.

Birthdays

We would love to celebrate a child's birthday on campus. If you are organizing a party outside of school, birthday invitations can be sent to school to be distributed by the Homeroom teacher or on ManageBac if the whole class is invited. In school, we are happy to have the students celebrate with individual cupcakes as this reduces waste and the need for plates and cutlery. Please refrain from bringing in any decorations, drinks, clowns, or magicians. Although we would be happy to sing 'Happy Birthday' and celebrate, we would like to clarify that it is not a party. Parents are not permitted to come in and celebrate with their children in school.

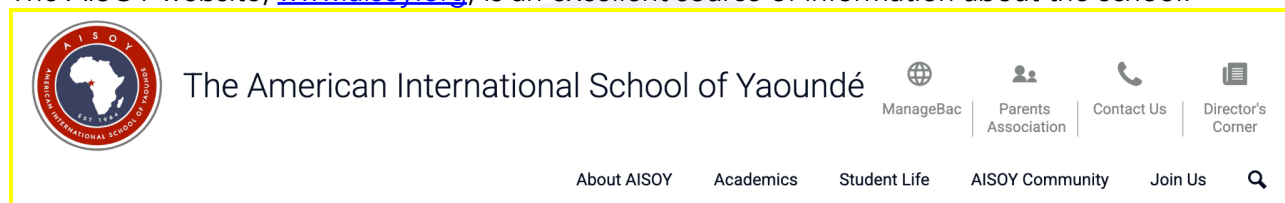


Communication

The AISOY website and Managebac, the student information system, are the primary means of communication between the school and the AISOY community. In elementary school Seesaw is also used.

The AISOY Website

The AISOY website, www.aisoy.org, is an excellent source of information about the school.



On the website you will find the calendar, up and coming dates, lunch menu, this Student/Parent Handbook, monthly newsletters and much more. The website should be your first choice for information.

Referral process

WHAT	WHO 1st	Who next	If necessary
Classroom concerns	contact the teacher.	If the issue is not resolved inform: * the ES Principal (esprincipal@aisoy.org) * or the MS/HS Vice Principal (usviceprincipal@aisoy.org)	The issue will then be brought to the Director.
Academic issues or questions	Contact the appropriate IB Coordinator (PYP, MYP, or DP Coordinator)		
Health issues	go to the nurse or use the email nurse@aisoy.org	If the issues are not resolved, they should then go to the Deputy Director and Director.	
ASAs questions or special requests	Athletic Director athleticdirector@aisoy.org .		
Bus services	Ms Natacha - mmaboma@asoy.org		
Admissions & students leaving campus	Ms Suzy - info@asoy.org		
Safety issues	officemanager@aisoy.org) and copied to the Director (director@aisoy.org) and Deputy Director (esprincipal@aisoy.org).		
Remarking in MYP and DP	In the event of requesting an enquiry upon results after their release, IB guidelines are strictly followed:(see details below)		

For the annual IBDP results in July

- The IB DP coordinator is contacted with written consent indicating the course that the student wants to have remarked
- The IB DP Coordinator informs the concerned parties of the implications and possible scenarios.
- The DP coordinator then proceeds to do the request for the course(s) to be remarked while the revision process fee is paid by the student.
- Upon completion, the IB notifies the DP Coordinator of the outcome who then notifies the student concerned.

Remarking on the Personal project for the MYP will follow the same process as above but will involve the MYP coordinator instead.

Absences

Students who have been absent from school, or have missed a class during the day, are expected to submit a note from a parent, have their parent call or email the community relations officer. Absences for reasons other than illness or family emergency should be reported in advance. Parents are encouraged not to schedule family trips prior to or extending beyond school holidays, except in cases of emergency. Medical and dental appointments should be scheduled for after the school day, where possible. If students are absent from school, it is expected that students will make up the missing assignments, where possible. In cases of secondary students missing a known assessment, it is expected the student will make up the assessment upon returning to class.

Illness at Home or at School

Students who become ill at school shall obtain a pass from the classroom teacher or office before reporting to the nurse. The nurse keeps a record of all students seeking assistance due to illness or injury. If it is determined that a student needs to go home, or if additional care is indicated, the nurse will contact the parents and will notify the office to make arrangements for the child to go home. Before leaving campus, the student must also obtain a "permission slip to leave the building" from the Admin office to show the guard at the gate. If the student does not go home and returns to class, he/she will be given a pass by the nurse.

Absences for School-Sponsored Trips and Events

School trips and other school-sponsored events are considered an important part of the learning process and are, therefore, not counted toward a student's rate of attendance. However, students participating in a school-sponsored trip or activity are expected to take responsibility for obtaining assignments before departing for an event or trip.

In order to discourage students from missing school and then attending after hours events, students will not be allowed to participate in school-sponsored activities and trips if they are not in school for the entire day before an event, or if they miss a class without permission on the day of the scheduled trip or event. Likewise, students absent on the day following a major event or trip may not be allowed to participate in such events in the future.

Field Trips: Parents will be notified about the details of any field trips and will complete the required [Field Trip Permission Form](#).

Overnight Trips: For overnight trips occurring outside of Yaounde, a special *Overnight Trip Permission Form* and details of the trip will be sent home to gain parental permission. Students must have this form on file in the office at least one day prior to a scheduled trip or event. Failure

to do so will result in denial of the opportunity to participate.

Skippping Class

While it is a very rare occurrence at AISOY, any student present at school and who does not attend one or more classes without prior permission is considered to have skipped class. When a student misses a class, the absence will be reported on the attendance report by the teacher. If the absence is an isolated occurrence within the school day, the matter will be investigated by the administration to determine the cause of the absence. If it is determined that a student has skipped a class, the consequences shall be the following:

1. The first time a student skips a class, the student will receive a failing grade for work missed and will be required to make up the time and will be expected to complete the missed work. Parents will be notified and, if desired, a meeting scheduled with administration. The incident will be recorded on Managebac.
2. The second and third times a student skips class, he/she will receive a failing grade for assignments missed and will serve an in-school suspension for one day in the office. Again, the missed work will be completed during that suspension. Students should also be aware that suspensions may be reported to colleges if that information is requested on their admissions form. The incident will be recorded on Managebac
3. If a student skips more than three classes within a term and/or is chronically truant, the student may be expelled from school. The incident will be recorded on Managebac

Truancy

Truancy is a serious offense. Truancy is defined as a student missing school without the authorization of parents or school officials. Students who are truant from school will not be allowed to make up missed work. The first and second occurrences of truancy will result in the student serving an in-school suspension. If a student is truant more than two times within a semester, expulsion may be recommended.

Students are not allowed to leave the school campus between 8:00 am and 3:15 pm without parental permission. The AISOY guards at the entrance gate will not allow students to leave without written authorization. If students must leave campus, for whatever reason, parents should notify the administration office in advance via telephone or written note, with the reasons for leaving school explicitly stated. For after school events or weekend events, parents should notify the coach or teacher about the means in which they will return home.

Tardiness to School and Class

Students are expected to take responsibility and be diligent about reporting to class on time. Students entering class after the starting time are tardy, regardless of the reason. There is no grace period for being in; you are either on time or you are late.

Elementary (prekindergarten 3 through grade 5)

Tardiness to school is disruptive to the class, disrespectful to the teacher, and can be detrimental to the child's academic success. Tardiness is recorded by the classroom teacher and in the student's record in the office. Excessive tardiness will be noted and parents will be called to the school to meet with administration to develop a plan to improve the situation.

Middle School and High School (grades 6 to 12)

Tardiness to class may occur in the morning when a student is late arriving to school, or during the school day when a student is late to class. For either instance, the following procedures will be followed:

1. First period tardiness: Once the 8:00 bell has rung, students are required to report to the front office to obtain a *Tardy/Absence Admittance Slip* before going to class. Student tardiness is recorded in the front office.
2. Tardiness during the school day: Students are expected to be on time for every class.

Students arriving late to any class during the school day are considered tardy. The classroom teacher will record the tardy, which will then be recorded on the student's permanent record in Managebac. To be excused for tardiness during the school day, a student must have a pass from the staff member involved, i.e. advisor, counselor, nurse, teacher, or administrator.

Upper School Procedures and Consequences for Tardiness

Student tardiness is recorded and monitored by each classroom teacher in Managebac. Tardies will be reported on the report card each semester. Tardies are subject to the following:

1. If a student has 7 tardies in a semester for being late to school, parents and students will be notified.
2. If a student has 10 tardies in a semester for being late to school, parents will be notified and a consequence will be given. If a student is involved on a sports team, NHS/NJHS, Student Council, etc.. tardies will be reported to the coach or sponsors. Possible consequences include, but are not limited to:
 - a. Lunch detention, no participation in a sports event, loss of privileges, dropped from organization
 - b. For students with chronic tardiness (more than 10 per semester, the student will serve a day of in-school suspension in the office). Students may also be placed on a behavior contract.
3. If a student has 3 tardies in a semester to periods 2-5, parents and students will be notified.
4. If a student has 5 tardies in a semester to periods 2-5, parents will be notified and a consequence will be given. If a student is involved in a sports team, NHS/NJHS, Student Council, etc..., tardies will be reported to the coach or sponsors. Possible consequences include, but are not limited to:
 - a. Lunch detention, no participation in a sports event, loss of privileges, dropped from organization
 - b. For students with chronic tardiness (more than 5 per semester, the student will serve a day of in-school suspension in the office). Students may also be placed on a behavior contract.

Attendance and Academic Standing

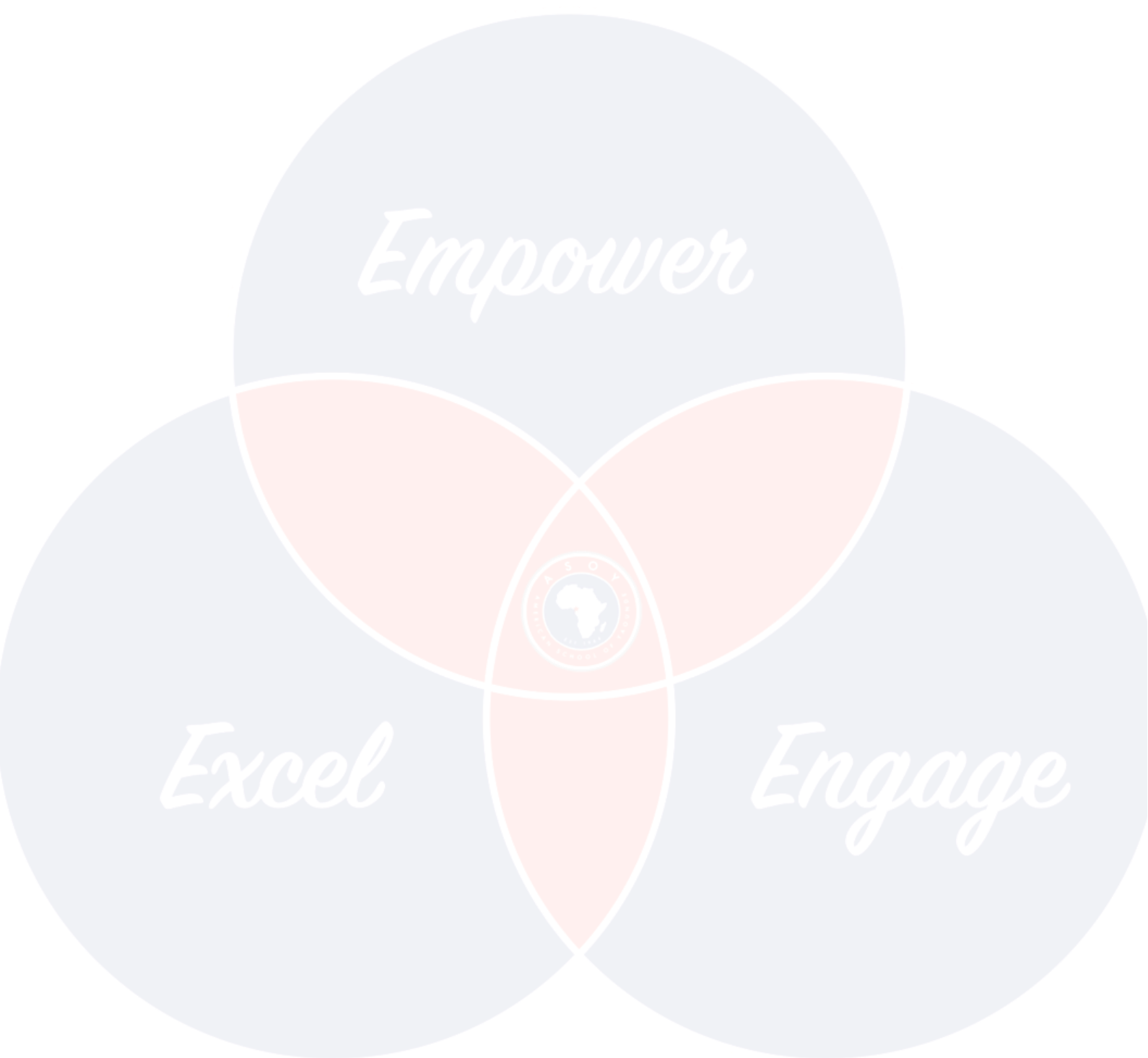
Being present in class is imperative for successful learning. Missing school is at times unavoidable due to circumstances such as illness, religious holidays, family emergencies, and school-sponsored trips. However, it is our expectation that absences from school be kept to as few as possible, and that students be present and on time for every class every day.

Because we believe strongly in the importance of being present in class to maximize learning, our policy is that, in order for high school students to receive credit for a course, students are expected to have a satisfactory record of attendance. The guideline for satisfactory attendance is to be present for 80% of classes during the year, or roughly no more than 18 absences per course per year. Except under extraordinary circumstances such as severe illness or family emergency, the 9 days per semester. School sponsored trips and events are not counted as absences toward a student's rate of attendance.

Attendance is recorded on Managebac. Decisions regarding students who do not meet attendance requirements are made on an individual basis by the Administrative Leadership Team.

Any high school student failing to meet minimum attendance requirements runs the risk of receiving a Withdrawal/Fail (WF) grade and losing credit for that course for the semester. For high school students, this consequence will negatively affect their college admissions potential, as colleges and universities will inevitably question why the WF was given and attendance data is shared on the transcript. For elementary and middle school students leaving AISOY, attendance

information will be passed on, if requested by the new school.



Homework and Task Completion

Homework and task completion are important in their contributions to students' development of responsibility, self-discipline, and lifelong learning habits. Homework provides a teacher with the means to monitor student understanding and to assess what might need to be reinforced or retaught. For students, homework deepens their understanding and skills in any given subject.

Homework is any regular class task given for completion upon arrival at the next class. It is usually a shorter piece of work which, as mentioned, allows students to practice and deepen skills. Homework time should not be unduly long, and the work assigned builds on the current day's lesson, or the lesson arc in preceding lessons. Homework is usually formative in nature, with the exception of grade 11 and 12, where it may be factored into teacher assessment through a discrete percentage or through a blending in of the holistic teacher mark.

Longer tasks are also part of student work that may require time at home. These tasks are longer pieces of work and are developed and completed over a period of two or more classes. tasks tend to be summative in nature and count for students' final grade. They help students develop a deeper understanding of content, synthesize their class and self-learning, and analyze it to reach logical, supported conclusions. They also allow students to practice academic formats, such as lab reports or essay styles required for different classes, such as I & S and Language and Literature.

To effectively deliver meaningful learning experiences, a partnership between parents, students, and teachers is essential. Each of these stakeholder groups have a role play.

Parents:

- Help students set a regular, uninterrupted study time daily, to ensure consistency
- Encourage and show interest in your child's work
- Set up a well-lit, quiet study area to help develop positive study habits
- Monitor and track your child's homework and task record-keeping system
- Assist your child in developing a better system if the current one is not working well
- Be supportive of your child when he or she gets frustrated
- Assess the impact of extra-curricular school or non-school activities on learning
- Supervise student homework or task work, but do not do the work for them
- Contact teachers regarding any concerns about your son or daughter's learning or inability to complete homework or tasks

Students:

- Keep a record of homework and task deadlines for daily reference
- Make sure the requirements and process of the homework or task is understood
- Ask questions to fully understand the requirements or process for homework/task
- Make sure everything that is needed to complete work goes home daily
- Work on homework and tasks in a timely fashion – not the night before deadline!
- Schedule homework task completion time consistently – same time and place daily
- Work independently to maximize learning and skills development
- Write down questions to ask the teacher about the task if required
- In case of planned absences, make arrangements with the teacher BEFORE, not after

- In case of unplanned absences, consult Managebac and reach out to teachers about missed homework and/or tasks

Teachers:

- Assign homework to monitor student understanding and progress in knowledge and skills
- Provide clear instructions and checks for understanding of the purpose of the task
- Provide meaningful formative feedback (homework) or summative feedback (task)
- Collaborate with other teachers as needed, such as in a grade level teachers' group
- Contact and involve parents and admin due to a pattern of late or incomplete student work
- Recommends student task to a mandatory X Block Academic Success block

Late Work in Middle and High School

Students are expected to turn in or upload to Managebac completed homework or tasks by the due date on Managebac.

The consequences for Middle and High School students who turn in late homework or tasks is as follows:

Homework

- Homework is due at the start of class, unless otherwise indicated on Managebac
- Homework not submitted may be required to be completed at the discretion of the teacher
- The teacher will set additional support for this – examples include staying at break or coming in after eating lunch
- Homework not done will receive no assessment at the teacher's discretion.
- Deadlines for official school events (ex: sports travel) will be set by the teacher.
- Deadlines for non-official events (ex: family non-emergency travel) will be set by the teacher.
- Teachers will notify parents for all homework and tasks so parents can monitor their child's habits

Longer Tasks

- Tasks are due at the start of class, unless otherwise indicated on Managebac
- Late tasks are due not later than 2 days (the next class) after the due date
- Extensions of up to one week may be granted at the teacher's discretion
- Deadlines for official school events (ex: sports travel) will be set by the teacher
- Deadlines for non-official events (ex: family non-emergency travel) will be set by the teacher
- Teachers will notify parents for all task tasks so parents can monitor their child's habits and will assign students to either an ASA task completion block or a Friday mandatory X Block Academic Success block.

****Important****

A student who fails to complete and submit tasks is greatly limited in participating fully in class and improving learning, as well as limiting teachers' ability to accurately assess the student's learning. This can result in a lower assessment level on report cards and transcripts.

Homework in the Elementary School

Grade Levels	Description
Pre K & Kindergarten	No homework is given to students in these grades. At times throughout the year students may be asked to find and bring items into school to support their understanding of the Units of Inquiry.
Grade 1, 2 & 3	10 to 15 minutes of daily reading. Reinforcement activities posted on Seesaw or sent home when needed.
Grade 4	20 minutes of reading and evidence to be written in a reading log. Word study activity over the course of a week. Additional homework when needed to reinforce concepts or new material on an individual basis. Work posted on Seesaw. (Homework should not exceed 30 minutes/day)
Grade 5	30 minutes of reading and evidence to be written in a reading log. Weekly math homework Additional homework when needed to reinforce concepts or new material on an individual basis. Work posted on Seesaw and/or Google classroom(Sem 2). (Time to complete homework should not exceed 40 minutes/day)

Make-Up Work for Absences (Middle/High School)

If an assignment is late due to an *excused absence*, the time allowed to students for submission of make-up work will be equal to the number of days missed. For excused absences, the following make-up procedures apply:

- It is the responsibility of the student to obtain and complete assignments missed as a result of an excused absence. Students are advised to check Managebac regularly to see if they have any missing assignments.
- It is the responsibility of the student to submit missed assignments and take missed exams and quizzes on the due date established by the teacher.
- Students going on pre-approved school or family trips are expected to obtain assignments from each teacher *before* departure if possible, and to complete work while they are away.
- Students going on pre-approved school or family trips are strongly encouraged to complete assignments, tests, quizzes, etc. before departure.
- The time allowed to submit assignments and take tests missed as a result of an approved school or family trip may not be equal to the number of days missed; however, a reasonable amount of time will be granted, as determined by each teacher.

Pass/Fail Grading (Middle/High School)

A Pass/Fail grade may also be used under special circumstances, such as a student having to move before the end of the school year, a new ELL student or a student who is ill for an extended period of time.

Incomplete Grades

When work cannot be completed by the end of a semester and a grade cannot be determined, an Incomplete or "NA" may be temporarily awarded. An "NA" may be issued only if non-completion of work is due to reasons beyond the control of the teacher or the student. Unless there are extenuating circumstances, all work must be made up within two weeks of the end of the marking period.

Time extensions beyond the two week window must be approved by the Director. Work not completed within a two week period will receive a failing grade.

Academic Probation (Middle/High School)

A student may be placed on academic probation at any time if satisfactory academic standing is at risk. If a student receives a 2 or below in a course for the semester on his/her report card, or receives a progress report denoting a 2 or below in a course, he/she may be placed on academic probation. The appropriate administrator and/or Director will hold a conference with the student, parents, and teachers to determine a plan of action to support student improvement. A student will remain on academic probation until adequate progress has been acknowledged.

One of the possible consequences for students placed on academic probation may be ineligibility to participate in extracurricular or after-school activities until sufficient progress has been determined by the teacher.

The terms of academic probation may include, but are not limited to, the following:

- Weekly progress report submitted to the appropriate administrator
- Scheduled study periods outside of class time
- Restriction of participation in school activities and events
- Restructured schedule
- Disenrollment due to a lack of progress earning credits towards graduation

If a student remains on probation status for more than two consecutive semesters, the educational leadership team will determine the appropriateness of continued attendance at ASOY. If it is concluded that the school is not meeting the needs of the student, or if a student is not making the necessary effort to improve his/her academic standing, the student may be required to repeat a grade or experience delayed graduation or, upon the recommendation of the Director to the Board, may be asked to withdraw from ASOY.

The Director and/or educational leadership team reserve the right to place any student at risk or in danger of failing on academic probation status at any time.

Promotion of Students

Most educational research does not support the retention of students at a particular grade level, except at the very early stages of school or under specific circumstances. Therefore, the decision to not promote a student to the next grade is one that will receive a great deal of deliberation. The teachers and leadership team will determine, based on various assessment tools - including but not limited to standardized tests, observations, class work, etc.- whether students are ready for the next grade level and communicate this decision well in advance to parents as well as the rationale behind the decision.

Report Cards

As the primary venue for reporting student achievement and progress to parents, ASOY will provide electronic grade reports at the end of each semester through ManageBac.

NOTE: Students will not receive final grade reports or transcripts until all AISOY textbooks, library books, fees and other resources have been returned in good condition or have been paid for.

Measures of Academic Progress (MAP) Testing



Grades 3-5 (fall and spring), Grades 6-10 (fall and spring) will be administered the Measures of Academic Performance (MAP) tests to assess individual student strengths, weaknesses, and learning growth rates, to identify positive aspects and gaps in the curriculum, and compare AISOY student achievement to that of other U.S. and international schools. Results of the MAP assessments are shared with parents after each testing.

Parent-Teacher Conferences

Parent-teacher conferences are usually scheduled for all students in both November and April. Conferences may also be scheduled by the teacher anytime a child is in danger of failing for the semester, or if behavior is interfering with the learning.

Parents, teachers, or administrators, may also request conferences at any time. Parents are encouraged to schedule a conference whenever there are questions or concerns about their child's progress. If a parent would like to schedule a conference with a teacher, an appointment should be scheduled either by contacting the teacher directly or by calling the administration office.

Parents are discouraged from approaching teachers during the school day without an appointment, as this interruption disrupts the daily schedule and prevents adequate teacher preparation for the discussion.

Honor Roll

Upper School students who earn a 3.0 GPA on their semester report will be recognized for making the Honor Roll. These students will receive an Honor Roll certificate at the end of each semester.

Honor Societies

National Junior Honor Society is composed of members in grades 6 – 9.

National Honor Society is composed of students in grades 10 – 12.

Students are nominated for membership by the faculty council based on the pillars of NHS/NJHS - scholarship, character, leadership, and service. After receiving a letter of invitation to apply, an eligible student completes an application and essay, which are submitted for review to the secondary faculty. Applications are then vetted by the Faculty Council, who select the inductees. This process takes place in April and is followed by an induction ceremony honoring new members. Membership in these esteemed organizations is both an honor and a responsibility. Students selected are expected to continue demonstrating the requisite qualities and to actively participate in activities sponsored by NJHS/NHS.

Awards

AISOY has the privilege of having three recognised awards for students. We receive the Presidential Awards from the American President and we also have IB program awards. The students nominated for these awards are done so through a whole staff voting process.

Presidential Award for Academic Excellence: This award is given to the student that has demonstrated a consistent commitment to their studies throughout the Grade 5 and Grade 10.

Grades, attendance, self-management, and academic performance across all subjects (including specialist classes) will be taken into consideration.

Presidential Award for Academic Achievement: This award is given to the student that has demonstrated exceptional growth throughout the school year. Growth in all subjects (including specialist classes), in addition to attendance and self-management will be taken into consideration. Awards are presented to a student in Grade 5 and Grade 10.

PYP, MYP and DP Award - This is a Student of the Programme award. This award is given to a student in Grade 5, Grade 10 and Grade 12 that exemplifies the Learner Profile.

Elementary School

The PYP framework is used in Elementary School. This well researched and constantly updated framework allows and encourages children to explore their world by challenging them to think critically, and to strive for continuous growth in an environment of learning. Our goal is to help children become independent, life-long learners.

For each grade level, the core subjects include language arts, math, science, social studies, and French. Special classes are also offered in art, music, and physical education. Information technology and computing skills are integrated across subjects.

The Primary Years Programme (PYP) framework also helps the school promote its vision and mission.

Pre-Kindergarten 3 / 4 and Kindergarten

At this level, foundation for all future learning is laid in an environment that is child-centered and caring where children learn to feel secure, confident, and enthusiastic about school and learning, regardless of their developmental level.

We value and promote:

- A nurturing environment that promotes individual differences and celebrates cultural diversity as well as encourages respect, trust and responsibility.
- Play as an essential component which contributes significantly to social, physical, intellectual and emotional development.
- Creative exploration and exposure to a wide range of age appropriate materials and activities with a hands-on approach to ensure learning.
- Development and connections between new learning and existing ideas.
- Opportunities for continuous and differentiated learning
- A balance between teacher-directed and child initiated activities that allow opportunities for children to use problem solving strategies to make decisions.
- Instruction provided in a combination of individual, small and whole group settings to provide time and opportunities for children to learn cooperatively and collaboratively.
- Special opportunities for the development of fine and gross motor skills.
- Special consideration to the development of language, communication and thinking skills.
- Positive social interaction which develops valuable social skills and prepares children for successful participation in group activities.
- A close partnership with parents as an essential element
- Children with limited or no English skills are welcome, for the natural ability of children to learn language is capitalized upon through play and adapted activities.

Grades 1-5

Our goal is to empower students to excel, to embrace their individual passions, become

engaged, caring, fulfilled global citizens who will positively impact society. In the Elementary Program, students begin to develop a wider awareness of the world around them, thus expanding their social conscience and ability to think abstractly. The Elementary Program offers a variety of learning opportunities, created in an environment that supports individual growth through a culturally enriched curriculum.

The Elementary Program provides students with a strong foundation in language arts, math, science, social studies, French, the arts, library, physical education, and health. In the Elementary School, we believe that:

- Learning is a partnership and shared responsibility between home and school.
- Every child learns at his/her pace and is creative, intelligent, and capable.
- Critical thinking skills enable learners and reach their fullest potential.
- Organizational skills are essential for students to successfully transition into middle school.
- It is crucial for each child to develop positive communication skills, cooperate and resolve conflicts, and enhance their self-esteem.
- Learning is a life-long process.
- An academically challenging, nurturing and positive environment is essential for students to feel secure, confident, and enthusiastic about the school.
- Instruction must be differentiated to accommodate different learning styles and abilities so all students acquire knowledge, skills, and understanding.
- Active participation in community service learning will help students develop attributes of the Learner profile and become caring and compassionate global citizens.

Elementary Program Objectives

The objectives of the Elementary Program are for children to:

- Develop critical and analytical thinking skills necessary to draw conclusions, make generalizations, and comprehend the world around them.
- Be responsible members of their classroom and school communities, and to be aware of the consequences of their actions in both a personal and academic context.
- Exhibit organizational skills essential for success in a school environment.
- Improve communication skills through writing, critical analysis, peer feedback, acquisition of computer skills, written and oral presentations, and projects.
- Develop and refine problem-solving skills through a variety of contexts including mathematics, science, and discussion.
- Exhibit respect for peers, teachers, and themselves both personally and academically.
- Develop self-confidence to try new things and take risks.
- Demonstrate social skills by remaining informed, conscientious, and active global citizens in an ever-changing world.
- Exhibit a positive attitude toward school and the pursuit of knowledge through both academic and extracurricular activities.

Before and After School Hours

For the safety and protection of our students, children in Pre-Kindergarten through Grade 5 are not allowed to play unsupervised on school grounds. Before school, supervision is provided on the playground for children between 7:45 and 8:00 am; however, after school, the Elementary School students are expected to be participating in ASAs after school or doing one of the following:

1. Going home on the bus, with parents, or with a driver.
2. If remaining at school, they need to be supervised by a parent or parent assigned guardian such as a nanny or driver. (Not a friend's nanny or driver) For safety purposes, they need to be near and be able to see the child to provide safe supervision.
3. If remaining at school, students can be enrolled in our Elementary After-School Care Program (for an additional fee).

** If a child is unsupervised, this poses a safety concern for AISOY having a child wandering the

campus or playing without appropriate adult supervision. The unsupervised child will be directed to sit in the office until picked-up to go home. Also, an email message will be sent home to remind parents of our need for safety.

We need your absolute support with this matter to ensure elementary students are safely cared for after school.

Students in grades Pre-Kindergarten 3, Pre-Kindergarten 4, and Kindergarten who are not picked up on time, after a 15 minute grace period, will be sent to the after-care program and parents will be billed accordingly.

Playground Safety Rules

At AISOY, we take our “in loco parentis” (in place of the parent) responsibility very seriously. Therefore, to ensure the safety, security, and well-being of our students, the following expectations and guidelines apply at all times, including before and after school hours and on weekends.

- Climbing on or over fences is not allowed.
- Chasing games may occur on the rubber surface or soccer field only.
- Rough play on the playground or on any playground equipment is not allowed.
- Rollerblades, shoes with wheels, scooters, and skateboards are not allowed on campus.
- Only Pre-K 3 & Pre-K 4 students are allowed to use the Preschool playground equipment.
- Throwing sand, gravel, or dirt is not allowed under any circumstances.
- Glass bottles are not allowed anywhere on the playground.
- All students are to eat snacks in the designated areas before playing. No food is to be taken out on the soccer field.
- Proper shoes must be worn on the playground at all times. “Flip flops” and slippers are not allowed.
- When playing on the monkey bars, hands must be on the bars at all times.
- Students may not run or chase each other in the area between the classrooms or behind any of the buildings.

Students in violation of these guidelines will be referred to the Elementary Principal. Disciplinary action is based on the nature of the incident and the willingness of the student to take responsibility for his/her conduct.

Repeated offenses may result in suspension of playground privileges.

Upper School

AISOY Upper School is designed to nurture the intellectual, ethical, social/emotional, and physical development of youngsters during their transition from childhood to adolescence. Students experiencing the rapid growth that occurs in early adolescence flourish in an educational environment that is distinctly different from either the elementary school or high school settings.

During Grades 6 – 10, students experience a dramatic shift in their cognitive abilities as they move from a concrete mode of thought to an abstract level of thinking. To foster this growth, the curriculum is structured to guide students in making connections and identifying relationships among content areas and beyond the classroom. Instruction in critical thinking and study skills is integrated into interdisciplinary units and projects. Independence and organization are stressed throughout the middle school program, as students learn to do research and utilize technology to enhance the acquisition, analysis, communication, and presentation of information.

Upper School Philosophy

Our goal is to empower students to excel, to embrace their individual passions, become engaged, caring, fulfilled global citizens who will positively impact society. In middle school, we recognize that adolescents are in a unique transition period from childhood to adulthood. This is

a time characterized by diverse physical, emotional, social, and intellectual changes. In order to be effective, it is important that our program be responsive to the unique needs of this particular age group. Consequently, we base our program on the following beliefs:

- An effective program is balanced between the extension of basic knowledge and skills, and student-centered activities that encourage creative exploration and experimentation.
- Integrating the IB Learner Profile, creative thinking, individual expression, community service, and international understanding into the curriculum is essential.
- Student-centered activities should be designed to enhance personal, emotional, academic and social development through participation and cooperation, rather than competition.
- Students need opportunities to explore and confront real-life moral and ethical issues.
- Extensive opportunities should be provided that ensure student success and recognition both in and out of the classroom through differentiated instruction designed to meet the varied needs and learning styles of our students.
- The environment of the school should be encouraging, respectful, challenging, and fun!
- Our students will exit the middle school program as self-actuated young learners who have strong writing and reading skills, learning interests, and critical thinking skills needed to promote future success in a global society.
- A focus on community service and the characteristics of the IB Learner profile(Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-Takers, Balanced, Reflective).

Middle Years Program (Grades 6-10)

The middle school program is designed to focus on the unique needs of middle school-aged students. Students in Grades 6 – 10 are offered an MYP focused framework of courses in English Language and Literature, Language acquisition, Mathematics, Sciences, Individuals and Societies, Arts, Physical and Health Education and Design.



MYP students are encouraged to become involved in extra-curricular clubs, organizations, sports teams, and community service projects. Many activities are open to all interested students, while others are limited to selected members. In addition, each grade level will elect one representative to serve on the Student Council.

Each student in middle school is assigned to an advisory group. An advisory group consists of students in the same grade level. This style of grouping is intended to bring about better group cohesion and allow for more meaningful

discussion sessions. Advisors play a valuable role in our educational program, delivering curriculum developed to extend our nurturing of the social and emotional side of our mission. Advisors also often act as an important liaison among parents, teachers, and advisees.

An Advisory Period is scheduled as a time for students to meet with their advisors to plan events, organize community service projects, hold focused discussions on such topics as study and organization skills, career exploration, communication skills, decision-making, problem-solving, and drug/alcohol awareness, internet safety, etc...

MYP Grades

The IBO has developed assessment criteria against which the student's work will be assessed.

The student will not be judged against the work of other students, but against assessment criteria which the teacher will show and explain to the student. This will help the student to keep an eye on her/his progress and to see where she/he needs to improve.

The criteria may be modified to suit the work the student is working with. However, for the final assessment in year 5, teachers must use unaltered IBO criteria and descriptors, basing their assessment on a range of activities the student has done towards the end of the course. The descriptors help the student and the teacher to find the student's level of achievement for each criterion.

Final assessment

Final assessment takes place at the end of the programme in order to determine the levels individual students have achieved in relation to the stated objectives for each subject group and for the personal project.

Grades from 7 (highest) to 1 (lowest) and are awarded to the students, for each subject and for the personal project, according to predefined grade boundaries based on the levels students have achieved.

Grade Scale for MYP classes

Final Grade	Grade Descriptors
7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real world situations, often with independence.
5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real world situations and, with support, some unfamiliar real-world situations.
4	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

How the final grade is achieved in the IBO grading system

1. There are a set of objectives for each subject to match the assessment criteria.
2. Every subject has four different criteria with numerical bands of 1-8.
3. Grading is based on the level of achievements for each criterion.
4. The final achievement level for all the different criteria is based on the year's assessed formative and summative work and the teacher's professional judgment. The so-called "best-fit approach" allows the teacher to select the achievement level that best describes the student's work in all.
5. After having worked out the achievement levels for the different criteria for each subject, the achievement levels are added up. The teacher then applies the grade boundaries to determine the final grade for each specific subject.

High School Diploma and Graduation Requirements

Diploma Program requirements on the following pages.

To earn a US High School Diploma at the American International School of Yaoundé, a student must earn a minimum number of credits. Credits are awarded for the successful completion of coursework.

A student must have earned 26 credits during his/her high school career (9th through 12th grades). Each content area has a specific number of credits that must be completed. A credit is earned when one full year of study in a certain subject is completed with a passing grade. One-half of credit is earned when a semester of study in a certain subject is completed with a passing grade.

Please note that the US diploma requirements are separate from the requirements for the International Baccalaureate Diploma Program (IBDP) requirements. While we encourage all students to attempt to earn both diplomas, a student can fulfill the requirements of the US high school diploma without completing all requirements for the IBDP; we encourage students to familiarize themselves with the Diploma Program requirements on the following pages.

Recognizing the diverse needs of students for college and university preparation, the High School offers students the following options:

- The full International Baccalaureate Diploma Program (IBDP), which will give the successful student an IB Diploma, as well as the AISOY High School Diploma.
- An individualized selection of IB Diploma courses (in combination with non-IB courses), which will give the successful student IB Subject Certificates, as well as the AISOY High School Diploma.

AISOY US High School Diploma Requirements	
Subjects	Minimum Requirements
English or Language A	4 credits (four years of study)

Mathematics	3 credits (three years of study)
Sciences	3 credits (three years of study)
Individuals and Societies	3 credits (three years of study)
Language B	3 credits (three years of study)
Visual and Performing Arts or an elective from Group 6	2 credits (two years of study)
Physical Education and Health	2 credits (two years of study)
Academic Electives	6 credits
Total number of credits required to graduate	26

**In order for a student to earn an AISOY High School diploma, a student must be present and enrolled the entire 12th grade year.

The school year is divided into two semesters and report cards are sent at the end of each semester.

Each student is carefully counseled each year to ensure they have a program of study that is sufficiently challenging and rigorous for him or her.

Diploma Program (IB DP) Grades 11-12

First offered in 1968, the International Baccalaureate Diploma Program (IB DP) is a rigorous, and widely-recognized curriculum designed for university-bound high school students.

Designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national education systems, including US high school diploma requirements.

The IBDP is accepted worldwide as a superior secondary school qualification, giving students access to college and university study throughout the world. In the United States, the IBDP is valued as an honors program that leads to advanced standing and college credit at the finest universities.

The IBDP is not granted after an accumulation of credits. It is granted following assessment of individual student performance by external examiners. This evaluation is based primarily on examinations taken in all subjects at the conclusion of the final year of study, and includes some internal assessment, for example, oral examinations, science laboratory investigation reports and portfolios of artwork.



To earn a full IB Diploma, students in grades 11 and 12 must take six subjects, one from each of the groups below over the course of those two years, three at the Higher Level and three at the Standard Level. In addition, students attempting to earn the full IB diploma will take a Theory of

Knowledge course, complete the Creativity, Action and Service (CAS) requirement, and submit an Extended Essay.

Those students who do not wish to complete a full IB diploma, may opt instead to take single subject certificates by sitting for exams in those subjects in May of their grade 12 year.

The following table shows the four year course of study. The last column indicates the IB DP course offerings.

Academic Department	Grade 9	Grade 10	Grade 11 and 12
English Language and Literature	English 9 (* <i>Language 9</i>)	World Literature	IB English Language and Literature SL or HL
Mathematics	Math 9	Math 10	Analysis SL or HL Applications SL or HL
	(Placement in mathematics courses is based on the student's level and grade in the prerequisite course.)		
Sciences	Science 9	Science 10	Physics SL or HL Biology SL or HL Chemistry SL or HL
Individuals and Societies	World History I Philosophy, Politics & Economics (PPE I)	World History II PPE II	Psychology SL and HL Economics SL and HL History SL and HL
Language Acquisition	French	French French Lit	French A Language and Literature SL or HL French B Language SL or HL French Ab Initio SL
	(placement in language acquisition courses is based on a student's level and grade in the prerequisite course)		
Arts	Visual Art <i>or</i> Music <i>and</i> Design	Visual Art <i>or</i> Music <i>and</i> Design	Art HL or SL
Physical and Health Education	P.E./Health 9	P.E./Health 10	--
IB "Core"	--	-	Theory of Knowledge (<i>plus Extended Essay and CAS</i>)

**course offerings may change based on enrollment*

Incomplete Grades

When a student does not complete a mandatory assessment (IA, EE, TOK, CAS reflection, etc) by the due date, parents will be notified and the student will be required to stay after school with the DP Coordinator until the work is completed. This would take priority over any other club, activity, or sport.

No time extensions will be given after Semester reports have been issued.

DP Grading Scale

The grading scale for DP is as follows:

Final Grade	Descriptors
7	The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.
6	The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize evidence, knowledge and concepts. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding.
5	The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation and technical skills are evident and sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of audience and evidence of intercultural understanding.

4	The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly, but requires supervision. Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. Responses sometimes show creativity, and include some awareness of the audience and evidence of intercultural understanding.
3	The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly, but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.
2	The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.
1	The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.
NA	Not yet Assessed

Upper School Grade Point Average (GPA)

AISOY does not calculate GPA or rank students.

End of Year Examinations

Semester Exams for grades 9-12

End of semester examinations are administered before the end of Semester 1 and Semester 2. It is a summative evaluation of learning and achievement. In MYP, the exams will count as a summative grade and will not carry extra "weighting" on the final grade. Grade 11 will have IB DP type exam questions where appropriate.

Semester exams shall be scheduled for courses such as English Language and Literature, Mathematics, Sciences, Individuals and Societies, and Language acquisition and other courses as appropriate. A culminating project may be part of a final/exam when the teacher, in consultation with the appropriate administrator, determines that a project or performance constitutes a better demonstration of learning for the objectives taught that year. In applied subjects such as PHE, art, or music, semester exams may be both written and performance based.

Semester Exam Attendance

Students are expected to take semester exams at the regularly scheduled times set in the special exam schedule before the end of each semester. Teachers are not allowed to make special arrangements for early testing unless prior arrangements are made with the Director. Parents should notify the office in advance via telephone or a written note if a student is going to miss an exam. Except in cases of emergency, students arriving late for any exam, otherwise, will be allowed to take the exam but will not be allotted additional time.

IB Exam Study Days

Students will be instructed by the IB DP Coordinator about the APRIL/MAY testing dates and procedures. All information about IB DP testing will be shared by the IBDP Coordinator.

Repeating a Course

Although it is not possible for MYP students to repeat a single course, it may be possible, based on the recommendation of the teacher and administration, for them to repeat an entire year. For DP students, it is possible to retake specific IB exams/redo portfolio components in subsequent sessions if needed, at parental expense. This would only apply to students who are awarded insufficient HL points.

ASOY High School Diploma (non-IB DP route)

If a grade 9-12 student earns a 1 in a course for the semester, the course and grade will appear on the official transcript, but the student will not receive credit for that course. Students who fail a course for the semester are required to repeat and earn credit for the course in one of the following ways:

- Complete an independent study plan/project over the summer and marked by teachers when they return.
- Complete and pass a summer school course through an accredited institution, arranged and paid for by the parent and pre-approved by ASOY.
- Complete and pass a supervised correspondence or Virtual High School course during the following year at parental expense.

Independent Study Courses

As a rule, students are not allowed to take courses offered in the AISOY curriculum as independent study courses. However, when prior coursework is out of sequence with the ASOY curriculum, students may be allowed to take an independent study course. Decisions regarding independent study courses are considered by the Director in conjunction with the College Counselor.

Virtual High School (VHS)

Students with coursework out of sequence with AISOY curriculum, and/or who require courses not currently offered, are encouraged to enroll in the Virtual High School Program (VHS), a non-profit organization based in Massachusetts that collaborates with international and other schools to offer a broad range of online courses. An AISOY teacher will serve as the supervisor for VHS courses.

Preparation for University

The high school curriculum is a rigorous college-preparatory program focused on preparing students for university admission. The college counselor provides students with opportunities to explore interests, careers, and courses of study; and offers guidance regarding university planning, the application process, writing essays, obtaining recommendations, SAT preparation, etc. The college counselor holds university planning and preparation meetings for parents and students.

College Admissions Testing

Students planning to apply for university admission, especially in the United States, are required to take college admissions tests as part of the application process. The SAT (Scholastic Aptitude Test) is the admissions exam typically taken by our students. Every October, students in Grades 10 – 11 will take the PSAT (Preliminary Scholastic Aptitude Test) as a practice test for the SAT.

After taking the PSAT and before the end of the school year, it is recommended that Grade 11 students take the SAT test. Students need to see the college counselor for information and testing dates.

Students may take the SAT as many times as desired. In addition to the SAT, depending on university admission requirements, students may also be required to take two to three one-hour SAT II: Subject Tests.

Note: The SAT and SAT II cannot be taken on the same day. Taking both the SAT and the SAT II will require TWO different testing sessions.

It is also crucial to register on time, for registration materials must be received by the College Board by the international deadlines. There are no exceptions. Registration information is available in the college counselor's office.

Course Withdrawal or Change

Student schedules are prepared according to personal preference, graduation requirements, course offerings, and the schedule. Based on administrative approval, parental request, and/or teacher recommendation, course withdrawals or changes are allowed only during the first ten days of school. Students who withdraw from a course after the approved deadline will receive a WF (withdrew failing) or WP (withdrew passing) on their transcript.

Class Rank

AISOY does not report ranking of students.

Official Transcript

The transcript is an official document maintained for students in Grades 9 through 12. Semester credits earned are recorded on each student's transcript. Grades entered on the transcript are final. Unless an error has occurred, changes in grades will not occur after the completion of a semester. The official transcript is a document sent to prospective schools, colleges, and universities as an important component of the admissions process.

Advisory Program

In the Elementary School, teachers focus on teaching the “whole” child by nurturing social and emotional development, as well as academic growth. Each semester, we will incorporate one or more of the Learner Profile attributes in every classroom, including such topics as caring, responsibility, critical thinking, and respect for individual differences.

In the Middle and High School, AISOY’s Advisory program begins with the premise that every young adolescent should feel secure and have at least one caring adult at school to act as mentor and advisor. The advisory program will give students opportunities for positive interactions with adults and peers. Our students will develop a sense of belonging, which is vital to a positive caring school climate.

Research shows that successful Advisory Programs can:

- ❖ Improve student-teacher relationships
- ❖ Give students a feeling of more control over decisions
- ❖ Promote an atmosphere of equality and tolerance
- ❖ Improve the sharing of feelings among students in a more positive way.
- ❖ Reduce the amount and level of serious discipline issues

The curriculum for the advisory program will consist of traditional advisory themes and activities.

Advisors will provide academic guidance, social and emotional growth opportunities, ongoing encouragement, and support. Advisors will get to know each student well. They will function as their students advocate with other faculty and staff, and can be a liaison with parents.

The following topics are among those offered:

Advisory Program

- Academic skills support
- Organization, study, test-taking skills
- University search & application
- Career awareness & planning
- Understanding self and others
- Coping strategies
- Peer relationships and social skills
- Communication, problem-solving, decision-making, conflict resolution, and study skills
- Substance abuse education
- Multicultural/diversity awareness
- The Learner Profile Characteristics
- Goal setting
- Academic planning
- Career planning
- Problem solving
- Understanding self and others

Child Protection Policy

Parents are responsible for reading and adhering to the [AISOY Child Protection Policy](#) that is located on the school’s website. Any questions or concerns about the policy should be addressed with the administration. AISOY’s child protection Officer is Ms.Namrata Grover.

Student Support Team (SST)

The purpose of the Student Support Team (SST) is to identify students who are at risk academically, socially, behaviorally, or emotionally, and to implement appropriate interventions and services for them. Referrals to the SST may be made from a variety of sources, including the elementary, middle, and high school instructional teams, as well as parents and administration.

The SST also evaluates the records of prospective students with learning and/or other difficulties to determine the appropriateness of AISOY's program to meet individual student needs. In addition, the SST monitors and evaluates students placed on academic or social probation and students with chronic attendance issues. The SST is made up of the following members:

- SST Chairperson/Learning Support Coordinator
- A member of the admin leadership team
- Referring teacher(s) and/or class advisor(s) as relevant
- Other professionals as relevant
- Parents and students as relevant

SST Services may include in-school counseling, specific classroom accommodations, taking tests in the Learning Support classroom; in-class co-teaching, a Learning Support class (see below), extra tutoring, outside professional services, or an educational and/or psychological evaluation, medical assessment, hearing/vision screening. Outside services, resources and evaluations are at parental expense.

The Director, in collaboration with the SST and the Board, reserves the right to terminate admission if one or more of the following conditions exist:

1. If a student's learning, behavioral, emotional, social, or other difficulties are interfering with his/her ability to learn and achieve in the regular program.
2. If a student's learning, behavioral, emotional, social, or other difficulties are interfering with the learning and achievement of other students.
3. If parents fail to follow SST recommendations to obtain an evaluation, counseling services, medical assessment, or other support services for their child.
4. If a student is deemed to be a danger to himself/herself and/or to others.

English Language Learners (ELL)

Students needing support in English language will be referred to the English Language Learner (ELL) Program based on admissions testing, level of English proficiency, and previous school records where available/indicated. Classroom teachers can also refer students based on observations pertaining to any of the four domains of language development (speaking, listening, reading, writing) using the electronic Student Support Team Referral Form.

Starting in Grade 1, the provision of ELL instruction contributes to language acquisition, but the integration of students into regular classes and programs is essential. Therefore, the ELL teacher and regular classroom teachers collaborate to assist students in developing their English proficiency. ELL support is provided through both a push-in and pull-out model of service delivery. The ELL coordinator determines which model of service provision (or a combination thereof) will best meet each student's needs and, through discussion and coordination with classroom teachers, develops a schedule of support. ELL support is differentiated in order to allow each student to work from and to his or her appropriate stage of language development.

For new students, services provided through the ELL Program are determined through admissions placement tests indicating a student's level of speaking, listening, reading, and writing English language proficiency. If ELL services are recommended and warranted, the school reserves the

right to deny the admission of students unwilling to actively participate in the ELL program.

Learning Support Program

The school maintains a Learning Support Program to support students with learning and/or other difficulties. The aim of the program is to maximize student achievement, potential, and compensatory skills. Services offered may include consultation with classroom teachers, classroom modifications and accommodations, monitoring of students, co-teaching in the regular classroom, and learning support classes whose frequency is determined based on need. Learning support services are supplemental to the regular instructional program and are, therefore, offered *for an additional fee* (please consult with the AISOY office for additional fees).

A current and relevant *Student Action Plan* (SAP) is required for all students enrolled in the Learning Support Program. The student action plan details appropriate goals and services to be provided and is reviewed annually to evaluate progress, determine needs, and establish future goals. In addition, parents are required to sign a contract agreeing to the terms of the action plan and granting permission for their child to be tested at the beginning and end of each school year to denote progress.

New students with learning or other difficulties are considered for admission if they can achieve primarily in the regular classroom with minimal support. The school administration, in collaboration with the SST, maintains discretionary authority for determining the admission of students based on previous school records, evaluation reports, and the extent to which student needs can be met within the school's resources.

For a new student with a current incoming Individualized Education Plan (IEP) or action plan, the student action plan will be implemented to the greatest extent possible within the school's resources. For a student with incoming testing documentation and/or evaluation reports, the Student Support Team (SST) will develop an appropriate action plan based on the student's identified needs and areas of concern. For a poor-performing student currently enrolled at AISOY for whom services are warranted, an action plan will also be developed based on the student's needs, areas of concern, and evaluation results. The action plan of each student shall be reviewed and revised at least annually and/or at the end of each school year.

A *Student Action Plan* shall include the following:

- Present levels of performance
- Progress in the regular curriculum
- Identified strengths and needs
- Meaningful and measurable goals
- Classroom accommodations to be implemented
- Type of service to be provided
- Time frame of services in the learning support program

Students experiencing learning and/or other difficulties who have not been formally evaluated may also receive services on an individual basis, pending availability of resources needed for testing and the needs of the student. Any student receiving services must have a recent evaluation (within 3 years) on record. The SST, in coordination with parents, will set up a timeline for the needed evaluations to take place.

Students of concern are first addressed in the elementary, middle school, and high school instructional teams before being referred to the SST. For additional information and guidelines concerning procedures and services for students with learning and/or other difficulties, please contact the coordinator of the Learning Support Program.

AISOY Library Media Center

Kathryn S. Edwards Library

The AISOY Library and Media Center contains over 10,000 volumes, numerous multi-media resources, and a computer lab with internet access. Students and parents are encouraged to visit the library on weekdays between the hours of 7:30 am and 4:10 pm.

The AISOY library policies and procedures are as follows:

1. Books must be checked out through proper check-out procedures.
2. Reference materials, i.e. encyclopedias, college handbooks, periodicals, atlases, reference books, or other resources are not allowed to be taken from the library.
3. Books are to be returned to the *Book Return* counter in the library.
4. Students will be charged for lost and/or damaged books according to the cost of replacing the book, to include purchasing and shipping costs.
5. Students in the Early Childhood Program (Pre-Kindergarten 3 & 4 and Kindergarten) may check out one book for a period of one week.
6. Elementary students in Grades 1 – 5 may check out two books for a period of two weeks.
7. Middle and High School students in Grades 6 – 12 may check out a maximum of six books for a period of two weeks.
8. Parents and staff are also welcome to check out books from the library.

Information Technology Services

Information technology resources for students are available in the library. During the school day, students may use AISOY computers for classroom assignments, research, and homework, provided they follow school rules and the computer use and internet access policies and procedures detailed in this handbook.

During school hours, a teacher must accompany his/her students to the computer lab. Students are not allowed to be in the computer lab if a teacher or staff member is not present. Students are not allowed to use computers or to be in the computer lab when a regularly scheduled class or activity is in session.

After-School Activities

Throughout the school year, the school will offer age-appropriate after-school activities for students. Some after-school activities are offered for an additional fee. Students will receive information in class prior to the start of each trimester's session of activities and information will be communicated to parents via Managebac or other means of school communication.

Community Service Learning Program

All middle and high school students will participate in community service learning projects as part of the school's Community Service Learning Program. This program was developed by members of the school's community service learning committee in support of AISOY's mission to promote global citizenship and community service learning.

Athletics

AISOY is an associate member of the West African International Schools Activities League (WAISAL). AISOY supports Volleyball, Basketball, Swimming and Soccer for team competitions. All students are encouraged to participate. Division (Elementary School, Middle School, and High School) intramural activities are also offered for all students, when possible.



Student Agency & Leadership

Student Council

In Elementary two students per class from Kindergarten to Grade 5 are chosen to represent the class in the student council. Meeting bi-weekly with 2 teachers' guidance the Elementary School Student Council (ESSTUCO) decides on events, fundraisers and school wide improvements.

The Middle School and High School Student Council is composed of elected representatives from grades 6 – 12 as well as executive board members from designated grades; President (11 or 12) Vice President (11 or 12), Secretary (9,10,11,12) Treasurer (9,10,11,12). The main focus of the Student Council is to promote education and student recognition; to build school spirit and a positive environment; and to participate in student governance by providing input concerning school policies, procedures, and guidelines. To be elected to the Student Council, a student must have good academic standing and be a positive role model in the school community.

Model United Nations

Model United Nations (MUN) is an academic simulation of the United Nations that aims to educate participants about civics, effective communication, globalization and multilateral diplomacy. In MUN, students take on roles as foreign diplomats and participate in a simulated session of an intergovernmental organization (IGO). Participants research a country, take on roles as diplomats, investigate international issues, debate, deliberate, consult, and then develop solutions to world problems.



AISOY students have participated in MUN in such locations as St. Petersburg, Russia; Nairobi, Kenya; Genoa, Italy; Prague, Czech Republic and South Africa . Participation is limited to students in Grades 9 through 12 and is dependent on academic standing, teacher recommendation, and full participation in the extracurricular MUN program. The MUN trip is at parental expense; however, students are expected to participate in fundraisers to contribute to the cost of their trip.

NHS/ NJHS (National Honor Society/ National Junior Honor Society) By invitation only

The National Honor Society (NHS) is the nation's premier organization established to recognize outstanding high school students. More than just an honor roll, NHS serves to recognize those



students who have demonstrated excellence in the areas of scholarship, service, leadership, and character. These characteristics have been associated with membership in the organization since its beginning in 1921.

Today, it is estimated that more than one million students participate in NHS activities. NHS chapters are found in all 50 states, the District of Columbia, Puerto Rico, many U.S. territories, and Canada. Chapter membership not only recognizes students for their accomplishments but challenges them to develop further through active involvement in school activities and community service.

Four main purposes have guided chapters of NHS from the beginning: to create enthusiasm for scholarship; to stimulate a desire to render service; to promote leadership, and to develop character in the students of secondary schools. These purposes also translate into the criteria used for membership selection in each local chapter.

In 1929, the NASSP turned its attention to middle-level schools and established the National Junior Honor Society (NJHS). With its own constitution and handbook, NJHS has established criteria that parallel the emphases found in the NHS with an added purpose to encourage citizenship.

GISS (Global Issues Service Summit)



The Association of International Schools in Africa (AISA) Global Issues Service Summit (GISS) motivates and encourages students to enquire about global issues and learn alongside other delegates and change-makers from across Africa. Student delegates spend time presenting, learning, sharing and discussing important issues during the summit, followed by a hands-on service learning day in the local community. GISS provides delegates with opportunities to

strategize solutions to global issues, meaningful sessions and stories about positive change happening here in Africa, and the support for taking action and engagement in their own communities.

Student-Initiated Events and Activities

Students are encouraged to plan and organize events and activities during the school year. The Student Council and other clubs and organizations, as well as grade-level classes, sponsor various events, to include dances, fun fairs, pool parties, special performances, community service learning projects, etc. Because AISOY is a complex school with a full calendar of events, it is essential that all events and activities be approved by the school and organized according to standard procedures. Students are expected to follow the guidelines below.

- Complete a detailed *AISOY Event Request Form & Action Plan* together with the sponsor of the event and submit it to the Calendar Committee.
- The sponsor of the event will submit the request to the Athletic Director and appropriate principal. A decision will be made at the following meeting.
- Once approval is granted, a work order will be completed (available online) that outlines logistical, maintenance, or other assistance needed for the event. The sponsor of the event will approve the work order and submit it to the Business Manager.
- It is expected that those in charge of assigned tasks will carry out tasks and responsibilities efficiently and effectively, and that students will clean-up after the event. This is not the job of the sponsor or other school staff.

Positive Discipline at AISOY

AISOY Positive discipline agreement

At AISOY, we value the practice of positive discipline and are committed to helping students participate in the establishment and monitoring of class rules, and making good choices. Each teacher is expected to handle discipline issues in his/her own classroom in a fair, objective, and mature manner that preserves the dignity of all persons involved.

Why is it important?

At AISOY we choose positive discipline as a method to help students develop strengths, learn self control, and develop good behavior. The use of positive discipline creates an environment conducive to learning.

Please find below the list of *do's and do not's* in how teachers approach behaviour at AISOY.

Do Not:

- Use corporal punishment or threat of corporal punishment
- Place a student in a stress position (standing for extended periods of time, raising hands above head, etc)
- Use exercise as punishment (running laps, doing sit-ups or push-ups)
- Physically restrain or threaten to restrain a student in any way, with any items
- Use abusive or demeaning language
- Send a student out of class as punishment
- Use detention as a punishment

Do

- Redirect behavior by changing the activity, or suggest a time-out in a new location (comfy corner/cool down corner, go for a walk to the bathroom, etc)
- Use physical activities as brain breaks
- Incorporate kinesthetic activities into the lesson (tossing a ball to answer a question)
- Inform a student about inappropriate behavior or language, and ask to speak to them privately.
- Allow students to create classroom essential agreements.

Click here for a visual representation of the [Positive Discipline Agreement](#).

Consequences for *less serious offenses include, but are not limited to*, the following:

Replacement or refurbishment of property
Rewriting a paper or exam
Writing a reflective statement or letter
Devising a problem-solving plan
Writing a Responsibility Action Plan (RAP)

Consequences for *more serious violations and/or for repeated offenses may include, but are not limited to*, the following:

Time-out: Students may be given a time-out to redirect inappropriate behavior.

In-school suspension: Students assigned to in-school suspension lose all class and free time privileges during the school day from 8:00 am to 3:15 pm. Students are required to obtain assignments and materials needed before reporting to in-school suspension. This will be recorded in the student's permanent file.

Out-of-school suspension: Is when a student is removed from the school campus due to severe misbehavior or multiple visits to the Principal or Vice principal (1-or more days).

Suspension (In-School or Out-of-School).

Suspension is defined as the temporary denial of attendance at school and/or school activities.

Suspensions may be in-school or out-of-school. Students may be suspended for the following reasons:

- Assault
- Bullying
- Use of obscene/profane language or gestures
- Possession and/or use of drugs, alcohol, tobacco, explosive devices or weapons
- Theft
- Vandalism
- Arson
- Fighting
- Defiant, disruptive behavior
- Extortion

- Repeated violations of school rules and authority

When a student is suspended off campus, he/she is not to be on or near the campus while school is in session, during activities, or before or after the school day for which he/she was suspended.

Prior to returning to school from an out-of-school suspension, the student and parents must meet with the principal to discuss the re-entry plan, and responsibilities of the student, and to reset the expectations for the student's future behaviour choices at school.

Social probation: Social probation may result when a student seriously breaches AISOY's behavioral expectations and guidelines or deliberately and consistently interferes with the learning of others. Social probation serves as a reminder for students and parents that we are concerned about poor behavioral decisions made by students. A social probation contract will be drafted by administration and will be signed by the student and his/her parents. This will be recorded on a student's permanent file. The contract may include, but is not limited to, the following:.

- Regularly scheduled meetings with the counselor
- Mandatory counseling outside of school
- In-school suspension
- Keeping a behavioral contract

Additional or repeated infractions may necessitate rewriting conditions of a social probation contract. The length of the probationary period will vary, depending on the student, the nature of the offense, and the progress made.

Expulsion: Expulsion is considered only after other interventions have proven unsuccessful, or when school policies have been seriously violated. An expulsion is recorded on the student's permanent record.

The rights, responsibilities, expectations, and consequences herein apply to all AISOY students. Individual teachers may devise additional rules within their own classrooms, but the overall behavioral guidelines presented here will be followed by all teachers to establish consistent expectations and to teach personal responsibility.

Our expectations and guidelines are explained and modeled for students continuously throughout the school year, presented in a caring environment and grounded in three basic rules:

- Be respectful
- Be responsible
- Be safe

Student Responsibilities and Guidelines

The foundation of expectations and guidelines established at AISOY is grounded in the values of Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship and deeply rooted in the IB Learner Profile attributes. AISOY staff and students work together to integrate our values and the Learner Profile into all areas of the school in the classroom and on the playground, during extracurricular activities and community service projects, and in advisory groups and class discussions. The following guidelines help us uphold the AISOY values:

Respect for People

AISOY is a diverse and multicultural environment. Being sensitive to the diversity in our community is essential, and this means that verbal, physical, and emotional harm, harassment, or bullying cannot be tolerated. To develop such sensitivity, personal integrity is required which includes an awareness of one's own actions and words.

To develop respect for people requires being aware and avoiding intentional harm to others.

- **Being aware** – It is essential to exhibit sensitivity and awareness in the environment in which we work. Our school has a diverse makeup of students and staff, and it is our responsibility to handle ourselves accordingly. Respect for people involves being aware of how one's own words, dress, and actions affect other members of the community.
- **Intentional harm** – Positive personal relationships are based on principles of care, respect, and awareness. Any demonstrations of the following are considered violations of these principles and forms of intentional harm:
 - Insulting, degrading, or hurting another person through verbal or written words
 - Abusing email/internet technology to hurt or insult another
 - Making prejudiced comments
 - Exhibiting harmful or reckless behavior
 - Offering unwelcome sexual advances or other offensive conduct of a sexual nature
 - Bullying, harassing, or slandering another person
 - Selling or using illegal substances to any member of the school community

Invoking intentional harm on another individual or group is a serious offense. All incidents will be reported to the Director or counselor. If a violation occurs, the incident will be reported to parents and documented in the student's permanent file. Consequences will be based on the nature of the incident, the disciplinary procedures detailed in this handbook, and the willingness of the student to take responsibility for his/her conduct.

Respect for Personal Property and Property of Others

It is our expectation that AISOY should be an environment in which property is respected. Students who violate this trust by taking property that is not theirs are in violation of school rules. Students are expected to demonstrate respect for personal and school property. Violation includes misuse of personal property, theft and vandalism, misusing equipment, littering, and not following rules governing specific areas of the campus, such as the library, computer labs, swimming pool, and Canteen.

- Theft is defined as the purposeful taking of another person's property without explicitly stated permission. Students are prohibited from taking the property of other students, staff members, or the school.
- Vandalism is defined as the purposeful damage, marring, or destruction of any property. Students are prohibited from vandalizing the property of other students, staff members, or the school.

Theft and vandalism are serious offenses. All incidents will be reported to the Director. If a violation has occurred, the incident will be reported to parents and documented in the student's permanent file. Consequences will be based on the nature of the incident. Repeated violations may result in expulsion. If a student is found to have taken the property of another individual, the student may be placed on a behavior probation contract and suspended.

Misuse of personal property is also a serious offense. Leaving book bags, backpacks, computers, clothing, and other personal belongings in classrooms, halls, and common areas (i.e. Canteen, pool area, basketball court, hallways, playground, upper balcony, tennis courts) is prohibited. Personal belongings must be kept in lockers (locked for Upper school), and only texts and materials required for class are allowed in the classroom. The belongings of students violating this rule will be confiscated. Consequences for repeated offenders include detention, suspension, or calling parents to retrieve items.

AISOY Bullying Policy

AISOY recognizes that bullying of students has a negative effect on the educational environment of its school. Students who are bullied, intimidated or fearful of other students may not be able to take full advantage of the educational opportunities. Any questions or concerns about the policy should be addressed with the administration.

Bullying of a student by another student is strictly prohibited between members of the school community, whether it is on campus or not, including via the internet or social media.

Bullying is a verbal, written or physical conduct directed at a student by another student(s) that has the intent and effect of:

- Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities.
- Physically harming a student (e.g., hitting, kicking, spitting, pushing, and invading one's personal space in an aggressive manner).
- Damaging, extorting or taking a student's personal property.
- Placing a student in reasonable fear of physical harm.
- Placing a student in emotional unrest by spreading rumors, manipulating social relationships or environment, engaging in social exclusion, extortion, intimidation, and ridicule.
- Cyber-bullying: forms of verbal and psychological bullying may also occur on the Internet through e-mail, instant messaging, or social media sites.
- Creating verbal statements or written remarks that are taunting, malicious, threatening or sexual.

AISOY strongly encourages all students and parents/guardians who become aware of any act of bullying to immediately report that conduct. Students may report acts of bullying to their teachers, administration, their advisor, bus monitor, or other school employees supervising school-sponsored activities.

Consequences/Discipline

Consequences for students who are found to have bullied others may include counseling, a parent conference, detention, suspension, expulsion, and/or exclusion from school-sponsored activities. Depending upon the severity of a particular situation, the Director may also take appropriate steps to ensure students' safety. Such steps may include separating and supervising the students involved; reporting incidents to law enforcement, if appropriate; and the implementation of a safety plan and/or a supervision plan with parents.

Dress and Decorum

AISOY is a diverse multicultural community; therefore, we must be mindful of varying sensibilities. Our school is an educational institution in an environment with different belief systems and cultural practices. Thoughtfulness, common sense, and an awareness of school as an academic workplace provides us with sufficient guidelines for what is and what is not appropriate and acceptable.

Students and staff are expected to dress appropriately at all times for all school events and occasions on and off campus.

The Women's empowerment club created a new dress code in the academic year 2022-2023. Below are the guidelines for all students.

- No display of undergarments or genitalia/ private areas
- No offensive or inappropriate language / images displayed on clothing
 - This includes nudity, references to drugs or alcohol, and offensive symbols
- Hats and head coverings:
 - No hoods on during class
 - Hoods out of class are acceptable
 - All other types of "hats" and head coverings are considered acceptable

- Athletic wear:
 - Should follow dress code

Selling of items for personal profit

Students are not allowed to sell items for a personal profit while on campus.

Protocol for School Events

All guidelines and rules in effect during the regular school day also apply to school-sponsored activities and events such as dances, sports events, and field trips. The following regulations for school activities and events have been established in order to provide an appropriate, safe, and pleasant environment for all. Expectations include the following:

- All procedures and forms regarding student activities and events will be followed.
- Entrance and access to a school-sponsored activity is at the discretion of the sponsor in charge of the event.
- Once a student enters an activity, he/she is not allowed to leave and re-enter.
- Inappropriate displays of affection are unacceptable and are not allowed.
- The policies, regulations, and consequences concerning the use of alcohol/drugs apply to all school-sponsored activities and events. The use or possession of alcohol/drugs will result in immediate dismissal from an event, and the incident will be reported to parents and to the administration.

Students in violation of guidelines for school-sponsored events and activities will be referred to the Director. Disciplinary action may result in out-of-school suspension, and students in violation will not be allowed to attend school events for the remainder of the school year.

Substance Use and Abuse

At AISOY, we are committed to providing a safe environment and promoting healthful behavior. The school supports this commitment through school-wide advisory, health, and instructional programs which prioritize age-appropriate education regarding tobacco, alcohol, and illicit drugs. Our ultimate goal is to remove substance use and abuse as a risk factor to student physical and emotional health, academic achievement and progress, personal and social relationships, and overall growth and development. Therefore, the use, possession, and sale of alcohol, tobacco, or illegal substances are strictly prohibited on campus during school hours and at all student extra-curricular events.

The policies and procedures relating to substance use and abuse at AISOY are deliberately stringent, established to preserve the welfare and well-being of our students. Students voluntarily seeking aid or information concerning substance abuse are encouraged to contact the administration, school nurse, teacher, or another adult without fear of consequences. Students are, however, subject to school policies and procedures if a violation occurs after self-reporting.

The administration reserves the right to search lockers, backpacks, purses, and other personal belongings, both on campus and at school-sponsored events, should prohibited substances or related paraphernalia be suspected. Communication with parents will be an integral component regarding procedures for violation of the substance abuse policy.

Tobacco Use: AISOY is a smoke-free campus. Smoking and the possession of tobacco products in any form is prohibited on the AISOY campus during school hours or during any school-sponsored trip or event.

Consequences:

1. **First infraction:** If it is determined that a student has violated this policy, the student will be placed on social probation, will be required to write an essay concerning the dangers of smoking, and may be assigned to an in-school suspension.
2. **Subsequent infraction(s):** If it is determined that a student has violated this policy a

second or third time, he/she will serve a school suspension and will be required to meet weekly with the counselor for a specified time. Repeated infractions will eventually result in a recommendation to the Board for expulsion.

Alcohol Use: Students are not permitted to use, possess, distribute, or be under the influence of alcohol on the AISOY campus during the school day or during any school-sponsored trip or event. Students who attend school or a school-sponsored event in possession of or under the influence of alcohol will be required to leave campus and/or the event immediately, following the notification of parents and arrangement of transportation at parental expense.

Consequences:

1. **First infraction:** If it is determined that a student has violated this policy, the student will be suspended from school for three days, will be placed on social probation, and will not be allowed to attend extracurricular social events for the remainder of the year.
2. **Subsequent infraction:** If it is determined that a student cannot meet the school's expectations regarding alcohol use, expulsion will be recommended.

Illegal Drug Use: Our intent is to promote healthy and responsible behavior in order that students may reach their fullest potential. The use, abuse, possession of, being under the influence of, or distribution of any dangerous or illegal drug by any AISOY student on campus or at a school-sponsored event is strictly prohibited.

If the administration, based on strong tangible and visible evidence, has reason to be concerned that a student is involved in drug consumption on campus or at a school-sponsored event, a test for drug use may be required at parental expense. A positive test is considered a violation of the drug policy. Refusal to be tested will also be considered a violation of this policy.

Students who attend school or a school-sponsored event in possession of or having used illegal drugs, on campus or off, will be directed to leave campus or the event immediately, following the notification of parents and arrangement of transportation at parental expense.

Consequences:

1. In the case of a student selling or distributing any dangerous or illegal drug, he/she will be expelled from school immediately on the first offense.
2. If it is determined that a student has violated the drug use policy, the student will be placed on social probation and will be suspended from school for three days. Upon return to school, the student will be required to participate in counseling individually and with his/her parents. A part of counseling may require drug testing. Failure to fulfill the terms of social probation will result in the Director's recommendation to the Board for expulsion.

Confidentiality will be maintained to the fullest extent possible. Parents will be consulted whenever there is a need to share information with other professionals, colleges and universities, or with legal authorities.

School Bus Regulations

Students riding the AISOY school bus are expected to adhere to the following guidelines:

1. Be on time and board the bus in an orderly manner.
2. Wear seat belts and remain seated at all times.
3. Keep all body parts within the bus and face the front.
4. Be respectful, polite, and obedient at all times.
5. Do not bully other students.
6. Do not shout, wrestle, make rude gestures, or throw things.
7. Do not damage the bus in any capacity. It is considered destruction of school property.
8. Do not eat, drink, or smoke.
9. Do not use inappropriate language.

Students in violation of bus guidelines will be referred to the Director. Repeated offenses will result in the suspension of bus privileges and/or other consequences deemed appropriate.

Use of Cell Phones, Headsets, and Other Electronic Devices

Every year, numerous cell phones and other electronic devices are lost or stolen at school. To prevent this from happening, it is best to leave valuable cell phones and electronics at home. However, if brought to school, the use of cell phones, personal listening devices, and headphones are subject to strict guidelines.

- Cell phones and headphones, earbuds etc... are not allowed to be used in class at any time during the school day, unless given specific permission to do so.
- Cell phones and other electronic devices must be turned off and put away in a safe place at all times.
- *If a headset, cell phone, or other electronic device is seen in use during class time without permission, the item will be confiscated and given to the administration to keep in their office.*
- The school is not responsible for lost or stolen cell phones, personal electronics, or other personal belongings.
- If parents need to reach a student while at school, they are expected to phone the administration office, not the student's cell phone number.
- If a student needs to call home during school hours, they may place the call in the front office.

Student Rights

All AISOY students have the right to:

- A challenging academic program
- Accommodation of individual needs
- A safe and secure environment
- Respect, courtesy, and consideration
- Recognition of individual achievements and efforts
- Equitable opportunity
- Knowledge of expectations and rules
- Involvement in decisions affecting them, where appropriate
- Freedom of appropriate expression
- Freedom of personal appearance, within school dress regulations
- Freedom to petition and/or appeal decisions in an orderly manner
- Privacy of personal property within school guidelines
- Due process

AISOY is a Closed Campus.

When students leave campus, they may not return. Exceptions will be given for school sponsored night activities. All other exceptions must go through the appropriate principals.

Academic Integrity Policy

The American International School of Yaoundé is guided by the principles stated in the mission statement – “to ensure that all students achieve high academic success, demonstrate critical thinking skills, and become responsible and compassionate global citizens”. Insofar as academic honesty is the foundation of academic success and responsibility, AISOY places great value on the ethical qualities of honesty and personal integrity. AISOY’s academic honesty policy is also aligned with the International Baccalaureate guidelines and policies.

Principled students act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
(IB Learner Profile)

The learning process is dependent upon academic integrity; therefore students and teachers must work together to create an honest and trusting atmosphere.

It is the policy of AISOY that:

- All students understand the meaning and significance of academic honesty.
- All student work is authentically their own, and that citing sources is part of that authenticity.
- All students understand and practice appropriate test-taking conduct.
- Students understand the benefits and constraints of collaboration in group work, and the difference between collaboration and collusion.
- All students take responsibility for understanding and complying with expectations regarding cheating and plagiarizing, and that academic dishonesty will not be tolerated.
- All students are informed of the policies, procedures and penalties that will result from any form of academic malpractice.

(IB Diploma Program Academic Honesty Policy, 2009, revised 2011)

Academic Honesty is:

- Production of authentic pieces of work
- Full acknowledgment of the original authorship and ownership of creative material
- Proper conduct in examination or testing environments
- Protection of intellectual property and creative expression

Academic Dishonesty (malpractice) is, therefore :

- Plagiarism
- Duplication of work
- Collusion
- Exam cheating
- Failure to follow exam protocols and procedures
- Falsifying data

What is plagiarism?

To plagiarize, as defined in the Merriam-Webster Dictionary, is “to steal and pass off the ideas or words of another as one’s own: to use another’s production without crediting the source.”

Some students may hold the belief that because the Internet is in the public domain that information can be taken from websites without the need for acknowledgement. Students must record the address and the date in which it was accessed. Copying works of art, whether music,

film, dance, theatre arts or visual arts, without proper acknowledgment, may also constitute plagiarism. There are circumstances where the creative use of the work of another artist is acceptable, but the original source must always be acknowledged. Candidates must understand that passing off the work of another person as their own is not acceptable and constitutes malpractice, regardless of whether the act was intentional.

(IB Diploma Program Academic Honesty Policy, 2009, revised 2011, page 3)

What is duplication of work?

Duplication of work is turning in work done for credit in one class for credit in another class.

(Ibid, p. 3)

What is collusion?

Collusion is “supporting malpractice of another, as in allowing one’s work to be copied or submitted by another “. (Ibid, p. 3)

Examples of collusion would be telling another student what to write on their paper (verbal collusion), allowing another student to use your work to copy, whether for a summative assignment or homework task, or doing another student’s science experiment, or part of it, for them.

What is exam cheating?

Any instance of illegally accessing an exam, sharing the contents of an exam, or otherwise disregarding the rules and expectations during an exam

What is falsifying data?

Changing the data gathered for an experiment or any other assignment.

At AISOY, teachers set guidelines as to what is expected regarding classroom procedures and processes, seeking to ensure that students have a clear understanding of what is meant by academic integrity, cheating, and plagiarism. Students are responsible for making sure they fully understand and comply with what is expected; cheating on tests, homework, and other assignments, and plagiarizing the work of another will not be tolerated.

Teachers hold the responsibility for educating students in the proper use and acknowledgment of sources. Students must be taught how to assimilate the ideas of others into their own writing and how to correctly cite direct quotations, paraphrased passages, and references. But once students have been given the opportunity to understand the meaning of plagiarism, they must be responsible and accountable. There are no excuses.

Grades 6, 7 & 8

The academically honest student:

DOES

- ☐ Acknowledge help from parents, older students and friends
- ☐ Acknowledge the source of direct quotations
- ☐ Acknowledge information taken from books, CD-ROMs and the Internet
- ☐ Acknowledge sources of photos and other non-written material
- ☐ Acknowledge reference materials in a bibliography
- ☐ Other forms of academic dishonesty include exam cheating and falsifying data.
- ☐ Knows what constitutes academic dishonesty and abides by the rules.

- ☐ Follow all exam protocols and procedures.

DOES NOT

- ☐ Use notes during a test unless allowed by a teacher
- ☐ Copy from another student during a test
- ☐ Copy the homework of another student
- ☐ Do homework for another student
- ☐ Give another student his/her own work to copy.
- ☐ Copy information for any assignment from the internet or other sources without attribution.
- ☐ Submit work done by another student, a parent, a friend or a private tutor

In a cohesive and comprehensive way, students will receive instruction in:

- ☐ The use of the Library and Internet.
- ☐ Basic note taking skills.
- ☐ Simple paraphrasing and adaptation of source material.
- ☐ Ways to acknowledge informally in writing and speech.
- ☐ Relevant use of direct quotations and citations.
- ☐ Simple ways to acknowledge information derived from electronic sources.
- ☐ Writing a bibliography.
- ☐ What constitutes cheating.

Grades 9 & 10

The academically honest student will follow guidelines from above, and in addition:

DOES

- ☐ Keep and maintain accurate, personal course notes
- ☐ Acknowledge, in a specific manner, help from another person
- ☐ Acknowledge, in a specific manner, information taken from books, magazines, CD-ROM's and the Internet
- ☐ Follow all exam protocols and procedures.
- ☐ Understand the concept of plagiarism

DOES NOT

- ☐ Submit work done by another student, a parent, a friend or a private tutor
- ☐ Use notes during a test unless allowed to by the teacher or the examination rules.
- ☐ Present artistic or creative work in any medium that has literally been reproduced except in a manner allowed by the teacher or permitted by the examination rules.
- ☐ Copy information for any assignment from the Internet or other sources without attribution.

In a cohesive and comprehensive way, students will receive instruction in:

- ☐ Techniques for acknowledging direct quotation with an in-text citation.
- ☐ Skills of paraphrasing.
- ☐ Techniques for acknowledging paraphrasing and the use of in-text citations.
- ☐ Considering bias in reference materials.
- ☐ Evaluation of sources, text and Internet sites.
- ☐ Techniques for using translated material.
- ☐ Formal skills for acknowledging source material.

Grades 11 & 12

The academically honest student will follow guidelines from above, and in addition:

DOES

- ☐ Document source material in a formal and appropriate manner
- ☐ Use direct quotations appropriately
- ☐ Understand the consequences of cheating regarding both school-based work and external examinations and assessments
- ☐ Acknowledge explicitly and appropriately help provided by another person

In a cohesive and comprehensive way, students will receive instruction in:

- ☐ The rules for acknowledging source material based on standard practice (regarding such areas as footnotes and bibliographies).
- ☐ Research writing techniques.
- ☐ Data gathering techniques.
- ☐ The planning, preparation and execution of research writing assignments.
- ☐ Considering bias in reference material.

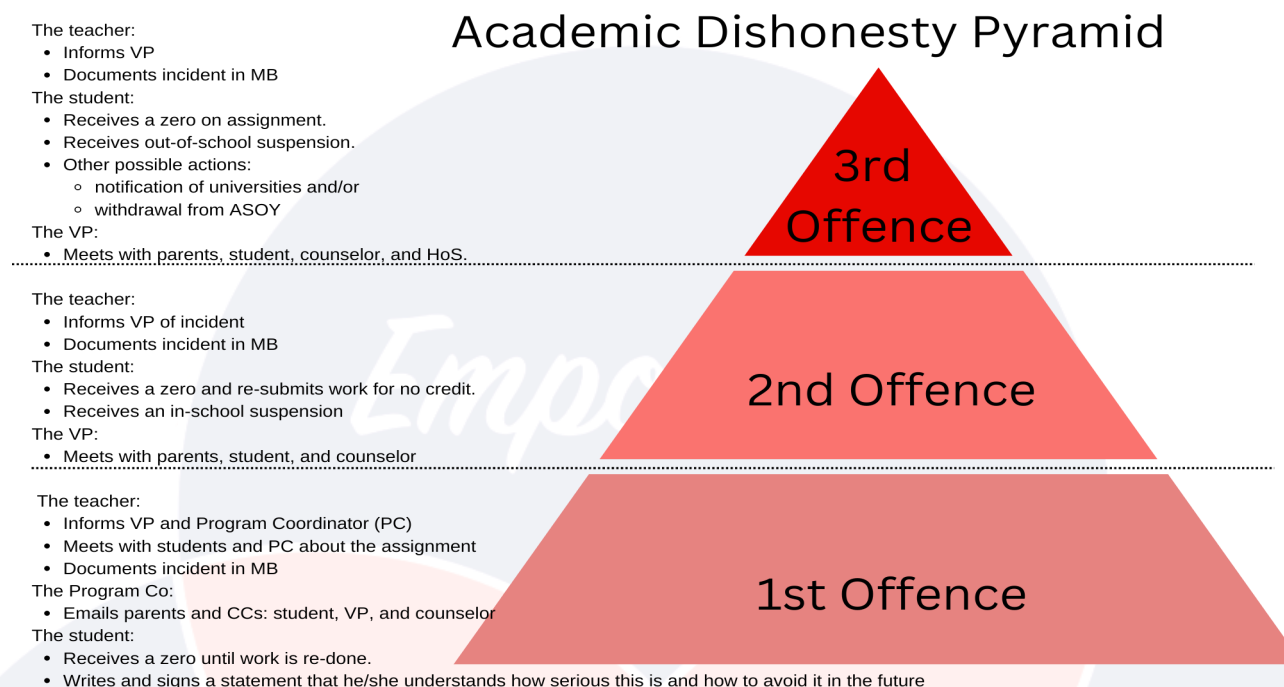
Academic Integrity in the PYP

In the PYP, academic integrity takes different forms via discussion and/or essential agreements. For instance, in KG, it includes discussions with students at appropriate times, such as when students are working, a discussion takes place around looking at others' work and trying to imitate it rather than being a risk-taker and doing your own work. In Grade 1, academic integrity is presented orally, reminding students at appropriate times to say/write where they got information from. In Grades 2 and 3 it focuses on oral discussions at appropriate moments regarding ownership of work, students doing their own work, and being principled. In Grades 4 and 5, students begin to use formal citations, get into discussions of plagiarism, academic integrity and digital citizenship and more. At the same time, to start the school year, every September teachers at all levels review AISOY's Academic Integrity Policy (found on the school website) at an age-appropriate level to make students aware of what constitutes academic integrity and the different types of actions that violate it.

Elementary School Expectations

Digital literacy	Develop awareness of their rights and responsibilities as digital creators.	Understand "copyright" and apply it to creative work.	Understand the purposes of different online tools and demonstrate the ability to explore and use them differently (canva, blogs, sites)	Learn about things to watch out for when reading online news pages, such as sponsored content and advertisements.
Referencing of sources	Recognize the platform, name and explain the source used for activities.	Locate, evaluate and cite websites or other resources for accuracy, perspective, credibility and relevance.	Locate required citation information on webpages and other digital resources and cite in the appropriate style making a distinction between the suffixes .org, .com, .edu, .net, .gov and international domains.	Find credible and trustworthy sources, give proper credit, and cite sources using MLA.

Middle and High School Consequences for Academic Dishonesty



Middle School:

AISOY holds the belief that students need ample opportunity to learn about academic honesty, and also that collaboration is a valuable activity to be promoted. Students will be taught in clear terms about plagiarism, copying from the Internet, intellectual property, and how to paraphrase and properly acknowledge sources. At the same time, students need a safe environment in which to learn the difference between collaboration and collusion, and should be given time to explore that boundary. Therefore, in the middle school years the emphasis is on education. Students and teachers will work together in the classroom to explore the boundaries of individual work, collaborative work done in a group to produce a shared product, and collaborative work aimed at producing individual products. Only as the students' exposure to these various boundaries are established will consequences for academic dishonesty be imposed. If, after sufficient exposure, clear violations of academic dishonesty at the middle school level occur, teachers will notify the appropriate administrator for further action and consequences. *These consequences will include a failing grade on the assignment, and/or the expectation that students will redo and properly complete the assignment.*

High School:

While education around these issues will continue as described above, consequences for academic dishonesty will necessarily become more direct. It is our intention that every AISOY student will become aware not only of the severe consequences of academic dishonesty in higher levels of academia and in the wider world, but of the imperative that we each strive to attain the highest levels of character.

Academic dishonesty is a very serious academic offense and will result in serious consequences. If

a teacher suspects that a student has plagiarized or otherwise taken part in any form of academic dishonesty, the teacher must notify the appropriate administrator. Once evidence has been gathered that a violation has occurred, the following consequences will follow:

First Offense:

Teacher will inform the appropriate administrator. The teacher will document the incident in the ManageBac. Parents will be informed by the teacher of the incident.

The student will receive a failing grade on the assignment, and must resubmit the assignment.

Academic dishonesty in exam situations will result in more severe consequences.

Subsequent Offenses:

If a determination is made that a violation has occurred a second time, the student will receive a failing grade on the assignment, and a parent conference will be scheduled. The teacher will document the behavior in ManageBac. The student may be assigned in-school suspension.

Further incidents of academic dishonesty may result in off-campus suspension, a consequence that requires notification of colleges of these offences, and may ultimately result in the student being required to withdraw from the school.

AISOY Technology Mission Statement

The mission of technology at AISOY is to ensure that students have the technological means to assist in the achievement of high academic success and the technology tools to enhance and demonstrate their critical thinking skills. Technology usage at AISOY should enable and promote responsible and compassionate global citizens who are prepared for the next stage and are well educated in the issues that surround technology in our global society. Technology should help to challenge students in a secure environment while exposing them to a diverse global environment.

AISOY Technology Vision Statement

The vision for AISOY technology is to be a leading institution in the responsible and productive use of technology that enhances the learning environment. AISOY strives to create an Innovative and well-designed technology infrastructure which supports academic, community service and global citizenship.

Bring Your Own Device (BYOD) at AISOY

AISOY is equipped with a full array of technology, software and internet service that are freely available to all students. However, students need to have their own technology to use at school and connect to the school's network. All AISOY students in Middle and High School are expected to have a computer. This is either a PC running the Windows OS or a Mac running the MAC OS. While Chromebooks are used by students in grade 5, they are not supported in Middle or High School because the software that students will be using in these grades is not installable on, nor operable on, Chromebooks. Students should not purchase Chromebooks for use in Middle or High School. Regardless of whether a student provides their own device or uses a school device, such as a desktop in the computer lab, iPads (KG - G3) or Chromebooks (G4- G5), students are expected to adhere to the following rules and guidelines in order to promote responsible digital citizenship and use of information technology (IT). These obligations are also spelled out in the Acceptable Use Agreement that each student and his/her parent or guardian must sign in order to connect to the network and internet at school. Students in KG - G5 might lose their school-issued device privilege if they do not adhere to the classroom device usage guidelines shared with them in the classroom.

Before connecting to the school's network and internet, students must acknowledge and agree to the following guidelines for *Acceptable Network and Internet Use*.

Acceptable Network and Internet Use Agreement

AISOY Network and Internet

- Students will not utilise the AISOY network and internet resources for personal file and P2P sharing.
- To provide reliable connectivity, all internet access will be managed and filtered.
- Anti-virus software will be required on all computers that access the school network.
- Access to the school network will be limited to activities that support the school's education mission.

Installed Software and Configuration

- Students are responsible for purchasing and installing any required or desired software.
- Laptops, whether purchased from the school or provided from home, will be able to access the AISOY network and resources.
- Students are solely responsible for any damage that occurs when using external drives (such as USB drives or external hard drives) on their laptops. It is recommended to transfer/share files through Airdrop, Google Drive, and email.

You are responsible for keeping the laptop's battery charged for school or work each day. Once the battery is fully charged, unplug the power cord. **The Technology Department does not have spare chargers to loan.**

Personal security

- I will not post personal contact information about myself or others. Personal contact information includes name, address, and telephone number, school address, birth date, and other identifying data.

Illegal activities

- I will not attempt to gain unauthorised access to any AISOY system beyond authorised access.
- I will not make a deliberate attempt to disrupt the computer system or destroy data.
- I will not use AISOY technology to engage in any illegal act, such as drug sales, threatening the safety of another person, etc.

System Security

- I am responsible for my own actions regarding computer, email, and internet use.
- If I become aware of a possible security problem, I will immediately notify the information technology instructor/coordinator.
- I will avoid the inadvertent spread of computer viruses by following AISOY conduct for electronic users.

Inappropriate language

- Restrictions against inappropriate language apply to public, private, and material obtained or disseminated from the internet.
- I will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language at any time.
- I will not pose information that could cause damage or a danger of disruption.
- I will not engage in personal attacks, including prejudicial or discriminatory comments.
- I will not harass or bully another person or act in a manner that distresses or annoys another person. If a person tells me to stop sending messages, I will do so.
- I will not knowingly or recklessly post false or defamatory information about a person, organisation, religion, culture, race, or nationality.

Respect for privacy/ resource limits

- I will not repost a message that was sent to me privately.
- I will not post private or personal information about another person.
- I will use technology only for educational purposes.
- I will not download large files without the permission of the teacher.
- I will not post chain letters or engage in “spamming.”
- I will not engage in plagiarism or copyright infringement or plagiarise works found on the internet.
- I will not use AISOY technology to access material that is profane or obscene, that advocates illegal acts, or that advocates violence or discrimination toward other people.

Student rights

- My right to free speech also applies to communication on the Internet. However, computers utilising AISOY technology are considered a limited forum, similar to a school newspaper or yearbook. Therefore, the school reserves the right to restrict speech based on inappropriateness or violation of school policy.
- I expect only limited privacy in the context of technology use at AISOY due to its nature as an educational institution with a specific mission and purpose, and the school’s specific policy regarding technology use and internet access.
- If there is reasonable suspicion that a student has violated school policy regarding technology use and internet access, an individual search will be conducted.

Due process

- AISOY will cooperate fully with local and international officials in any investigation related to illegal activities. **Limitations of liability**

• AISOY will not be responsible for any damage, such as data loss or service interruptions. Neither AISOY nor any other entity is responsible for the accuracy or quality of information obtained through the internet or stored on computers.

Personal responsibility

- Every person using school technology is responsible for his/her own behaviour regarding appropriate network use and internet access. One’s commitment to personal integrity and educational purpose reflects one’s individual character and values.

Photo Permission

I hereby give the American International School of Yaoundé (AISOY) permission to use my child’s photograph on their website (www.asoy.org), in any of its published printed materials, and in weekly newsletters and communications to the AISOY community. I understand that photographs of my child will be used only for school-related activities. I understand that I will not be compensated for the use of my child’s photograph. I reserve the right to request that any photos of my child be taken off the website at any time should I deem it necessary.

Student’s Name: _____ Grade: _____

Parent’s Name: _____

Parent’s Signature: _____ Date: _____

I have read and understood the Student-Parent Handbook and Technology Use Agreement. I agree to abide by and accept all terms, guidelines, and rules stated in these documents, including the terms of the Photo permission statement.

Student's Name: _____ Grade: _____

Parent's Name: _____

Parent's Signature: _____ Date: _____

To access the campus intranet, log in with SSID: **ASOY** Password: **asoy2018**

To access the internet, log in through CheckPoint with your network credentials:

<https://192.168.0.2/connect/PortalMain>

Keeping Health & Balance in Mind

AISOY technology is intended to be a positive, enriching resource to enhance learning and creativity. However, it is recognized that computers and other technologies can sometimes have a disruptive effect on a person's behavior and wellbeing. Proper usage of technology should never cause pain, fatigue or other physical or mental ailments. Additionally, while technology can be an engaging way to spend time, it can take up time that could be better used for studying or working with friends. Instead of watching videos and surfing the web, reading a good book or talking with your friends & teachers may be a better choice. Students should find a comfort zone that strikes a healthy balance between online and offline activity.

Ethical and Respectful Use

Responsible citizenship means practicing good ethical behavior, whether online or offline. Students are encouraged to model good online citizenship by making sure their actions and choices do not disrupt the learning environment for themselves or others, just like in the classroom. At a minimum, this requires that students not view or install inappropriate content, not try to bypass network guidelines with proxies or internet access devices, not attempt to hack or modify other student accounts or official school files or accounts, and not engage in any illegal activities, including possessing or sharing pirated software or applications. School software should also not be copied or removed. Students are expected to obey all intellectual property rules and copyright laws, as well as the AISOY Student Email Guidelines, including not sharing or using others' email accounts or passwords, and not engaging in conversation or activities (such as sending pictures) that may inflame, agitate, or offend others. Students are prohibited from using peer-to-peer file-sharing software, such as BitTorrent, which is primarily used to download illegal content and could jeopardize internet access for all members of the AISOY community. Likewise, hacking & malicious software is also specifically banned from being installed on any device used at AISOY.

Protecting Your Identity & Personal Information

With the ubiquity of information networks, safeguarding your personal information has become extremely important. Once information goes on the Internet, it is likely that it will remain there for a very long time. Personal information also extends beyond names, phone numbers, student ID numbers and addresses, but to things such as user names and passwords as well. As such, it is important that students treat their own and others' personal information with great care. Students should never share user accounts or passwords, especially those that are close to their identity (e.g., email, AISOY accounts, social networks). All personal information, such as home addresses,

phone numbers and full names, should always be kept private.

Sharing Work Online

Students will be sharing their work in a variety of online spaces and are expected to act safely by keeping personal information private. When they share their work online, they are expected to treat those spaces as classroom spaces. Language or images that are inappropriate for class are not appropriate online. Because students will be sharing their work with real audiences, they may receive feedback that is inappropriate for academic purposes. Regardless of the nature of the feedback, students should respond ethically and responsibly (or not at all).

Community Awareness

All students are members of the greater AISOY community and have a social obligation to protect community resources, such as bandwidth. As such, participating in activities that use up excessive bandwidth, such as peer-to-peer file sharing, is strictly prohibited at school. Additionally, computer use should not be disruptive to other students who are working nearby; students are requested to use headphones when listening to audio. Students should also be aware that individual teachers will have different protocols for classroom use of IT and it is the student's responsibility to be aware of these and adhere to them.

Responsibilities of Using School Computers

Students are responsible for the proper care and maintenance of school-owned desktop computers and other IT equipment for general student use. Students are responsible for the safekeeping of their own data files and should use their individual folders on the server or personal storage devices, as these shared computers are regularly erased without notice as a part of an on-going maintenance routine. AISOY takes no responsibility for files lost on these public computers. Students should always remember to log off their work station and leave equipment and space in good condition for the next user. Students are to report any malfunctioning equipment to the information technology instructor or technician. No software from any source, including the internet, is to be installed by students.

General Guidelines and Expectations

The use of all AISOY computers, including those in the library, computer labs, teacher workroom, offices, and classrooms are covered by these guidelines.

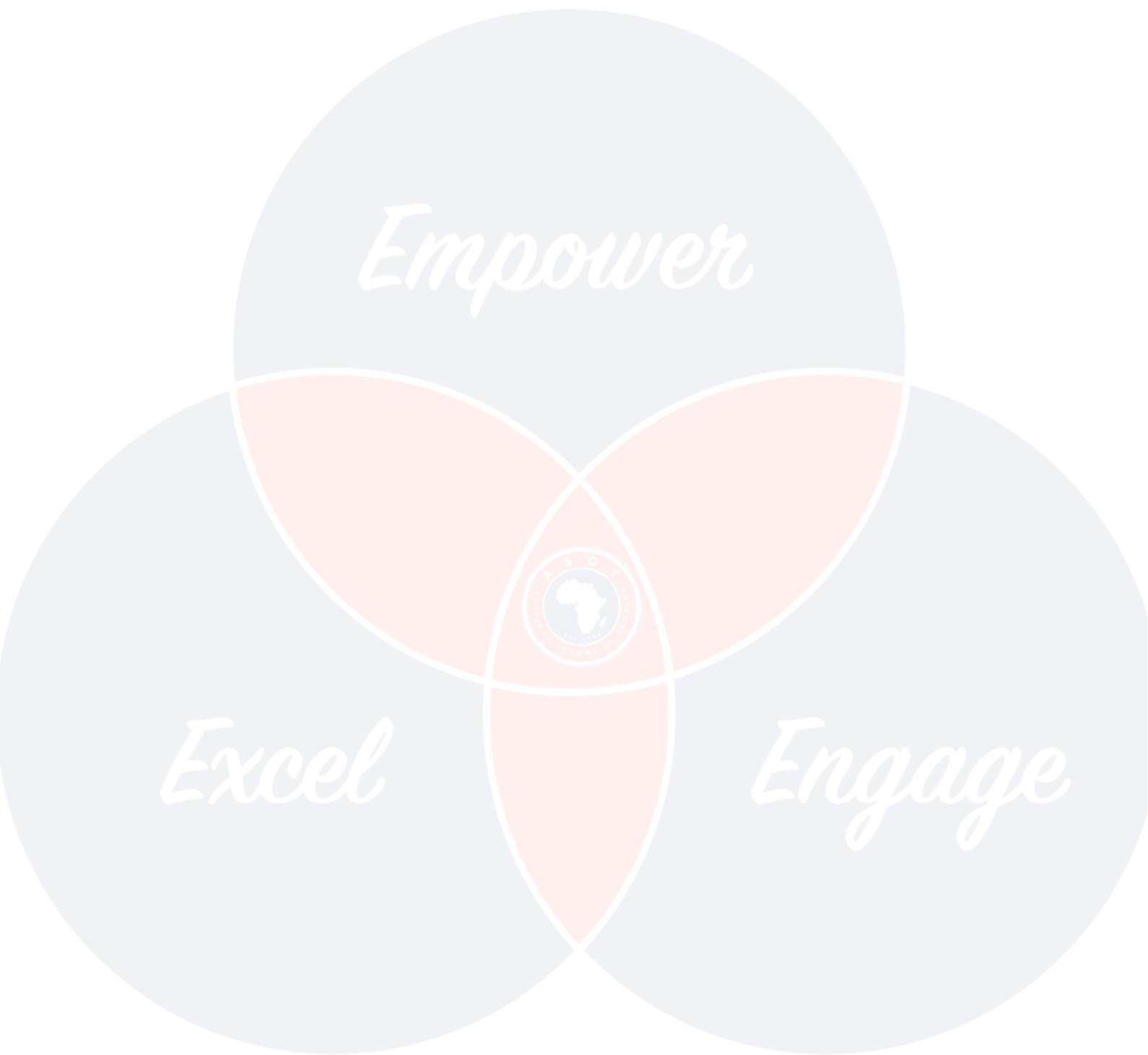
- Before connecting to the network or internet at the American International School of Yaounde, students must sign the *Network Use Agreement*.
- Information collected and manipulated by electronic means falls under the same authorship rules as printed material. Students must annotate and cite sources, and may not copy files or portions of files from others or from the internet and present them as their own work. To do so is plagiarism.
- Printing is not allowed, except for assignments for class. The printing of extensive volumes of research and other collections is not allowed. **Printing for personal use is allowed in the Library computer lab only, at a cost of 50 CFA per page.**
- Students are not allowed to bring from home nor download from the internet pornographic material or any other material which is inappropriate or offensive to any member of the AISOY community.
- Licensed/copyrighted software is not available for borrowing or copying.

Monitored Use, Misconduct and Free Will

In cases where there are concerns that electronic communications systems are being used inappropriately, teachers or IT department staff may monitor student use. Similarly, student use of the school network is monitored on a regular basis. AISOY reserves the right to inspect computers and electronic media and to carry out appropriate disciplinary action in cases of student misconduct. AISOY does not take responsibility for personal media or information transmitted to a third party by a student of their own free will, nor does it take responsibility for any repercussions that may occur from said action (e.g. posting photos on a social networking

website).

If a determination is made that any offense has occurred against the guidelines detailed above, the student will lose network and internet privileges for a specified period of time and will be referred to the Director. Disciplinary action will be based on the disciplinary procedures on page 52, the nature of the incident, and the willingness of the student to take responsibility for his/her conduct.



Before connecting to the school's network and internet, students must acknowledge and agree to the following guidelines for *Acceptable Network and Internet Use*.

Acceptable Network and Internet Use Agreement

AISOY Network and Internet

- Students will not utilize the AISOY network and internet resources for personal file and P2P sharing.
- To provide reliable connectivity, all internet access will be managed and filtered.
- Anti-virus software will be required on all computers which access the school network.
- Access to the school network will be limited to activity which supports the school's education mission.

Installed Software and Configuration

- Students are responsible for purchasing and installing any required or desired software.
- Laptops, whether purchased from the school or provided from home will be able to access the AISOY network and resources.

Personal security

- I will not post personal contact information about myself or others. Personal contact information includes name, personal address and telephone number, school address, birth date, and any other identifying data.

Illegal activities

- I will not attempt to gain unauthorized access to any AISOY system beyond authorized access.
- I will not make a deliberate attempt to disrupt the computer system or destroy data.
- I will not use AISOY technology to engage in any illegal act, such as drug sales, threatening the safety of another person, etc.

System security

- I am responsible for my own actions regarding computer, email, and internet use.
- If I become aware of a possible security problem, I will notify the information technology instructor / coordinator immediately.
- I will avoid the inadvertent spread of computer viruses by following AISOY conduct for electronic users.

Inappropriate language

- Restrictions against inappropriate language apply to public messages, private messages, and material obtained or disseminated from the internet.
- I will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language at any time.
- I will not pose information that could cause damage or a danger of disruption.
- I will not engage in personal attacks, including prejudicial or discriminating comments.
- I will not harass or bully another person, or act in a manner that distresses or annoys another person. If I am told by a person to stop sending messages, I will do so.
- I will not knowingly or recklessly post false or defamatory information about a person, organization, religion, culture, race, or nationality.

Respect for privacy

- I will not repost a message that was sent to me privately.
- I will not post private or personal information about another person.

Respect for resource limits

- I will use technology only for educational purposes.
- I will not download large files without the permission of the teacher.
- I will not post chain letters or engage in "spamming."
- I will not engage in plagiarism of copyright infringement or plagiarize works found on the internet.

Inappropriate access to material

- I will not use AISOY technology to access material that is profane or obscene, that advocates illegal acts, or that advocates violence or discrimination toward other people.

Student rights

- My right to free speech also applies to communication on the internet. However, computers utilizing AISOY technology are considered a limited forum, similar to a school newspaper or yearbook. Therefore, the school reserves the right to restrict speech on the basis of inappropriateness or violation of school policy.
- I expect only limited privacy in the context of technology use at AISOY due to its nature as an educational institution with a specific mission and purpose, and the school's specific policy regarding technology use and internet access.
- An individual search will be conducted if there is reasonable suspicion that a student has violated school policy regarding technology use and internet access.

Due process

- AISOY will cooperate fully with local and international officials in any investigation related to illegal activities.

Limitations of a liability

- AISOY will not be responsible for any damage such as loss of data or interruptions of service. Neither is AISOY responsible for the accuracy or quality of information obtained through the internet or stored on computers.

Personal responsibility

- Every person using school technology is responsible for his/her own behavior regarding appropriate network use and internet access. One's commitment to personal integrity and educational purpose is a reflection of individual character and values.

"We have read this document and by signing below we do hereby agree to abide by all guidelines and rules stated in this document as part of the acceptable AISOY Network and Internet Access Policy. We understand that violation of these guidelines and rules may result in suspension or termination of network access, services and/or technology privileges at AISOY."

Parent Signature _____ Date _____

Student Signature _____ Date _____

Excel

Engage

AISOY Health Clinic

The school employs a full-time qualified nurse to attend to minor injuries and illnesses, review medical files of new students, and ensure that students have had required immunizations. The nurse also provides basic screening, treatment of minor accidents, first aid training, and classroom instruction for students on relevant topics.

Medical emergencies requiring more in-depth services are referred by the school nurse to local health professionals and/or facilities after consulting with parents. The AISOY nurse is not meant to take the place of the family doctor and does not write prescriptions or request lab tests.

Students who become ill at home should not be sent to school. The parents of children who need to take medications during school hours must bring the medication to the school health professional along with written instructions concerning administration.

If a student were to be sick/ill at school, the school nurse will contact the parents and arrange to send the child home. The school Nurse will keep the student in the Nurse's office to monitor their situation; students do not attend classes.

The nurse sends a digital note home for any student that has visited the nurse during the school day, and medication or aid has been administered.

Required Immunizations

Students will not be admitted until immunization records have been submitted to the school. AISOY students are required to have the following immunizations, which are considered standard:

- DTAP (for diphtheria, tetanus and pertussis)
- MMR (for measles, mumps, and rubella)
- Polio
- Hepatitis A
- Hepatitis B
- Typhoid
- Meningo A&C or Meningo ACWY (for meningitis)
- Varicella (chicken pox)
- Yellow Fever
- HIB
- Annual tuberculosis screening is strongly recommended (except for those who had a BCG shot)

Required Sports Physical Examination

Parents must sign a permission form acknowledging good health and fitness before a student participates in any sports-related activity. Medical clearance from a physician is required after a serious sports injury before a student may continue in the same sport or begin a new sport.

Basic First Aid and CPR

During the school year, training in basic first aid and CPR is made available to teachers and support staff by the AISOY nurse and the Health Unit at the U.S. Embassy. In addition, the school nurse provides instruction during the school year for students on health, safety, and prevention.

Serious Accidents

Any serious accidents occurring on campus, or during off-campus school events or trips, will be reported in writing to the Director, or Elementary Principal to the parents of the child involved and to the Board. The decision concerning the action to be taken in case of an accident will be made by the administration or staff member reporting the accident. An *Accident Report Form* will be filled out by the health professional, Director, or staff member involved, and will be filed in the

office.

The AISOY Emergency Procedures Manual addresses in-depth procedures for emergencies occurring on campus and/or during off-campus events and school trips. Due to the lack of reliable local ambulance services, school vehicles will be utilized to transport injured persons for emergency treatment. If deemed necessary, a local reanimation specialist physician from Central Hospital will be called for assistance.

Insurance and Limit of Liability

Though all children are constantly supervised, accidents may happen for which the school carries insurance. For injuries that take place at school during school hours, you will be given an insurance claim form to complete. Please be sure to keep all necessary receipts for reimbursement. Local insurance is minimal in nature in the case of serious injury, especially in the case of medical evacuation to Europe or the U.S. Most families should have insurance through their employer or agency, and may have personally purchased insurance for severe injuries. Family insurance information must be provided to the administration office as indicated on the enrollment application forms.

As a parent of the child, I accept the health and safety protocols adopted and implemented by the school and therefore take full responsibility for the health and safety of my child.

When parents are present on the school campus outside of school hours, they are expected to supervise their own children. The American School of Yaounde, the AISOY Recreation Club, and the Parrot's Canteen decline any liability for accidents that occur on campus outside of school hours.

Swimming Pool Regulations

The AISOY swimming pool, when available, is open to all family members of AISOY students and to those individuals who are members of the AISOY Recreation Club. A life guard is always on duty during pool hours. If a lifeguard is not on duty, it is strictly forbidden to enter the pool or pool area.

It is required that all students, parents, staff, and community members adhere to the following rules and guidelines:

- Changing facilities, showers, and restrooms are available in the Canteen.
- Appropriate swimsuits must be worn at all times to avoid offending others. Nude or semi-nude bathing is not allowed.
- Lockers are available for patron use. The school is not responsible for lost or stolen objects.
- All individuals must take a shower before entering the pool.
- Children grade 5 or below must be accompanied at the pool by an adult at all times.
- Guests must be accompanied by their hosts.
- Tables are available for patron use; however, no food or drinks are allowed next to or in the pool.
- Appropriate behavior and language is expected at all times.
- Persons with a skin or other infection should not swim.
- In the pool area, it is not allowed to:
 1. Bring in glass containers
 2. Bring in pets
 3. Chew gum
 4. Dive in shallow water

Procedures for Parents Away from Yaounde

When both parents are out of town without their child, responsibility must be delegated not only

to household staff, but to an adult member of the parents' employer or to a family friend. The delegated person responsible for your child should have instructions about what to do in case of illness or other emergency, and should also have access to your child's passport.

Before going out of town, it is imperative that parents ensure the following information has been submitted to the administrative office:

- Destination
- Contact address and phone numbers
- Name and contact information of the person in Yaounde who is responsible for your child in your absence.
- Other information as requested by AISOY

Failure to follow these procedures may result in AISOY requiring the student/s to withdraw from school until appropriate guardianship is confirmed.

Designated Drivers and/or Pick-up

Parents must inform the school concerning who is authorized to pick up your child/ren from school. Parents must also inform the school immediately of any dismissal of an employee who was previously authorized to collect children from school.

If you have organized a play date or another parent to collect and take home your child, a phone call to the school or email must be sent to info@aisoy.org at least 24 hours before the date. This email must be sent by the parents of the child who is going home with someone else. The mail must state the child's name and year group and have details of the parent or child taking them home. In addition, the school will inform security of the pickup change.

If the play date is spontaneous and organized by students and parents on the day, a handwritten consent form can be acquired from the front desk. This permission slip must be handed to the security guards before students and parents can leave the campus.

Note that if no authorization has been given to our security guards via email or a permission form, they will not allow students to leave campus.

School Visitors and Student Guests

For the safety and security of our faculty, staff, and students, anyone entering the AISOY campus who is not a faculty or staff member, including parents, siblings of students, or former students, must sign in and obtain a visitor's pass from the main office. Visitors are expected to abide by all school guidelines, rules, and procedures.

Front Gate, Car Passes, and Parking Lot

The gate guards have the authority to question the drivers of all vehicles approaching the school gate, including those with security passes and/or diplomatic plates. Any unusual or aggressive behavior at the front gate by any person may be cause for denial of entrance to the AISOY campus.

Drivers are expected to use the parking lot with care at all times. For the safety of all, the following rules must be followed:

- Drive slowly.
- Students must be dropped off and picked up at the gate to the playground.
- Students may not cross in front of other cars to reach their own car or the front gate.
- Under no conditions should a car be left unattended with the engine running.
- Cars may only be parked under the trees or by the outside wall, never in the line of traffic.

- Patience, courtesy, and caution are required at all times.

Emergency Channels of Communication

Effective planning and response in cases of an emergency require coordination and participation of school staff, students, parents/guardians, community organizations, and other groups and individuals. To the best of the ability of the school staff, parents will be notified of any situations that may present safety hazards to students.

Therefore, it is required that parents continually update emergency contact numbers so the school can reach you at home and at work. The school will not assume responsibility for lack of communication if accurate contact information has not been provided.

Students will not be released from school without notification of parents. However, in the case of an immediate emergency, the school may act on behalf of the best interest of the student and move students to a safer location. This will only be done in cases where the U.S. Embassy has ordered immediate evacuation and parents are not able to be notified. The school maintains the following mechanisms to notify parents quickly and efficiently in cases of emergency:

- Email: It is imperative that all parents provide the school with a valid and reliable email address.
- Text Messaging: In addition to email, the school sends instant text messages for communicating general information as well as in the event of an emergency. Parents are required to provide the school with a valid cell phone number for this purpose.
- Parent Contact List: In the event of an emergency, or the need to contact parents outside of business hours, or when internet and cell phones are not working, we will contact parents by phone. Again, it is critical that all parents provide us with as many valid phone numbers as possible.

Emergency Procedures

AISOY maintains a detailed and current Emergency Procedures Manual outlining the steps to be taken in the event of various possible emergencies. In addition, in line with CIS regulations, the school is practising three different emergency drills.

1. The Fire drill - In case of a fire or the need to evacuate the building, the fire alarm will ring continuously until all the students and staff have arrived safely at the school's muster points. AISOY has three different muster points depending on where the fire is. Zone A is on the field, Zone B is on the tennis court, and Zone C is in the gym.
2. The Lockdown drill - If an intruder is on campus, the lockdown drill will be signalled by the bell. A 5-second interval follows three rapid bursts of the bell. This is repeated for 1 minute. Students and staff remain locked in and out of sight. Curtains are drawn and the lights and electrics switched off. All phones are to be switched off.
3. Safe Haven drill - If there is a disturbance in the surrounding area, all staff and students will be moved to a safe location in the school. All students will be kept together, and the Administration team will monitor the external disturbance. If deemed necessary, the school may need to be evacuated, or measures are in place to keep students on campus for up to 3 days. The signal for this drill is one ring of the bell followed by a 5-second pause followed by another single bell sound. This is repeated until all students and staff are accounted for.

For the safety of everyone involved and to maintain order, we respectfully ask that you would abide by the following during these drills:

- Do not come to the school campus

- Do not call the school offices (as they will be busy with the drill or actual emergency)
- Do not contact students or staff members via cell phone or social media (as they will be busy with the drill or actual emergency)
- Avoid social media posts. Correct information will be disseminated through our system as soon as possible.
- Please make sure that your contact information is current at all times so that you can be reached without delay in the event of an emergency.
- In the event of an actual emergency evacuation, you will receive notification where to pick up your child as soon as practicable.

Please remember that these safety practice drills are done to help maintain our schools as a safe place to learn and work.

