



AMERICAN INTERNATIONAL SCHOOL OF YAOUNDÉ

**STUDENT PARENT HANDBOOK
2026-2027**

Table of Contents

Table of Contents	2
A note on this Handbook	6
1 Welcome & Introduction	7
1.1 Welcome to AISOY	7
1.2 About AISOY	8
2 Vision, Mission & School Identity	9
2.1 AISOY Mission & Vision	9
Mission	9
Vision	9
Core Values	9
2.2 IB World School Identity	9
2.3 School Programs PYP, MYP & DP	10
3 Organizational Structure	11
3.1 Governance & Board	11
3.2 Senior Management Team	11
3.3 Organizational Chart	11
3.4 Key Contacts & Departments	12
4 Admission	13
4.1 Admission at AISOY	15
4.2 Transferring Students	15
4.3 English Proficiency & ELL at Admission	15
4.4 Learning Differences & Gifted Students	15
4.5 Tutoring	16
4.6 Withdrawal	16
5 Who We Are	17
5.1 The IB Learner Profile	17
5.2 Our Three Programs	17
6 What Is the IB, and Why Does AISOY Teach This Way?	18
6.1 Inquiry, not just instruction	18
6.2 The Learner Profile is something you do, not something you recite	18
6.3 Three Programs, one continuous philosophy	18
7 Daily Life at School	19
7.1 School Hours	19
7.2 Advisory Program	19
7.3 Absences	19
7.4 Illness at Home or at School	20
7.5 School Trips & Off-Campus Events	20
7.6 Skipping Class & Truancy	20
7.7 Tardiness	20
Primary (Pre-K 3 to Grade 5)	20
Secondary (Grades 6-12)	20
7.8 Attendance and Academic Standing	21

7.9 Dress: Neat, Presentable & Responsible	21
7.10 What to Bring	21
8 A Day at School: Practical Matters	22
8.1 After-School Hours	22
8.2 Bus Service	22
8.3 Lockers	22
8.4 Lost and Found	22
8.5 Open House	22
8.6 Parent Association and Parent Teacher Organization (PTO)	22
8.7 Recreation Club	23
8.8 Release of School Records	23
8.9 School Store	23
8.10 Early Dismissal on Fridays	23
8.13 Toys From Home	23
8.12 Telephone Use at School	23
8.15 Textbooks	23
8.16 Birthdays	23
9 Communication	25
9.1 Referral Process: Who to Contact	25
9.2 Remarking / Enquiry Upon Results (MYP & DP)	25
10 Academic Life: What's the Same Across All Programs	26
10.1 Academic Integrity	26
10.2 Seesaw & ManageBac	26
10.3 Homework & Task Completion	26
10.4 Late Work in Middle and High School	27
10.5 Homework in the Elementary School	27
10.6 Make-Up Work, Grading & Promotion (Middle/High School)	27
10.7 Report Cards, Testing & Conferences	27
10.8 Honor Roll & Honor Societies	28
11 Primary Years Program (PYP) Pre-K to Grade 5	29
11.1 Pre-Kindergarten and Kindergarten	29
11.2 Grades 1-5	29
11.3 What a Unit of Inquiry Actually Looks Like	29
11.4 The Grade 5 Exhibition	29
11.5 Before and After School Hours & Playground Safety	29
11.6 Moving On From PYP	30
12 Middle Years Program (MYP) Grade 6 to Grade 10	31
12.1 Why Grades Look Different in MYP	31
12.2 The Personal Project (Grade 10)	31
12.3 Service as Action	32
12.4 Moving On From MYP	32
13 Diploma Program (DP) Grade 11 to Grade 12	33
13.1 Six Subject Groups & HL/SL	33
13.2 The DP Core	33

13.3 Internal Assessment & Examinations	34
13.4 Predicted Grades, University Counseling & Testing	34
14 Support Services	36
14.1 Student Support Team (SST)	36
14.2 Learning Support: How It Works for Families	36
14.3 English Language Learners (ELL)	37
14.4 Gifted Students & Differentiation	37
14.5 Tutoring	37
14.6 AISOY Library Media Center (Kathryn S. Edwards Library)	37
14.7 Information Technology Services	38
15 Beyond the Classroom: Activities & the School Calendar	39
15.1 Student Council	39
15.2 Clubs, Sports & Service	39
15.3 NHS / NJHS, Model United Nations & GISS	39
15.4 Community Service Learning Program & Athletics	39
15.5 Student-Initiated Events and Activities	39
15.6 Awards & Recognition	40
15.7 The School Calendar	40
16 Health, Safety & Wellbeing	41
16.1 In an Emergency	41
16.2 Illness or Injury at School	41
16.3 AISOY Health Clinic & Immunization	41
16.4 Insurance and Limit of Liability	41
16.5 Wellbeing	42
16.6 Swimming Pool Regulations	42
16.7 Emergency Channels of Communication	42
16.8 Emergency Procedures	42
17 Our Code of Conduct & Discipline	44
17.1 What We Expect From Every Student	44
17.2 Essential Agreements	44
17.3 Respect for People and for Property	44
17.4 Bullying & Harassment	44
17.5 Dress and Decorum at School Events	45
17.6 How We Respond When Something Goes Wrong	45
17.7 The Consequence Framework	45
Less Serious Offenses	45
More Serious or Repeated Offenses	45
17.8 Substance Use	46
17.9 School Bus Regulations	46
17.10 Use of Cell Phones, Headsets & Other Electronic Devices	46
17.11 Student Rights	47
17.12 Closed Campus	47
18 Academic Integrity Policy	48
18.1 What Academic Honesty Means	48

18.2 What Counts as Academic Dishonesty	48
18.3 Academic Integrity by Grade Band	48
Grades 6, 7 & 8	49
Grades 9 & 10	49
Grades 11 & 12	49
18.4 Middle and High School Consequences for Academic Dishonesty	49
19 Campus & Operations	50
19.1 Taking Care of School Property	50
19.2 Procedures for Parents Away from Yaoundé	50
19.3 Designated Drivers and/or Pick-up	50
19.4 School Visitors and Student Guests	50
19.5 Front Gate, Car Passes, and Parking Lot	50
20 The Home-School Partnership	52
20.1 What AISOY Expects of Parents	52
20.2 What Parents Can Expect of AISOY	52
20.3 Who to Talk To	52
21 AISOY Technology Mission Statement	54
21.1 AISOY Technology Vision Statement	54
21.2 Classroom Device Usage at AISOY	54
21.3 Keeping Health & Balance in Mind	54
21.4 If a Violation Occurs	54
21.5 AISOY Secondary School Student Network and Internet Agreement	55
21.6 Photo Permission	57
21.7 Primary School Network And Photo Permission	57
21.8 Students' Use of Artificial Intelligence (Policy)	58
Expectations by School Level	58
PYP AI expectations	58
MYP AI expectations	59
DP AI expectations	59

A note on this Handbook

This handbook is the basis for what and how we do things at this school and serves 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.

1 Welcome & Introduction

1.1 Welcome to AISOY

Welcome to the American International School of Yaoundé! Whether your family is joining us for the first time or you've been part of our community for years, this handbook is here to help you understand daily life at AISOY: what is expected of students and parents, what support is available, and how our three IB programs work, end to end.

This handbook is written for parents and students together, and covers all AISOY students, from our youngest learners in Pre-K through to Grade 12. For our youngest students, parents and teachers will use this as a reference and explain the relevant parts in age-appropriate ways. For older students, especially in MYP and DP, we encourage you to read this directly yourself; much of it is written with you, not just your parents, in mind.

1.2 About AISOY

The American International School of Yaoundé (AISOY) is a non-profit, CIS-accredited IB World School located in the heart of Cameroon's capital city. Founded to serve the internationally mobile and local professional community of Yaoundé, AISOY offers a rigorous, internationally recognized education from the early years through to the IB Diploma Program.

AISOY currently serves close to 200 students drawn from over 30 nationalities, and employs approximately 104 staff across teaching, administrative, and support functions. The school operates under the governance of a Board of Directors and is led by the Director in close collaboration with the school's principals and department heads.

As a CIS-accredited school, AISOY is committed to the continuous improvement of its educational programs and institutional practices. As an IB World School, we are authorized to deliver:

- Primary Years Program (PYP) for students from Early Childhood through Grade 5
- Middle Years Program (MYP) for students in Grades 6 through 10
- Diploma Program (DP) for students in Grades 11 and 12

AISOY holds its community to the highest standards of academic integrity, professional conduct, and personal responsibility. We are proud of the diverse, respectful, and intellectually curious culture we have built together, and we invite every member of the community to contribute to and strengthen that culture.

2 Vision, Mission & School Identity

2.1 AISOY Mission & Vision

Mission

The American International School of Yaoundé is dedicated to empowering each student to reach their full potential as a lifelong learner, critical thinker, and responsible global citizen within a safe, inclusive, and intellectually stimulating community.

Vision

To be a leading international school in Central Africa, recognized for academic excellence, intercultural understanding, and the holistic development of every member of our community.

Core Values

Everything we do at AISOY is guided by the following core values:

Excellence	We hold ourselves to the highest standards in learning, teaching, and professional practice.
Integrity	We act honestly, ethically, and consistently even when no one is watching.
Respect	We honor the dignity, diversity, and contributions of every individual in our community.
Compassion	We care genuinely for the wellbeing of our students, colleagues, and the broader community.
Responsibility	We take ownership of our actions and their impact on those around us.
Collaboration	We believe the best outcomes emerge from working together with trust and open communication.

2.2 IB World School Identity

AISOY's educational identity is grounded in the philosophy of the International Baccalaureate Organization (IBO). The IB mission is to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Central to the IB philosophy is the IB Learner Profile: a set of ten attributes that describe the kind of people the IB community aspires to be. These attributes are not only for students; they guide the professional conduct and personal growth of every member of the AISOY community:

Inquirers	We nurture curiosity and the skills needed to conduct inquiry and research.
Knowledgeable	We explore concepts, ideas, and issues that have local and global significance.

Thinkers	We exercise initiative in applying thinking skills critically and creatively.
Communicators	We express ourselves confidently and creatively in more than one language.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice.
Open-minded	We critically appreciate our own cultures and the perspectives of others.
Caring	We show empathy, compassion, and respect.
Risk-takers	We approach uncertainty with forethought and determination.
Balanced	We understand the importance of balancing intellectual, physical, and emotional wellbeing.
Reflective	We thoughtfully consider the world and our own ideas and experience.

2.3 School Programs PYP, MYP & DP

AISOY offers the full IB continuum, from the early years through to the Diploma Program. Each program has its own coordinator, curriculum framework, and assessment philosophy, but all are united by the IB's commitment to inquiry-based, student-centered, internationally minded education.

PYP	Primary Years Program: Early Childhood to Grade 5 Transdisciplinary, inquiry-led learning organized around six Units of Inquiry.
MYP	Middle Years Program: Grades 6 to 10. Conceptual, interdisciplinary framework across eight subject groups. Culminates in the Personal Project.
DP	Diploma Program: Grades 11 to 12. Academically rigorous two-year program with six subject groups plus the Core (TOK, EE, CAS). Leads to the internationally recognized IB Diploma.

Staff who teach or support students within a specific program are expected to familiarize themselves with that program's requirements. The Teacher Handbook provides further detail on each program. IB training and professional development support is available through the HR Office and Program Coordinators.

3 Organizational Structure

3.1 Governance & Board

AISOY operates under the governance of a Board of Directors, which holds ultimate fiduciary and strategic responsibility for the school. The Board sets the school's strategic direction, approves budgets, and oversees the Director's performance. Day-to-day operational and educational leadership rests with the Director and the Senior Management Team.

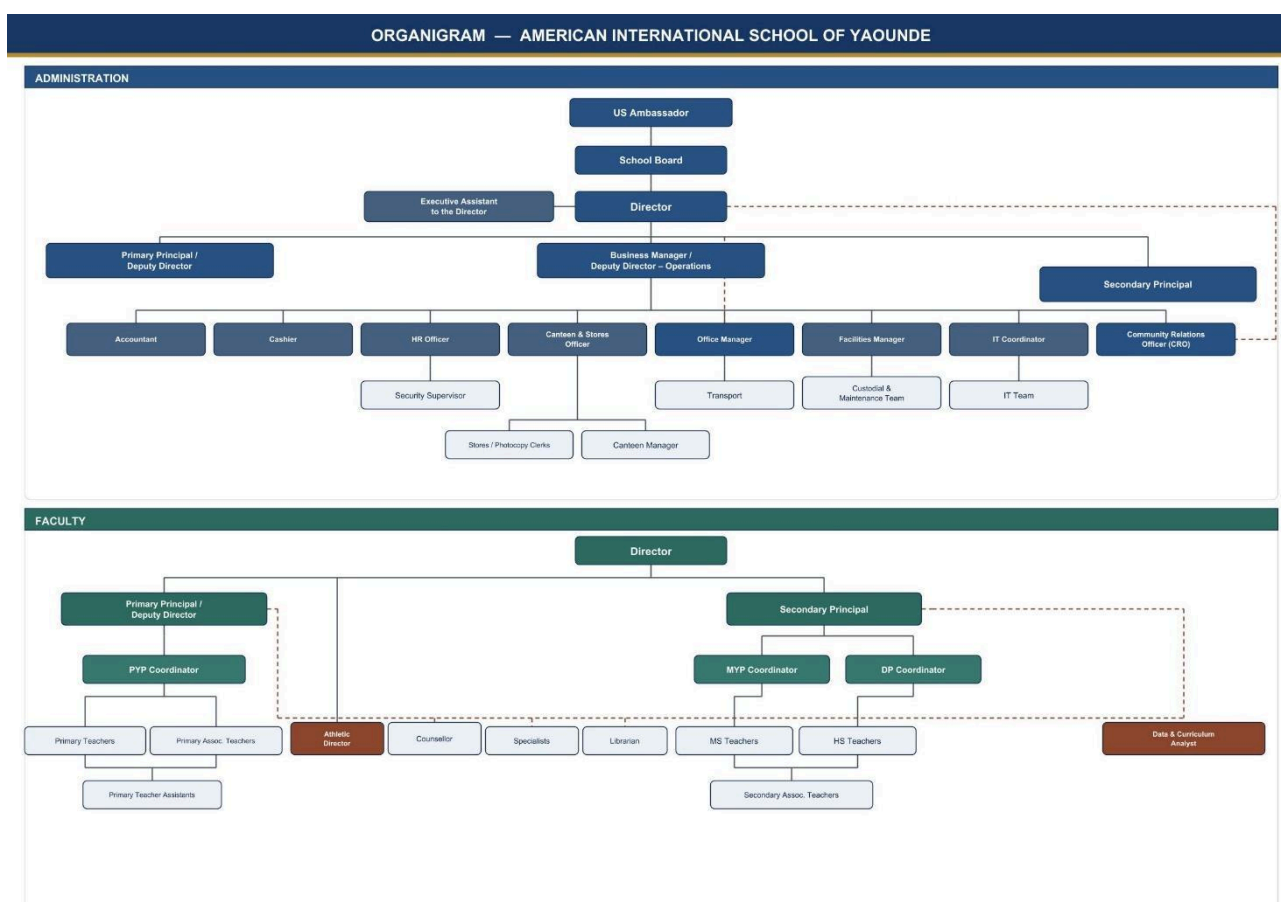
The Board meets regularly throughout the school year. Staff do not report to the Board directly; all staff matters are handled through the Director. Staff with concerns are encouraged to follow the school's grievance procedures rather than approaching Board members directly.

3.2 Senior Management Team

The School Management Team is responsible for the day-to-day educational, operational, and administrative management of AISOY. SMT meets regularly and is the primary decision-making body for school operations.

3.3 Organizational Chart

The organizational chart below illustrates the reporting lines and key functions within AISOY. A full updated chart is available from the HR Office at the start of each academic year.



3.4 Key Contacts & Departments

The table below provides key contacts for common staff needs and is updated at the start of each academic year.

Position	Name	Email
Director / US Principal	Shireen Appana	director@aisoy.org
Business Manager	James Besong	businessmanager@aisoy.org
Deputy Dir. / Primary Principal	Nadine Boribon	nboribon@aisoy.org
Secondary Principal	Carine Jadot	cjadot@aisoy.org

4 Admission



The American International School of Yaoundé

2026 – 2027 Schedule of Tuition and Fees

August 17, 2026 – June 18, 2027

Annual Tuition			
	Semester 1 (due Aug 17, 2026)	Semester 2 (due Jan 18, 2027)	ANNUAL*
Early Childhood: Pre-K 3 and 4			
Pre-K 3 Tuition	\$3,712.50	\$3,712.50	\$7,425.00
Pre-K 4 Tuition	\$4,780.00	\$4,780.00	\$9,560.00
Elementary School: Kindergarten – Grade 5			
Kindergarten – Grade 5 Tuition	\$11,855.00	\$11,855.00	\$23,710.00
Middle and High School: Grades 6 – 12			
Grades 6 – 8 Tuition	\$12,540.00	\$12,540.00	\$25,080.00
Grades 9 – 10 Tuition	\$13,040.00	\$13,040.00	\$26,080.00
Grades 11 – 12 Tuition	\$13,305.00	\$13,305.00	\$26,610.00

* Parents who pay the full tuition by April 15, 2026 will receive a 3% discount.
Those who request a payment plan will pay a 3% financing fee.

Those who request a payment plan will pay a 3% financing fee.

ADDITIONAL FEES			
	New Students (enrolled 08/2026)	Returning Students (enrolled before 08/2026)	
Application Fee	\$650.00 one-time fee per student	\$0	
**Capital Levy-Kindergarten – Grade 12 (see reverse side for details)	\$10,000.00 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 400,000		
Annual Lunch Fee: Kindergarten – Grade 5	CFA 520,000		
Annual Lunch Fee: Grades 6 - 12	CFA 650,000		
After School Program: Ages 3-10		½ Year	Full Year
	1 hour/day	\$600.00	\$1,200
	2 hours/day	\$1,000.00	\$2,000
	3 hours/day	\$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 \$10,000 will be due.

AISOY 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 \$10,000** 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 Business Manager or 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 AISOY.
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\$/FCFA rate (not less than annual foreign exchange rate of preceding year). 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 AISOY prefers to receive payments by bank transfer or check.

When making payments directly to one of our bank accounts, please provide AISOY with a copy of your bank or wire transfer so we may have a record of your payment. Please note that AISOY 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.

4.1 Admission at AISOY

Admission to AISOY 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 English; however, students are required to meet the academic standards required to earn a high school diploma.

Students are not considered for admission until the application, previous school records and recommendations, relevant healthcare documents, and the registration fee have been submitted. Admission decisions consider: previous school records; recommendations from previous teachers/counselors; age; years of schooling completed; level of English proficiency (particularly in high school); and evidence of the student's ability to succeed at AISOY. Final decisions rest with the Director, and students may not start school until all required documents, including immunization records, vision tests, and any audiological or speech-language reports, are on file.

4.2 Transferring Students

Students transferring from other schools must provide accurate school records (translated into English where necessary) at the time of admission. AISOY reserves the right to deny admission to students dismissed from other schools for academic, disciplinary, or other reasons, and to deny enrollment to families who falsify records.

Age & Grade Placement

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 (no exceptions are made to these cut-off dates)

Children joining Middle or High School (Grades 6-12) must be of appropriate age for the grade and have completed the appropriate years of schooling; placement also considers academic achievement, teacher recommendations, placement tests, English proficiency, and overall development. Middle School spans Grades 6-8 (ages 11-14) and High School spans Grades 9-12 (ages 14-18); transferring students in these grades must provide two years of records in English, and applicants for Grades 10-12 must provide an official transcript.

4.3 English Proficiency & ELL at Admission

Early Childhood students (Pre-K and Kindergarten) with limited English receive no formal ELL instruction, since young children acquire language naturally through play. From Grade 1, students needing support are referred to the ELL Program based on placement testing and records. Grades 11-12 students are expected to be proficient in English without ELL support; if ELL services are recommended for an applicant and the family is unwilling to have their child participate, AISOY reserves the right to decline admission on that basis.

4.4 Learning Differences & Gifted Students

Students with learning difficulties are considered for admission individually (see the Inclusion Policy). The Director, together with the Student Support Team, holds discretionary authority over admission decisions based on the extent to which AISOY's program can meet the student's needs within available resources; parents are responsible for arranging evaluations and submitting reports (translated into English). AISOY supports students with mild learning difficulties or disabilities, though the Upper School curriculum itself is not modified. Note that English-language external specialist support is limited in Yaoundé, and

psycho-educational evaluations often require travel outside the country. Students receiving Learning Support services are charged an additional fee. For gifted students, AISOY's approach to equal access is differentiation rather than a separate program: differentiated learning experiences let students who are gifted be challenged and reach their full potential.

4.5 Tutoring

AISOY faculty are available informally to help students outside the school day. For regular, ongoing tutoring, parents are responsible for arranging and paying for this independently; AISOY faculty are discouraged from tutoring for money generally and prohibited from tutoring their own students for pay.

4.6 Withdrawal

Families who know they will be leaving AISOY should notify the office as soon as possible. At least one week before departure, the student must obtain a Withdrawal Form (Upper or Elementary School) to circulate among teachers and principals for grade recording and check-out signatures. The Business Office requires thirty days' notice for any tuition refund request, and no school records, grade reports, or transcripts will be released until all outstanding tuition, fees, books, uniforms, and fines have been paid.

5 Who We Are

5.1 The IB Learner Profile

Across all three of our programs (PYP, MYP, and DP), AISOY students are encouraged to grow as: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective learners. You'll see these qualities referenced throughout your time at AISOY, in how teachers talk about learning and how behavior and achievement are recognized.

AISOY's goal is to integrate the Learner Profile throughout the school; not only to teach it, but to promote, acknowledge, and recognize faculty, staff, and students who demonstrate these characteristics throughout the day, whether in the classroom, on the playground, in extracurricular activities, in community service, or in advisory group discussions.

5.2 Our Three Programs

Program	Who it's for	What it focuses on
PYP: Primary Years Program	Pre-K to Grade 5	Inquiry-based learning through six transdisciplinary themes, building toward the Grade 5 Exhibition
MYP: Middle Years Program	Grade 6 to Grade 10	Eight subject groups, criterion-based assessment, the Grade 10 Personal Project, and Service as Action
DP: Diploma Program	Grade 11 to Grade 12	Six subject groups plus Theory of Knowledge, the Extended Essay, and CAS (Creativity, Activity, Service)

6 What Is the IB, and Why Does AISOY Teach This Way?

If you're new to AISOY, or new to the IB entirely, the way we teach and assess might feel different from other schools you've known. This section explains the thinking behind it, so the rest of this handbook actually makes sense.

6.1 Inquiry, not just instruction

In a lot of traditional schools, a teacher tells you a fact and you remember it for a test. The IB works differently: you are taught to ask good questions, investigate, and build your own understanding, with your teacher guiding rather than just telling. This is called inquiry-based learning. It can feel slower at first, especially if you're used to being given the answer, but it builds skills that matter far beyond any single test: how to research, how to think critically, how to keep learning once nobody is testing you on it anymore.

6.2 The Learner Profile is something you do, not something you recite

You'll hear the ten Learner Profile attributes a lot at AISOY. They aren't a poster on the wall to memorize. They're meant to describe how you actually behave: being a Risk-taker means trying the harder problem even if you might get it wrong; being Reflective means honestly looking back at your own work and noticing what you'd do differently next time. Your teachers will refer back to these attributes when they talk about your behavior and your learning, not just your grades.

6.3 Three Programs, one continuous philosophy

PYP, MYP, and DP are not three unrelated programs you pass through; they are one continuous approach that gets more independent and more specialized as you get older. PYP teaches you to inquire across connected subjects; MYP asks you to apply that inquiry within specific subject disciplines and start managing longer independent work; DP asks you to specialize, research deeply, and manage a two-year academic program largely on your own initiative. Each stage is deliberately preparing you for the next.

7 Daily Life at School

7.1 School Hours

The school day begins at 8:00 am. Regular attendance and punctuality matter, both for a student's own learning and out of respect for teachers and classmates.

Group / Facility	Hours (Monday to Thursday)
Pre-Kindergarten 3	8:00 am to 12:15 pm
Pre-Kindergarten 4	8:00 am to 2:00 pm
Kindergarten to Grade 12	8:00 am to 3:00 pm
Computer Lab	7:30 am to 4:30 pm
Library	7:30 am to 4:30 pm
ES After-School Activities	3:10 pm to 4:00 pm
MS/HS After-School Activities	3:10 pm to 4:00 pm
MS/HS After-School Athletics	4:10 pm to 5:30 pm

On Fridays, school ends at 2:00 pm for all students.

7.2 Advisory Program

Each student in Grades 6-12 is assigned to an advisory group with a faculty advisor they meet with regularly. In Elementary School, teachers focus on the "whole child," nurturing social and emotional development alongside academics, and each semester incorporates one or more Learner Profile attributes into every classroom.

In Middle and High School, advisory 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. Advisors provide academic guidance, social and emotional support, and ongoing encouragement; they get to know each student well and act as an advocate with other faculty and a liaison with parents. Research shows effective advisory programs can improve student-teacher relationships, give students a greater sense of control over decisions, promote equality and tolerance, and reduce serious discipline issues.

Advisory topics include academic skills support; organization, study, and test-taking skills; university search and application; career awareness; understanding self and others; coping strategies; peer relationships; communication, problem-solving, decision-making, and conflict resolution; substance abuse education; and multicultural/diversity awareness.

7.3 Absences

- If a student will be absent or late, parents should notify the school as early as possible on the day, by calling or emailing the office or community relations officer.
- Absences for reasons other than illness or a family emergency should be reported in advance wherever possible.
- Parents are encouraged not to schedule family trips that begin before or extend beyond school holidays, except in genuine emergencies.
- Medical and dental appointments should be scheduled outside school hours where possible.

- Students are expected to make up missed assignments and assessments on returning to class; secondary students missing a known assessment are expected to make it up upon return.

7.4 Illness at Home or at School

Students who become ill at school should obtain a pass from the classroom teacher or office before reporting to the nurse. The nurse keeps a record of every visit; if it's determined a student needs to go home, the nurse contacts parents and the office arranges a "permission slip to leave the building" to show the guard at the gate. If the student returns to class instead, the nurse issues a pass.

7.5 School Trips & Off-Campus Events

- School-sponsored trips and events are an important part of learning and are not counted against a student's attendance record.
- To take part, a student must be in school for the entire day before the trip/event, and must not miss a class without permission on the day itself. Students absent the day after a major event may also be barred from future events.
- A completed Field Trip Permission Form (or, for overnight trips, the Overnight Trip Permission Form) must be on file at least one day in advance. Without it, a student cannot take part.

7.6 Skipping Class & Truancy

This is rare at AISOY, and we'd like it to stay that way. Missing a class without permission while present at school is treated seriously, both because it disrupts a student's own learning and because consistency matters across the whole school community.

- First occurrence: a failing grade for missed work, a requirement to make up the time and work, parent notification, and the incident recorded on ManageBac.
- Second and third occurrences: a failing grade for missed assignments plus a one-day in-school suspension (missed work is completed during the suspension); these may be reported to colleges if requested on admissions forms.
- More than three skipped classes in a term, or chronic truancy, may lead to expulsion.
- Students may not leave campus between 8:00 am and 3:10 pm without parental permission communicated in advance to the office; guards will not allow a student to leave without written authorization.

Truancy, or missing school without parental or school authorization, is a serious offense in its own right. Truant students are not allowed to make up missed work. A first or second occurrence results in in-school suspension; more than two occurrences in a semester may lead to a recommendation for expulsion.

7.7 Tardiness

There's no grace period for lateness. A student is either on time or marked tardy, regardless of the reason, though the response differs by division.

Primary (Pre-K 3 to Grade 5)

Tardiness is recorded by the homeroom teacher on ManageBac and in the student's office record. A pattern of excessive tardiness leads to parents being asked to meet with administration to develop a plan together.

Secondary (Grades 6-12)

A student arriving after the 8:00 am bell must collect a Tardy/Absence Admittance Slip from the front office before going to class; tardiness during the day requires a pass from the relevant staff member (advisor, counselor, nurse, teacher, or administrator) to be excused. Tardiness is tracked in ManageBac:

Semester Tardiness Policy

Tardiness Type	Threshold	Action & Consequences
Arrival after 8:00 am	7 Tardies	Parent and student notification
	10 Tardies	Parent notification + assigned consequence
	> 10 Tardies	1-day In-School Suspension + possible behavior contract
Periods 2 to 5	3 Tardies	Parent and student notification
	5 Tardies	Parent notification + assigned consequence
	> 5 Tardies	Escalates following the same structure above (up to In-School Suspension)

7.8 Attendance and Academic Standing

Being present in class is imperative for successful learning. For high school students to receive credit for a course, they are expected to maintain satisfactory attendance, generally interpreted as at least 80% of classes in the year (roughly no more than 18 absences per course per year, or about 9 days per semester), except under extraordinary circumstances such as severe illness or family emergency. School-sponsored trips and events are not counted toward this total.

Attendance is recorded in ManageBac, and decisions about students who fall short of the requirement are made individually by the Administrative Leadership Team. For primary and secondary school students leaving AISOY, attendance information is passed on to the new school if requested.

7.9 Dress: Neat, Presentable & Responsible

Students are expected to dress neatly, presentably, and responsibly every day. Clothing should be clean, appropriate for an academic environment, and suitable for the day's activities, including PE or outdoor time where relevant.

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

7.10 What to Bring

- Bring the materials and equipment requested by teachers. Checking a school bag the night before helps avoid a rushed morning.
- Electronic devices should be used only as directed by a teacher (see Section 21, AISOY Technology Mission Statement).
- Label personal belongings where possible, especially for younger students.

8 A Day at School: Practical Matters

The items below cover the practical, day-to-day logistics of life on campus. Most are only lightly referenced (or not mentioned at all) in the shorter student-facing sections above, so they're gathered here in one place for parents, students, and staff to find easily.

8.1 After-School Hours

AISOY provides a rich, diverse menu of co-curricular activities for all age groups, supporting holistic development beyond the classroom; details are on the AISOY website or from the main office. Activities begin immediately after school and conclude by 4:00 pm, with the late bus departing at 4:10 pm (MS/HS WAISAL sports practices run until 5:00 pm, with another bus at 5:10 pm).

Primary students must be enrolled in and actively participating in a co-curricular activity to remain on campus after 3:10 pm; otherwise they're expected to go straight home or register for the Elementary After-School Care Program. Any primary student found unsupervised on campus after 3:10 pm will be escorted to the After-School Care Program and parents billed accordingly. Upper School students must also leave campus by 3:15 pm unless they have a scheduled meeting with a teacher, in which case they must remain in the library until departure.

8.2 Bus Service

Optional bus transportation is available for an additional fee. Pre-K 4 students can ride at 2:05 pm; KG to Grade 12 at 3:10 pm, with later buses for students in after-school sports and activities (no service is available for Pre-K classes). Students riding buses are expected to follow the AISOY school bus rules: board and remain seated in an orderly manner with seatbelts fastened, keep body parts inside the bus, behave respectfully, and avoid bullying, shouting, damaging the bus, eating, drinking, smoking, or using inappropriate language. Repeated violations may result in suspension of bus privileges. (AISOY's separate, more detailed School Bus Transportation Policy sets out fuller procedures for registration, routes, driver/monitor responsibilities, and emergencies; available from the main office.)

8.3 Lockers

Lockers are available to students in Grades 6-12, who must supply their own lock. Students should keep lockers locked, neat, and clean; the school is not responsible for lost or stolen property kept there. Students are encouraged to store belongings in lockers during the day except for materials needed in class.

8.4 Lost and Found

The school maintains a lost-and-found box by the maintenance office. Valuable items such as jewelry and electronics are kept in the administration office.

8.5 Open House

In the first few weeks of school (or just before it starts), "Meet and Greet" events and information sessions are held for each program, giving parents a chance to meet teachers, visit classrooms, and learn about goals and plans for the year. Dates are posted on the AISOY website.

8.6 Parent Association and Parent Teacher Organization (PTO)

All AISOY parents are automatically members of the AISOY Parent Association, whose primary role is to elect Board officers and provide input on the Strategic Plan at the May General Assembly. The Parent Teacher Organization (PTO) supports the school and student activities. See the PTO Guide on the website for more detail.

8.7 Recreation Club

AISOY students and their families are automatically members of the AISOY Recreation Club and may use its facilities after school and on weekends when available. Students are not permitted on campus without adult supervision; parents/guardians are asked to accompany their children while using the facilities.

8.8 Release of School Records

AISOY communicates regularly with parents about student progress and provides detailed records if a family withdraws, but only once the family's financial standing is up to date. AISOY reserves the right to withhold grade reports, transcripts, and other documents if tuition, textbooks, library books, uniforms, or other fees remain outstanding. In line with GDPR guidelines, the school requires written parental permission before sharing or releasing school records to third parties.

8.9 School Store

The AISOY school store carries some supplies; classroom teachers provide notebooks, pens, and pencils to students. In Grades 6-12, students must bring their own laptop and calculator. The school store does not provide these.

8.10 Early Dismissal on Fridays

The schedule is shortened every Friday to give staff time for professional development (curriculum alignment, planning, and collaboration). Students are dismissed at 2:00 pm and expected to leave campus immediately; there are no co-curricular activities or late buses on Fridays. Exceptions are communicated to parents well in advance.

8.13 Toys From Home

Toys can be distracting in class and a source of conflict or loss. We advise parents against encouraging children to bring toys to school; there are better ways to occupy break time, such as reading, drawing, or playing games that don't involve toys.

8.12 Telephone Use at School

Students cannot freely use cell phones during class time. A student needing to call home should go to the front office; parents needing to reach a child during the day should call the front office rather than the student's phone, to avoid disrupting instruction. Primary and Secondary students up to Grade 8 are not allowed to have or use cell phones on campus at all.

More broadly, cell phones, headphones, and earbuds may not be used in class without specific permission and should be turned off and put away; a device seen in use without permission will be confiscated and held in the administration office. The school is not responsible for lost or stolen phones or personal electronics.

8.15 Textbooks

Textbooks are not the main staple of elementary learning, but Middle and High School students are issued textbooks in most academic courses. Books must be returned at year's end in usable condition. Lost or irreparably damaged books must be paid for at current purchase and shipping cost.

8.16 Birthdays

AISOY is glad to help celebrate a child's birthday on campus with individual cupcakes (to reduce waste); no decorations, clowns, or magicians are allowed at in-school celebrations. The "party" takes place during afternoon classroom time from **2:45 pm to 3:00 pm**. Parents are warmly invited to come in and celebrate with their children at this time of the day. Please inform the school and homeroom teacher beforehand. Invitations to an outside party can be distributed by the homeroom teacher or via ManageBac if the whole class is invited.

9 Communication

The AISOY website and ManageBac (the student information system) are the school's primary channels of communication with the AISOY community; Seesaw is also used in Primary School. The website (www.aisoy.org) carries the school calendar, upcoming dates, the lunch menu, this handbook, and weekly newsletters, and should be a family's first stop for information.

9.1 Referral Process: Who to Contact

The table below sets out the school's internal escalation chain for common categories of concern. This is useful for staff and for parents who want to know where an issue goes if a first contact doesn't resolve it. (A simpler, family-facing 'Who to Talk To' summary appears in Section 20.3.)

Concern	First contact	If unresolved
Classroom concerns	The classroom/subject teacher	The Primary Principal or Secondary Principal, then the Director if still unresolved
Academic issues or questions	The relevant IB Coordinator (PYP, MYP, or DP)	Principals
Health issues	The school nurse	Director
CCA questions or special requests	The Athletic Director	Director
Bus services	The Executive Assistant / Office Manager	Director
Admissions & students leaving campus	Community Relations/Admissions	Director
Safety issues	The Office Manager, copied to the Director and Deputy Director	N/A

9.2 Remarking / Enquiry Upon Results (MYP & DP)

For annual IB DP results in July: the DP Coordinator is contacted with written consent naming the course to be remarked; the Coordinator explains the implications and likely scenarios; the remark request is submitted for the relevant course(s) once the revision fee is paid by the student; and once the IB responds, the DP Coordinator notifies the student. Remarking of the MYP Personal Project follows the same process, involving the MYP Coordinator instead.

10 Academic Life: What's the Same Across All Programs

10.1 Academic Integrity

Being honest about your own work is a core part of being a principled learner. This means doing your own work, properly acknowledging the ideas and words of others, and never presenting someone else's work, including AI-generated content used without proper acknowledgment or beyond what your teacher allows, as entirely your own. Full detail is set out in Section 18 (Academic Integrity Policy), and your teachers will explain how this applies at your grade level and subject.

10.2 Seesaw & ManageBac

AISOY uses two main platforms to keep you and your parents connected to your learning, depending on your program.

Platform	Used for	Who uses it
Seesaw	Sharing classroom work, photos, and learning updates between school and home	PYP (Pre-K to Grade 5) students and parents
ManageBac	Assignments, grades, attendance, and (in MYP/DP) logging Service as Action or CAS experiences and reflections	MYP and DP (Grade 6 to Grade 12) students and parents

10.3 Homework & Task Completion

Homework and task completion build responsibility, self-discipline, and lifelong learning habits, while giving teachers a way to monitor understanding and adjust instruction. Homework is a shorter, regular class task completed for the next class, usually formative and not overly time-consuming, while longer tasks are developed and completed over two or more classes, tend to be summative, and count toward a student's final grade. Expectations increase as students move from PYP through MYP into DP.

Delivering this well is a three-way partnership between parents, students, and teachers:

Parents:

- Help set a regular, uninterrupted study time daily
- Encourage and show interest in the work; set up a well-lit, quiet study space
- Monitor and help improve the homework/task record-keeping system
- Be supportive when a child gets frustrated, and assess the impact of other activities on learning
- Supervise the work without doing it for them, and contact teachers with concerns

Students:

- Keep a record of deadlines; make sure you understand the requirements before starting
- Bring home everything needed to complete the work each day
- Work on tasks in a timely fashion, at a consistent time and place, and independently
- Arrange with teachers before a planned absence, and check ManageBac after an unplanned one

Teachers:

- Assign homework to monitor understanding and provide meaningful formative or summative feedback
- Give clear instructions and check for understanding of the task's purpose
- Collaborate with other teachers where needed, and involve parents/admin for patterns of late or incomplete work

10.4 Late Work in Middle and High School

Homework is due at the start of class unless ManageBac says otherwise; work not submitted may need to be completed at the teacher's discretion and may receive no assessment. Longer tasks are due at the start of class, with late submissions accepted up to two days (the next class) after the due date and extensions of up to a week possible at teacher discretion. Deadlines around official school events (e.g., sports travel) or non-official travel are set by the teacher, who notifies parents so they can monitor their child's habits. A student who fails to submit tasks is limited in participating fully in class and in the teacher's ability to assess learning, which can lower assessment levels on report cards and transcripts.

10.5 Homework in the Elementary School

Grade Levels	Description
Pre-K & Kindergarten	No homework; students may occasionally be asked to bring items from home to support a Unit of Inquiry.
Grades 1, 2 & 3	10-15 minutes of daily reading; reinforcement activities posted on Seesaw or sent home as needed.
Grade 4	20 minutes of reading with a reading log; weekly word study; additional homework as needed (should not exceed 30 minutes/day); posted on Seesaw.
Grade 5	30 minutes of reading with a reading log; weekly math homework; additional homework as needed (should not exceed 40 minutes/day); posted on Seesaw and/or Google Classroom.

10.6 Make-Up Work, Grading & Promotion (Middle/High School)

- Make-up work for an excused absence: students get time equal to the days missed to submit work, and are responsible for checking ManageBac and completing missed exams/quizzes on the teacher's due date. For pre-approved trips, students should get assignments in advance and are encouraged to complete work before departure; the time allowed afterward may not equal the full days missed, but a reasonable amount is granted at the teacher's discretion.
- Pass/Fail grading may be used under special circumstances (e.g., a mid-year move, a new ELL student, or extended illness).
- Incomplete grades ("NA") are temporary and only for reasons beyond the student's or teacher's control; work must generally be made up within two weeks of the marking period's end (extensions need Director approval), or it becomes a failing grade.
- Academic probation may be applied if a student's semester report or progress report shows a 2 or below in a course; a conference with student, parents, and teachers sets a plan of action, which may include weekly progress reports, scheduled study periods, restricted participation in activities, a restructured schedule, or, after more than two consecutive semesters without progress, disenrollment, grade repetition, or delayed graduation on the Director's recommendation to the Board.
- Promotion decisions are made deliberately by teachers and school leadership using multiple assessment tools, and are communicated to parents well in advance, along with the reasoning.

10.7 Report Cards, Testing & Conferences

- Report cards are issued electronically through ManageBac at the end of each semester; grade reports and transcripts are withheld until all textbooks, library books, fees, and other resources are returned or paid for.

- MAP (Measures of Academic Progress) testing is administered to Grades 3-5 and 6-10 in fall and spring, to track strengths, weaknesses, and growth and to benchmark against other schools; results are shared with parents after each round.
- Parent-teacher conferences are generally scheduled in November and April, and can be requested at any time by parents, teachers, or administrators, especially if a child is at risk of failing or if behavior is affecting learning. Parents are asked to schedule an appointment rather than approach teachers without notice during the school day.

10.8 Honor Roll & Honor Societies

Upper School students earning a 3.0 GPA on their semester report make the Honor Roll and receive a certificate each semester. National Junior Honor Society (Grades 6-9) and National Honor Society (Grades 10-12) recognize scholarship, character, leadership, and service; eligible students are nominated by faculty council, apply with an essay, and are inducted each April. Membership carries an expectation of continued demonstration of these qualities and active participation in NHS/NJHS activities.

11 Primary Years Program (PYP) Pre-K to Grade 5

In PYP, students learn through inquiry, organized around six transdisciplinary themes that connect subjects rather than treating them separately: Who We Are, Where We Are in Place and Time, How We Express Ourselves, How the World Works, How We Organize Ourselves, and Sharing the Planet.

At each grade level, core subjects include language arts, math, science, social studies, and French, with special classes in art, music, and physical education; technology and computing skills are integrated across subjects.

11.1 Pre-Kindergarten and Kindergarten

At this level, the foundation for all future learning is laid in a child-centered, caring environment, with an emphasis on play, creative exploration, hands-on activities, differentiated and cooperative learning, fine and gross motor development, and a close partnership with parents. Children with limited or no English are welcome, since young children acquire language naturally through play.

11.2 Grades 1-5

The Primary Program provides a strong foundation in language arts, math, science, social studies, French, the arts, library, physical and health education, built on the belief that learning is a shared responsibility between home and school, that every child learns at their own pace, and that critical thinking, organization, communication, and community service all deserve deliberate attention.

11.3 What a Unit of Inquiry Actually Looks Like

- Each class explores a Program of Inquiry (POI) unit together, usually starting with a question or provocation rather than a lecture.
- Students investigate through hands-on activities, discussion, research, and reflection, often in small groups.
- The teacher guides the process but expects real thinking, not just listening. That is the inquiry part.
- Teachers mix whole-class, small-group, and individual work to suit different learners.

11.4 The Grade 5 Exhibition

In Grade 5, students take part in the Exhibition, the most independent piece of work they've done so far. Working with a small group and a mentor teacher, each student chooses a real-world issue they genuinely care about, researches it in depth over several weeks, and presents what they've learned to the whole AISOY community, including parents. It's a chance to show everything PYP has built: inquiry, communication, and genuine care about something beyond oneself.

11.5 Before and After School Hours & Playground Safety

For safety, children in Pre-K through Grade 5 are not allowed to play unsupervised on school grounds. Supervised playground time before school runs from 7:45 to 8:00 am; after school, primary students must be in a co-curricular activity, going home (bus, parent, or driver) under direct supervision of a parent or parent-assigned guardian, or enrolled in the After-School Care Program (additional fee). Students left unsupervised will be directed to the office to wait for pickup, and parents will be reminded by email. Pre-K 3/4 and Kindergarten students not collected within 15 minutes of dismissal are sent to after-care at parents' expense.

Playground rules include: no climbing fences; chasing games only on the rubber surface or soccer field; no rough play; no rollerblades, wheeled shoes, scooters, or skateboards; Pre-K playground equipment reserved for Pre-K students; no throwing sand/gravel/dirt or bringing glass bottles; snacks only in designated areas; proper shoes required (no flip-flops/slippers); hands on the monkey bars at all times; and no

running/chasing between or behind buildings. Violations are referred to the Elementary Principal and repeated offenses may result in suspension of playground privileges.

11.6 Moving On From PYP

At the end of Grade 5, students move into MYP in Grade 6. PYP teachers work with the MYP team to make sure each student's strengths and needs are known before they arrive, so the transition is as smooth as possible.

12 Middle Years Program (MYP) Grade 6 to Grade 10

MYP builds on PYP by organizing learning into eight subject groups (Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, Arts, Physical and Health Education, and Design), with assessment based on specific criteria per subject rather than a single overall grade.

MYP students are encouraged into extracurricular clubs, sports, and community service; each grade level elects a Student Council representative. Each MYP student belongs to an advisory group of same-grade peers, meeting for events, community service planning, and focused discussion of study skills, career exploration, communication, decision-making, and topics like internet safety or substance awareness.

12.1 Why Grades Look Different in MYP

Instead of one overall percentage or letter grade, each subject is assessed against specific criteria (for example, in Science: Knowing and Understanding, Inquiring and Designing, Processing and Evaluating, Reflecting on the Impacts of Science) on a 1-8 band per criterion. This can feel unfamiliar if you're used to a single grade, but it tells you and your teacher exactly which skills are strong and which need work. A lower score on one criterion in one unit is information for what to work on next, not a final judgment.

At final assessment, the achievement levels for all criteria in a subject are added up and grade boundaries applied to produce a single grade from 1 (lowest) to 7 (highest) for that subject, using the teacher's professional judgment and a "best-fit" approach based on the year's formative and summative work.

Final Grade	Grade Descriptors (summary)
7	High-quality, often innovative work; sophisticated critical/creative thinking; independent transfer of knowledge to complex and unfamiliar situations.
6	High-quality, occasionally innovative work; extensive understanding; frequent sophistication in thinking; often works independently in unfamiliar situations.
5	Generally high-quality work; secure understanding; some sophistication; manages familiar situations well, with support in unfamiliar ones.
4	Good-quality work; basic understanding with minor gaps; some flexibility in familiar situations, needs support in unfamiliar ones.
3	Acceptable-quality work; basic understanding with some significant gaps; inflexible even in familiar situations.
2	Limited-quality work; significant gaps in understanding; infrequent critical/creative thinking; generally inflexible.
1	Very limited-quality work; lacks understanding of most concepts; very inflexible.
NA	Not Yet Assessed.

12.2 The Personal Project (Grade 10)

In Grade 10, students complete the Personal Project, a substantial, independent project on a self-chosen topic, supported by a supervisor who guides rather than directs. Students manage their own timeline across the year, keep a genuine process journal as they go (reconstructing it from memory near the deadline produces weak work that's obvious to assessors), and present or exhibit the finished project. It is a real opportunity to show what they can do when directing their own learning.

12.3 Service as Action

Throughout MYP, students engage in Service as Action: real action connected to a genuine need they have identified, not a one-off box-ticking activity. Good Service as Action involves identifying a need, taking real action, and reflecting honestly on what was learned and what impact it had; teachers and the MYP Coordinator help students find genuine opportunities and reflect on them in ManageBac. Superficial entries (signing up, doing the minimum, a vague reflection) don't meet the standard, and the Coordinator reviews the substance, not just whether something was logged.

12.4 Moving On From MYP

At the end of Grade 10, students move into the Diploma Program. MYP teachers and Coordinator share relevant information with the DP team, including Personal Project outcomes and subject strengths relevant to HL/SL choices.

13 Diploma Program (DP) Grade 11 to Grade 12

First offered in 1968, the IB Diploma Program is a rigorous, widely recognized two-year curriculum for university-bound students, combining six subject groups with the DP Core (Theory of Knowledge, the Extended Essay, and CAS). The IBDP is not granted by accumulating credits; it is awarded following external examiner assessment of individual performance, based primarily on end-of-program examinations plus some internal assessment (oral exams, lab investigation reports, art portfolios, etc.). It is accepted worldwide as a superior secondary qualification and is valued in the US as an honors pathway to advanced standing and college credit.

13.1 Six Subject Groups & HL/SL

Students choose one subject from each of six groups, three at Higher Level (HL, more content and depth) and three at Standard Level (SL). Subject choices matter for university applications, so guidance from teachers and the DP Coordinator should be taken seriously, as this is one of the first genuinely consequential academic decisions a student makes independently. Students not pursuing the full Diploma may instead sit single-subject certificate exams in May of Grade 12.

Academic Department	Grade 9	Grade 10	Grade 11 & 12 (DP)
English Language & Literature	English 9	World Literature	IB English Language & Literature SL or HL
Mathematics	Math 9	Math 10	Analysis SL/HL or Applications SL/HL
Sciences	Science 9	Science 10	Physics, Biology, or Chemistry (SL or HL)
Individuals & Societies	World History I; PPE I	World History II; PPE II	Psychology, Economics, or History (SL/HL)
Language Acquisition	French	French / French Lit	French A Lang & Lit SL/HL; French B SL/HL; French Ab Initio SL
Arts	Visual Art or Music, and Design	Visual Art or Music, and Design	Art HL or SL
Physical & Health Education	P.E./Health 9	P.E./Health 10	N/A
IB Core	N/A	N/A	Theory of Knowledge, plus Extended Essay and CAS

13.2 The DP Core

Core element	What it involves	Why it matters
Theory of Knowledge (TOK)	Exploring how we know what we know, across different areas of knowledge	Builds the critical thinking underlying every subject studied
Extended Essay (EE)	An independent, in-depth research essay on a self-chosen topic, guided by a supervisor	A first real experience of university-style independent research

Core element	What it involves	Why it matters
CAS (Creativity, Activity, Service)	A program of real experiences across all three strands, reflected on in ManageBac	Not graded, but incomplete CAS can stop a student from receiving the Diploma

13.3 Internal Assessment & Examinations

- Each subject includes Internal Assessment (IA) coursework, marked by the teacher and externally moderated by the IBO.
- Formal external exams take place at the end of DP, on IBO timelines; mock exams earlier in the year help gauge readiness and are genuinely useful preparation, not a formality.
- Meeting IA deadlines is the student's responsibility. Supervisors give feedback on drafts, but only if the drafts are submitted on time.

DP Grade	Final	Descriptors (summary)
7		Excellent content knowledge, conceptual awareness, and critical/reflective thinking; highly effective research and analysis; insightful, well-structured, creative responses with intercultural understanding.
6		Very good knowledge and understanding; competent research and analysis; mostly accurate, well-structured, creative responses.
5		Sound knowledge and understanding; evident research and analysis, sometimes more descriptive than evaluative; generally accurate, coherent responses.
4		Secure but gapped knowledge; basic research/analysis, more descriptive than evaluative; mostly accurate and clear, with some creativity.
3		Basic knowledge with limited conceptual awareness; undeveloped research; some ability to organize ideas but rarely convincing.
2		Little knowledge or understanding; superficial research; responses rarely accurate or valid.
1		Very rudimentary knowledge; little to no evidence of problem-solving or idea expression.
NA		Not Yet Assessed.

AISOY does not calculate GPA or rank students. Semester exams for Grades 9-12 are administered before the end of each semester as a summative evaluation (Grade 11 uses IB DP-style exam questions where appropriate); teachers are not permitted to arrange early testing without Director approval, and late arrivals to an exam are admitted but not given extra time except in emergencies. Course withdrawals or changes are allowed only in the first ten days of a semester; after that, a withdrawal appears on the transcript as WF (withdrawn failing) or WP (withdrawn passing).

13.4 Predicted Grades, University Counseling & Testing

Teachers submit predicted grades to universities and the IBO based on a student's work throughout the program. This is one of many reasons consistent effort across both DP years matters, since a strong final exam can't undo a pattern of missed deadlines and weak coursework earlier on. AISOY's counseling team

works alongside the DP Coordinator on university applications, and offers planning meetings on interests, careers, essays, recommendations, and SAT preparation.

- Grades 10-11 students take the PSAT each October as SAT practice; Grade 11 students are encouraged to sit the SAT before year's end (SAT and SAT II cannot be taken the same day, and registration deadlines are strict).
- AISOY does not report class rank.
- The official transcript (Grades 9-12) is the document sent to universities as part of the admissions process; grades are final once entered barring an error.
- US High School Diploma: a minimum of 26 credits over Grades 9-12 (4 English/Language A; 3 Mathematics; 3 Sciences; 3 Individuals & Societies; 3 Language B; 2 Visual/Performing Arts or a Group 6 elective; 2 PE/Health; 6 Academic Electives). A student must be enrolled the entire 12th-grade year to earn the diploma. This is separate from, and can be completed independently of, the IBDP.
- Repeating a course: MYP students cannot repeat a single course but may repeat a full year on recommendation; DP students may retake specific IB exams or redo portfolio components in later sessions at parental expense if awarded insufficient points. Grade 9-12 students who earn a 1 for a semester keep the grade on the transcript without credit, and must repeat the course via an approved independent study, summer school, or supervised correspondence/Virtual High School course.

14 Support Services

Every AISOY student is different, and support is available across academic, emotional, and social needs. This section is for students, parents, and staff alike.

If a student needs...	Who can help
Extra help with a subject, or finds the work hard	The classroom/subject teacher first, who may involve the Learning Support team
Support because English isn't a first language	AISOY's ELL (English Language Learners) team
Someone to talk to about feelings, friendships, or stress	AISOY's School Counselor(s)
More challenge because the work feels too easy	The classroom/subject teacher; enrichment and extension are part of AISOY's approach to inclusion
Help with a learning difference or disability	The Learning Support Coordinator, working with teachers and parents

Asking for help is a sign of being a reflective, principled learner, not a weakness.

14.1 Student Support Team (SST)

The SST identifies students at risk academically, socially, behaviorally, or emotionally, and puts appropriate interventions in place. Referrals can come from elementary, middle, or high school instructional teams, parents, or administration. The SST also evaluates prospective students with learning or other difficulties to determine whether AISOY's Program fits their needs, and monitors students on academic or social probation or with chronic attendance issues.

Membership: the SST Chairperson/Learning Support Coordinator, a member of the admin leadership team, referring teacher(s)/advisor(s), other relevant professionals, and parents/students where relevant. Services may include in-school counseling, classroom accommodations, testing in the Learning Support classroom, in-class co-teaching, a Learning Support class, extra tutoring, outside professional services, or educational/psychological/medical evaluation (at parental expense where external). The Director, with the SST and Board, reserves the right to terminate admission if a student's difficulties are interfering with their own or others' learning, if parents fail to follow SST recommendations for evaluation or services, or if a student is deemed a danger to themselves or others.

14.2 Learning Support: How It Works for Families

- Students with learning difficulties are considered for admission individually, based on the extent to which AISOY's program can meet their needs within available resources.
- Parents are responsible for arranging any external evaluation and submitting assessment results, reports, and previous school records (translated into English) for the school's consideration.
- AISOY can support students with mild learning difficulties or disabilities; accommodations are developed with classroom teachers, though the Upper School curriculum itself is not modified.
- English-language external specialist support is limited in Yaoundé; some families arrange remote specialist relationships, and psycho-educational evaluations often require travel outside the country.

A current Student Action Plan (SAP) is required for every student in the Learning Support Program, detailing goals and services and reviewed annually; parents sign a contract agreeing to the plan and permitting testing at the start and end of each year to track progress. The SAP includes present levels of performance, progress in the regular curriculum, identified strengths and needs, measurable goals, classroom

accommodations, type and time frame of service. Students without a formal evaluation may still receive services on an individual basis, but any student receiving services must have an evaluation on record within the past 3 years, with a timeline for needed testing set jointly by the SST and parents.

A note on cost

Students receiving Learning Support services are charged an additional fee. Please see AISOY's tuition fee schedule for current rates, and speak with the Business Office if you have questions about how this applies to your family.

14.3 English Language Learners (ELL)

- Pre-K and Kindergarten: no formal ELL instruction is needed at this stage, since young children acquire language naturally through classroom activities.
- Grade 1 onward: students needing English support are referred to the ELL Program based on admissions testing, proficiency level, and prior school records; classroom teachers can also refer a student based on classroom observation across the four language domains (speaking, listening, reading, writing).
- ELL support is delivered through a mix of push-in and pull-out instruction, decided by the ELL Coordinator with classroom teachers, and differentiated to each student's stage of language development.
- Grades 11-12 students are expected to be proficient in English without ELL support; students in Grades 9-10 needing support receive it based on proficiency across all four domains, and may be advised to use a tutor or structured online practice (e.g., IXL) outside school hours.
- For new admissions, if ELL services are recommended and a family is unwilling for their child to participate, AISOY reserves the right to decline admission on that basis.

14.4 Gifted Students & Differentiation

AISOY's approach to equal access is differentiation: rather than a separate gifted program, classroom teachers extend and adapt learning experiences so students ready for more challenge can be stretched and engaged within the regular classroom and through enrichment. As the IB gives students critical thinking and complex problem-solving skills, differentiated experiences let gifted students excel and reach their full potential.

14.5 Tutoring

AISOY teachers are available informally to help students outside the school day. For regular, ongoing tutoring, parents are responsible for arranging this independently and at their own expense; AISOY teachers are discouraged from tutoring generally and prohibited from tutoring their own students for pay.

14.6 AISOY Library Media Center (Kathryn S. Edwards Library)

The library contains over 10,000 volumes, multimedia resources, and a computer lab with internet access, open weekdays from 7:30 am to 4:10 pm to students and parents alike.

- Books must be checked out through proper procedures and returned to the Book Return counter; reference materials (encyclopedias, college handbooks, periodicals, atlases) may not leave the library.
- Lost or damaged books are charged at replacement cost including shipping.
- Checkout limits: Early Childhood (Pre-K 3/4, Kindergarten), one book for one week; Grades 1-5, two books for two weeks; Grades 6-12, up to six books for two weeks. Parents and staff may also check out books.

14.7 Information Technology Services

IT resources for students are based in the library; during the school day, students may use AISOY computers for classwork, research, and homework under the school's computer-use and internet policies. A teacher must accompany students to the computer lab during school hours, and students may not use it or be present there when a regularly scheduled class or activity is in session.

15 Beyond the Classroom: Activities & the School Calendar

A full AISOY education isn't only what happens in lessons. Being genuinely involved in school life, whether through clubs, sports, council, service, or performances, is part of how a student becomes a well-rounded IB learner, and we actively encourage every student and family to take it up, not treat it as an optional extra.

15.1 Student Council

In Elementary School, two students per class (Kindergarten-Grade 5) are chosen to represent their class on the Elementary Student Council (ESSTUCO), which meets bi-weekly with two teacher advisors to decide on events, fundraisers, and school-wide improvements.

The Middle and High School Student Council is composed of elected representatives from Grades 6-12 plus an executive board (President and Vice President from Grade 11/12; Secretary and Treasurer from Grades 9-12). Its focus is promoting education and recognition, building school spirit, and giving student input on school policies and procedures; a student must be in good academic standing and a positive role model to be elected. Students interested in getting involved should talk to their homeroom/form tutor.

15.2 Clubs, Sports & Service

- AISOY offers a range of clubs and sports across the year, and students are encouraged to try something new, not just stick to what's familiar.
- GISS (Global Issues Service Summit) and other service-oriented events connect directly to the Service as Action and CAS expectations described in Sections 12.3 and 13.2.
- Participation beyond academics is one of the clearest ways a student lives out the IB Learner Profile; Balanced and Caring are not just words on a wall.

15.3 NHS / NJHS, Model United Nations & GISS

The National Honor Society (NHS, Grades 10-12) and National Junior Honor Society (NJHS, Grades 6-9) are by-invitation organizations recognizing scholarship, service, leadership, and character; NHS dates to 1921 and NJHS to 1929, and both encourage continued growth through active involvement in school and community activities.

Model United Nations (MUN) is an academic simulation of the UN that builds civics knowledge, communication, and diplomacy skills; AISOY students have traveled to MUN conferences in St. Petersburg, Nairobi, Genoa, Prague, and South Africa. Participation (Grades 9-12) depends on academic standing, teacher recommendation, and full participation in the MUN program; trips are at parental expense, though students fundraise to help cover costs.

GISS (Global Issues Service Summit), run by the Association of International Schools in Africa (AISA), brings students together with delegates across Africa to research global issues, present and discuss solutions, and take part in a hands-on service-learning day in the local community.

15.4 Community Service Learning Program & Athletics

All Middle and High School students take part in community service learning projects through AISOY's Community Service Learning Program, developed by the school's community service learning committee to support the mission of global citizenship. AISOY is an associate member of the West African International Schools Activities League (WAISAL) and supports volleyball, basketball, swimming, and soccer for team competitions, alongside division-level intramural activities for all students where possible.

15.5 Student-Initiated Events and Activities

Students are encouraged to plan and organize events (dances, fun fairs, pool parties, performances, service projects, and more) through Student Council, clubs, or grade-level classes. Because AISOY runs a full

calendar, all events must be approved and organized through standard procedure: complete an AISOY Event Request Form & Action Plan with the event sponsor and submit it to the Calendar Committee; the sponsor forwards it to the Athletic Director and appropriate principal for a decision; once approved, a work order covering logistics/maintenance needs is completed and submitted to the Business Manager; and those responsible for assigned tasks, including clean-up, are expected to carry them out, since this is not the job of the sponsor or other staff.

15.6 Awards & Recognition

AISOY recognizes student achievement and growth each year through three awards, nominated by the whole teaching staff:

- Presidential Award for Academic Excellence: given to a Grade 5 and Grade 10 student showing consistent commitment to their studies, considering grades, attendance, self-management, and performance across all subjects.
- Presidential Award for Academic Achievement: given to a Grade 5 and Grade 10 student who has shown exceptional growth across the year, considering growth in all subjects alongside attendance and self-management.
- PYP/MYP/DP Award (Student of the Program): given to a Grade 5, Grade 10, and Grade 12 student who genuinely exemplifies the IB Learner Profile.

15.7 The School Calendar

AISOY's annual calendar, including holidays, key academic dates (reporting periods, Exhibition, Personal Project deadlines, DP examinations), and major events, is published and updated each year. Parents and students should treat the published calendar as the authoritative source for dates, since it is confirmed annually rather than fixed permanently in this handbook.

16 Health, Safety & Wellbeing

AISOY has detailed health and safety procedures for staff; here's what matters most for students and parents, plus the fuller clinic, insurance, and emergency-procedure detail staff and families may need to reference.

16.1 In an Emergency

- Know your classroom's fire evacuation route and assembly point, and take fire drills seriously.
- Follow your teacher's instructions immediately during a fire drill, lockdown, or any emergency.
- Tell an adult right away if you see something that looks unsafe, like a hazard or an unfamiliar person on campus.

16.2 Illness or Injury at School

A student who becomes unwell at school should get a pass from their teacher or the office before going to the nurse, who keeps a record of every visit. If the nurse determines a student needs to go home, parents are contacted and the office arranges the necessary paperwork before the student leaves campus; the nurse keeps the student in her office (not in class) until pickup, and sends a digital note home whenever a student has been seen and medication or aid administered. Students who become ill at home should not be sent to school, and any medication needed during school hours must be brought to the school health professional with written instructions.

The school nurse is not a substitute for a family doctor and does not write prescriptions or order lab tests; medical emergencies requiring more in-depth care are referred to local health professionals or facilities after consulting parents.

16.3 AISOY Health Clinic & Immunization

- AISOY's Health Clinic, staffed by a full-time qualified nurse, supports students throughout the school day for illness, injury, and ongoing health needs, and provides basic screening, first aid training, and health/safety instruction.
- Students will not be admitted to AISOY until immunization records are on file. Required immunizations: DTaP (diphtheria, tetanus, pertussis), MMR (measles, mumps, rubella), Polio, Hepatitis A, Hepatitis B, Typhoid, Meningo A&C or ACWY, Varicella (chicken pox), Yellow Fever, and HIB; annual tuberculosis screening is strongly recommended (except for those with a prior BCG shot).
- A signed permission form acknowledging good health and fitness is required before a student participates in any sports activity, and medical clearance is required to resume a sport after a serious injury.
- Parents are required to keep emergency contact information current throughout the year, since this is what the school relies on if a child needs urgent attention.

Basic first aid and CPR training is offered to teachers and support staff each year by the school nurse and the Health Unit at the U.S. Embassy. Any serious accident on campus or during an off-campus event is reported in writing to the Director or Elementary Principal, to the parents involved, and to the Board, with an Accident Report Form filed in the office. Due to the lack of reliable local ambulance services, school vehicles are used to transport injured persons for emergency treatment, calling on a local reanimation specialist from Central Hospital if necessary. Full detail on emergency response sits in AISOY's Emergency Procedures Manual.

16.4 Insurance and Limit of Liability

Though children are constantly supervised, accidents can happen, and the school carries insurance for injuries during school hours. Families are given a claim form and should keep all receipts for reimbursement. Local insurance is minimal for serious injury, especially medical evacuation to Europe or

the US, so most families should carry their own coverage through an employer or personal policy; family insurance information must be on file with the administration office. Parents accept the health and safety protocols the school has adopted and take responsibility for their child's health and safety on that basis. When parents are present on campus outside school hours, they are expected to supervise their own children. AISOY, the AISOY Recreation Club, and Parrot's Canteen decline liability for accidents occurring on campus outside school hours.

16.5 Wellbeing

Looking after wellbeing (sleep, balance, and asking for help before being overwhelmed) matters as much as academic performance. A student or parent with a wellbeing concern should speak to the homeroom/form tutor or School Counselor; concerns are taken seriously and handled with care.

16.6 Swimming Pool Regulations

The AISOY swimming pool, when available, is open to AISOY families and Recreation Club members. A lifeguard is always on duty during pool hours; if no lifeguard is present, entering the pool or pool area is strictly forbidden.

- Changing facilities, showers, and restrooms are available in the Canteen; appropriate swimsuits are required at all times (no nude or semi-nude bathing).
- Lockers are available; the school is not responsible for lost or stolen items.
- Everyone must shower before entering the pool.
- Children in Grade 5 or below must be accompanied by an adult at all times; guests must be accompanied by their host.
- Tables are available, but no food or drinks are allowed at poolside or in the pool.
- Persons with a skin or other infection should not swim.
- Not allowed in the pool area: glass containers, pets, chewing gum, or diving in shallow water.

16.7 Emergency Channels of Communication

Effective emergency response requires coordination among staff, students, parents/guardians, and community organizations. Parents are notified, to the best of the school's ability, of any situation presenting a safety hazard, so it's essential that parents keep emergency contact numbers (home and work) continually up to date. The school cannot take responsibility for a communication failure if contact information provided is inaccurate. Students are not released from school without parental notification, except in a genuine immediate emergency where the US Embassy has ordered evacuation and parents cannot be reached, in which case the school may act in the student's best interest.

AISOY reaches parents through: email (a valid, reliable address is essential); text messaging (a valid cell number is required); and a parent contact phone list used when internet and cell networks are down or outside business hours.

16.8 Emergency Procedures

AISOY maintains a detailed, current Emergency Procedures Manual and, in line with CIS regulations, practices three drills:

- Fire drill: the fire alarm rings continuously until all students and staff reach the school's muster points (Zone A on the field, Zone B on the tennis court, Zone C in the gym, depending on the fire's location).
- Lockdown drill: signaled by three rapid bell bursts with a 5-second interval, repeated for one minute, if an intruder is on campus. Students and staff stay locked in and out of sight, curtains drawn, lights and electrics off, and all phones switched off.

- Safe Haven drill: signaled by a single bell, a 5-second pause, then another single bell, repeated until everyone is accounted for, if there is a disturbance in the surrounding area. Students and staff move to a safe location on campus; if necessary, the school can be evacuated, or measures allow students to remain on campus for up to three days while Administration monitors the external situation.

During any drill or actual emergency

Please do not come to the school campus, call the school offices, or contact students/staff by cell phone or social media, since they will be occupied with the drill or emergency. Avoid posting about it on social media; correct information will be shared through the school's official channels as soon as possible. Keep contact information current so you can be reached without delay, and in an actual evacuation you will be told where to collect your child as soon as practicable.

17 Our Code of Conduct & Discipline

AISOY is a community where everyone, including students, teachers, and staff, deserves to feel safe, respected, and able to learn. Our approach to behavior is restorative-first: when something goes wrong, our first step is to understand what happened and repair any harm. This is the lens every teacher and administrator uses before anything else, grounded in three basic rules: Be respectful. Be responsible. Be safe.

17.1 What We Expect From Every Student

- Treat others, including students, teachers, and staff, with kindness and respect.
- Take responsibility for your own learning and behavior.
- Follow teachers' instructions and the routines of the classroom.
- Take care of school property, your own belongings, and the belongings of others.
- Resolve disagreements respectfully, and ask an adult for help when needed.

The foundation of these expectations is grounded in the values of Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship, deeply rooted in the IB Learner Profile, and integrated into the classroom, the playground, extracurricular activities, community service, and advisory discussions alike.

17.2 Essential Agreements

At the start of the year, many classes, particularly in PYP and MYP, co-create an essential agreement with their teacher, setting out together how the class will treat one another. Students and parents may also be asked to sign an agreement confirming they understand behavior expectations. These agreements are a shared commitment, not a set of rules handed down from above.

17.3 Respect for People and for Property

AISOY is a diverse, multicultural environment; verbal, physical, and emotional harm, harassment, or bullying cannot be tolerated. Forms of intentional harm include insulting or degrading language (spoken or written), abusing email/internet technology to hurt or insult, prejudiced comments, reckless behavior, unwelcome sexual advances or other sexually offensive conduct, bullying/harassment/slander, and selling or using illegal substances with any community member. Any such incident is reported to the Director or counselor, communicated to parents, and documented in the student's file.

Students are expected to respect personal and school property alike. Theft (purposefully taking another's property without permission) and vandalism (purposeful damage, marring, or destruction of property) are serious offenses reported to the Director, documented in the student's file, and subject to consequences up to expulsion for repeated violations. Misusing personal property (leaving bags, devices, or belongings in classrooms, halls, or common areas such as the Canteen, pool, courts, or playground) is also a violation; belongings left this way may be confiscated, with detention, suspension, or a call to parents as consequences for repeat offenders. Personal items should be kept in (locked, for Upper School) lockers, with only materials needed for class in the classroom itself.

17.4 Bullying & Harassment

AISOY does not tolerate bullying, cyberbullying, or harassment of any kind, on or off campus, including online. Full detail is set out in AISOY's Student Anti-Bullying Policy. Bullying is verbal, written, or physical conduct by another student intended to create an intimidating or hostile environment, cause physical harm, damage or take property, cause reasonable fear of harm, or cause emotional distress through rumors, social exclusion, extortion, intimidation, or ridicule, including cyberbullying via email, messaging, or social media.

- Any student who experiences or witnesses bullying should tell a trusted adult, such as a teacher, counselor, homeroom/form tutor, advisor, bus monitor, or any staff member.

- Reporting a concern is never "telling tales"; it is how AISOY keeps everyone safe.
- Consequences for students found to have bullied others may include counseling, a parent conference, detention, suspension, expulsion, and/or exclusion from school-sponsored activities; depending on severity, the Director may separate and supervise those involved, involve law enforcement, and implement a safety or supervision plan with parents.

17.5 Dress and Decorum at School Events

The same guidelines and rules in effect during the regular school day apply to school-sponsored activities and events (dances, sports events, field trips). Entrance to an activity is at the sponsor's discretion; once a student enters, they may not leave and re-enter. Inappropriate displays of affection are not allowed, and alcohol/drug policies apply fully, with immediate dismissal from the event and reporting to parents and administration for any violation. Students violating event guidelines are referred to the Director and may lose the ability to attend school events for the remainder of the year.

17.6 How We Respond When Something Goes Wrong

Our restorative-first approach is not a soft alternative to having real consequences; it is the first stage of one connected system. Most situations are resolved through a conversation that helps a student understand the impact of their actions and repair what happened. Where behavior is more serious, repeated, or doesn't improve, AISOY moves to the formal consequence framework below. The restorative conversation and the formal consequence aren't in competition; the first is how most things get resolved, and the second is what gives real weight to expectations when they don't.

17.7 The Consequence Framework

Less Serious Offenses

Consequences may include, but are not limited to:

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

More Serious or Repeated Offenses

Response	What it means
Time-out	A short, immediate redirect to interrupt inappropriate behavior.
In-school suspension	A student loses class and free-time privileges for the school day (8:00 am to 3:00 pm), and is required to obtain and complete all tasks assigned during the suspension period. The incident will be recorded on the student's file.
Out-of-school suspension	The student is removed from campus for one or more days for severe misbehavior or repeated serious incidents; the student must stay away from campus and school activities for the duration. Before returning, the student and parents meet with the Principal to agree on a re-entry plan.
Social probation	Used when behavior seriously breaches expectations or repeatedly disrupts others' learning; a written contract is agreed with the student and parents (which may include regular counselor meetings, mandatory outside counseling, in-school suspension, or a behavioral contract) and recorded on the student's file. Additional infractions may extend or rewrite the contract.

Response	What it means
Expulsion	Considered only after other interventions have proven unsuccessful, or where school policy has been seriously violated. Recorded on the student's permanent record.

Suspension may result from incidents including, but not limited to: assault, bullying, obscene or profane language or gestures, possession or use of drugs/alcohol/tobacco/explosives/weapons, theft, vandalism, arson, fighting, defiant or disruptive behavior, extortion, or repeated violation of school rules.

17.8 Substance Use

AISOY is a smoke-free campus, committed to a safe environment and healthful behavior; the use, possession, or distribution of tobacco, alcohol, or illegal drugs is prohibited on campus, at school-sponsored events, or while traveling to or from them.

Substance	First infraction	Subsequent infraction(s)
Tobacco	Social probation, a required reflective essay on the dangers of smoking, and possible in-school suspension	Out-of-school suspension and required weekly counselor meetings; repeated infractions may lead to a recommendation for expulsion
Alcohol	Three-day suspension, social probation, and exclusion from extracurricular social events for the remainder of the year	Expulsion may be recommended
Illegal drugs	Immediate removal from campus/event, parent notification, and a formal response following investigation; the school may require testing at parental expense based on tangible evidence, with refusal treated as a policy violation	Escalates toward expulsion, depending on circumstances and prior history (selling or distributing any illegal drug results in immediate expulsion on the first offense)

Administration reserves the right to search lockers, backpacks, purses, and other personal belongings, on campus or at school-sponsored events, where prohibited substances or related items are reasonably suspected. Parents are notified as an integral part of this process, and confidentiality is maintained to the fullest extent possible, with parents consulted whenever information must be shared with other professionals, colleges/universities, or legal authorities. Students voluntarily seeking help for substance concerns are encouraged to contact administration, the nurse, or a teacher without fear of consequence for the act of asking, though they remain subject to policy if a violation occurred before self-reporting.

17.9 School Bus Regulations

Students riding the AISOY school bus must board in an orderly manner, wear seatbelts and remain seated, keep body parts inside the bus, behave respectfully, and avoid bullying, shouting, wrestling, rude gestures, throwing things, damaging the bus, eating/drinking/smoking, or inappropriate language. Violations are referred to the Director, with repeated offenses resulting in suspension of bus privileges.

17.10 Use of Cell Phones, Headsets & Other Electronic Devices

Cell phones and headphones/earbuds may not be used in class at any time without specific permission, and devices must be turned off and put away. A device seen in use without permission will be confiscated and kept by administration; the school is not responsible for lost or stolen phones or electronics. Parents needing to reach a student during school should call the administration office rather than the student's phone; students needing to call home may do so from the front office.

17.11 Student Rights

Every AISOY student has 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 dress regulations; freedom to petition or appeal decisions in an orderly manner; privacy of personal property within school guidelines; and due process.

17.12 Closed Campus

AISOY is a closed campus: once students leave campus, they may not return, except for school-sponsored night activities or with permission from the appropriate principal for other exceptions.

18 Academic Integrity Policy

AISOY is guided by its mission: to ensure that all students achieve high academic success, demonstrate critical thinking skills, and become responsible and compassionate global citizens. Academic honesty is the foundation of academic success and responsibility, and AISOY's policy is aligned with IB guidelines. As the Learner Profile puts it: principled students act with integrity and honesty, with a strong sense of fairness and justice and respect for the dignity and rights of people everywhere, taking responsibility for their actions and consequences.

18.1 What Academic Honesty Means

Academic honesty means doing your own work, properly acknowledging the ideas and words of others, and never presenting someone else's work, including AI-generated content used without acknowledgment or beyond what a teacher allows, as entirely your own. It is AISOY's policy that all students understand the meaning and significance of academic honesty, that all student work is authentically their own (citing sources as part of that authenticity), that students understand appropriate test-taking conduct and the difference between collaboration and collusion, and that all students are informed of the policies, procedures, and penalties for academic malpractice.

18.2 What Counts as Academic Dishonesty

Type	What it means
Plagiarism	Presenting another person's ideas, words, or work as your own without proper acknowledgment, including material from the internet, or copying artistic/creative work without acknowledgment.
Duplication of work	Submitting the same piece of work for more than one assessment without the prior agreement of the teachers involved.
Collusion	Allowing your own work to be copied or submitted by another student, or supporting another student's malpractice, for example, telling someone what to write, letting them copy your work, or doing part of their assignment for them.
Exam cheating	Illegally accessing an exam, sharing its contents, or otherwise disregarding exam rules and procedures.
Falsifying data	Inventing or altering data or results, including in CAS, Personal Project, or Extended Essay evidence.

If you're unsure

If a student or parent is genuinely unsure whether something counts as academic dishonesty (for instance, how much AI assistance is acceptable for a given task), the right move is to ask the teacher beforehand, not to guess and hope. Asking is never treated as suspicious; guessing wrong is treated as the offense it turns out to be.

18.3 Academic Integrity by Grade Band

In the PYP, academic integrity is introduced age-appropriately through discussion and essential agreements: in Kindergarten, through conversations about imitating others' work versus being a risk-taker and doing your own; in Grade 1, through oral reminders to say or write where information came from; in Grades 2-3, through discussion of ownership of work and being principled; and in Grades 4-5, through formal citations

and early discussion of plagiarism, academic integrity, and digital citizenship. Every September, teachers at all levels review AISOY's Academic Integrity Policy at an age-appropriate level.

Grades 6, 7 & 8

The academically honest student does acknowledge help from parents, older students, and friends; the source of direct quotations; information from books, CD-ROMs, and the internet; sources of photos and other non-written material; and reference materials in a bibliography. They know what constitutes academic dishonesty and follow exam protocols.

The academically honest student does not use notes during a test unless permitted, copy from or for another student, give their own work to be copied, copy information without attribution, or submit work done by another student, parent, friend, or tutor.

Instruction at this level covers library/internet use, note-taking, simple paraphrasing, informal acknowledgment in writing and speech, citations, acknowledging electronic sources, writing a bibliography, and what constitutes cheating.

Grades 9 & 10

Building on the above, students are also expected to keep accurate personal course notes, acknowledge help and sourced information in a specific manner, follow exam protocols, and understand the concept of plagiarism, while continuing not to submit others' work, use unauthorized notes, reproduce artistic/creative work without permission, or copy information without attribution.

Instruction covers in-text citation, paraphrasing skills, considering bias in sources, evaluating text and internet sources, working with translated material, and formal source acknowledgment.

Grades 11 & 12

Students are expected to document sources formally and appropriately, use direct quotations correctly, understand the consequences of cheating in both school-based and external assessments, and explicitly acknowledge help from others. Instruction covers formal citation standards (footnotes, bibliographies), research writing technique, data gathering, planning and executing research assignments, and considering bias in reference material.

18.4 Middle and High School Consequences for Academic Dishonesty

AISOY believes students need real opportunity to learn about academic honesty, and that collaboration is valuable and worth promoting, so in Middle School, the early emphasis is on education: students and teachers explore the boundary between individual work, collaborative work producing a shared product, and collaborative work producing individual products. Only once that exposure has been established are consequences imposed for clear violations, and even then the consequence is generally a failing grade on the assignment and/or a requirement to redo it properly, with the appropriate administrator notified.

In High School, education continues, but consequences become more direct given the stakes of higher-level academia. If a teacher suspects plagiarism or another form of dishonesty, they notify the appropriate administrator:

- First offense: the administrator is informed, the incident is documented in ManageBac, and parents are informed by the teacher; the student receives a failing grade on the assignment and must resubmit it (academic dishonesty during an exam carries more severe consequences).
- Subsequent offenses: a failing grade on the assignment, a scheduled parent conference, documentation in ManageBac, and possible in-school suspension; further incidents may lead to off-campus suspension (with the requirement that colleges be notified of the offense) and, ultimately, a requirement to withdraw from the school.

A serious or repeated pattern of academic dishonesty in MYP or DP can also affect a student's standing in their program, including DP Diploma eligibility.

19 Campus & Operations

19.1 Taking Care of School Property

Textbooks, library books, devices, and other school materials are loaned to students so they can learn; they are not given outright. Looking after them is part of being a responsible AISOY student and family.

- Keep books and equipment in good condition, and report damage or loss to a teacher or the library as soon as it happens, rather than hoping it goes unnoticed.
- Return everything borrowed by the date set by the teacher or library.

This has a real consequence

If textbooks, library books, or other school property are not returned, or outstanding fees are not settled, results, grade reports, and transcripts may be withheld at the end of the semester until the matter is resolved. This applies to withdrawal from AISOY as well: school records will not be released until all outstanding payments for tuition, fees, books, and other charges have been settled. Please don't let this catch your family by surprise. If something is lost or damaged, tell a teacher early so it can be resolved before it becomes a bigger problem.

19.2 Procedures for Parents Away from Yaoundé

When both parents are out of town without their child, responsibility must be delegated to an adult (not only household staff, but an adult from the parents' employer or a family friend) who has instructions for illness or other emergencies and access to the child's passport. Before traveling, parents must submit to the administrative office: their destination; contact address and phone numbers; and the name and contact information of the person in Yaoundé responsible for the child. Failure to follow this procedure may result in AISOY requiring the student(s) to withdraw until appropriate guardianship is confirmed.

19.3 Designated Drivers and/or Pick-up

Parents must inform the school who is authorized to collect their child, and notify the school immediately if a previously authorized person (e.g., an employee) is no longer authorized.

- Planned play dates or alternate pickup: a parent must email info@aisoy.org at least 24 hours in advance, stating the child's name, year group, and the details of who is taking them home; the school informs security of the change.
- Spontaneous, same-day arrangements: a handwritten consent form is available from the front desk and must be handed to security before the students/parents leave campus.
- Without email or written authorization on file, security will not allow a student to leave campus with anyone other than their normal pickup.

19.4 School Visitors and Student Guests

For the safety of faculty, staff, and students, anyone entering campus who is not faculty or staff, including parents, siblings of students, or former students, must sign in and obtain a visitor's pass from the main office, and is expected to follow all school guidelines while on campus.

19.5 Front Gate, Car Passes, and Parking Lot

Gate guards may question the drivers of any vehicle approaching the school, including those with security passes or diplomatic plates; unusual or aggressive behavior at the gate may result in denial of entry.

- 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.

- A car must never 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.

20 The Home-School Partnership

20.1 What AISOY Expects of Parents

A child's education is a genuine partnership between home and school. Here's what we ask of parents so that partnership works.

- Read and respond to communication from teachers, Coordinators, and the school office promptly.
- Notify the school early about absences, and avoid scheduling travel that begins before or extends beyond a school holiday except in genuine emergencies.
- Keep emergency contact information and immunization records up to date with the school.
- Support your child in meeting deadlines and taking responsibility for their own work, rather than completing it for them.
- Engage honestly with feedback about your child's academic and behavioral progress, including when it's not what you hoped to hear.
- Settle tuition, fees, and any outstanding charges for books or property promptly, understanding that results and records may be withheld otherwise (see Section 19.1).
- If your family will be withdrawing from AISOY, notify the office as early as possible and complete the relevant Withdrawal Form at least one week before departure, to allow records and check-out to be processed smoothly.

20.2 What Parents Can Expect of AISOY

- A genuine, well-resourced IB education across PYP, MYP, and DP, delivered by a committed teaching team.
- Regular, honest communication about your child's academic and behavioral progress, not just when something has gone wrong.
- A restorative-first approach to behavior, with clear and consistently applied consequences when needed.
- A genuine effort to support your child's individual learning needs within AISOY's resources, and honest conversations about the limits of those resources where they exist.
- A safe, caring campus where your child is known as an individual, not just a name on a roster.

20.3 Who to Talk To

If you need help with...	Talk to...
Something happening in class, or with schoolwork	The classroom or subject teacher
A friendship, bullying, or emotional concern	The homeroom/form tutor, the School Counselor, or any trusted adult
Something about a program (PYP/MYP/DP) overall	The relevant Coordinator
A learning need or extra academic support	The classroom/subject teacher or the Learning Support Coordinator
Fees, books, withdrawal, or records	The Business Office or front office
Feeling unsafe, or witnessing something unsafe	Any staff member, immediately

If you need help with...	Talk to...
A question about this handbook	The homeroom/form tutor or the HR Officer

21 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.

21.1 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 that supports academics, community service, and global citizenship.

21.2 Classroom Device Usage at AISOY

AISOY is equipped with a full array of technology, software, and internet services 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 Secondary School are expected to have a computer (characteristics are specified in the BYOD policy for Secondary School). While Chromebooks are used by students in Grade 5, they are not supported in Secondary School because the software that students will be using in these grades is not installable on, nor operable on, Chromebooks. Therefore, students should not purchase Chromebooks for use in Secondary School. Please go through the "[BYOD policy for Secondary 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 to G3) or Chromebooks (G4 to 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 to 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. Please go through the "[Primary Classroom Devices Usage Guidelines](#)".

21.3 Keeping Health & Balance in Mind

Technology is meant to be a positive, enriching resource, but it can also be disruptive to wellbeing and behavior if overused. Proper use should never cause pain, fatigue, or other physical or mental strain; students are encouraged to find a healthy balance between online and offline activity, and to remember that reading a book or spending time with friends and teachers can be just as valuable as time online.

21.4 If a Violation Occurs

Misuse of technology is addressed through the same due-process approach as other behavior concerns: a student has the opportunity to be heard before a determination is made, and parents are informed. Depending on severity, consequences may range from a restorative conversation up to the formal consequence framework in Section 17.7, and may include loss of network/internet privileges for a specified period, referral to the Director, and (where use is monitored and misconduct is found) appropriate disciplinary action. AISOY does not take responsibility for personal media or information a student transmits to a third party of their own free will, nor for any repercussions of doing so.

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

21.5 AISOY Secondary School Student Network and Internet Agreement

- Students will not use the AISOY network and internet resources for personal files 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.
- All non-educational platforms are blocked on AISOY's firewall.

Students are not allowed to use VPN services on campus.

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.**
- Students understand that the classroom teacher has the right to manage their classroom use of technology (not limited to laptop, internet, or mobile phone).

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 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 immediately notify the information technology instructor/coordinator.
- I will avoid the inadvertent spread of computer viruses by following AISOY conduct for electronic users.
- I understand that students may be randomly chosen to have their devices checked. The Principal will impose consequences for any inappropriate content or usage.

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 post 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, organization, 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 plagiarize 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 using 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

- I understand that I am responsible for using AISOY technology appropriately, and that misuse may result in loss of privileges or disciplinary action.

21.6 Photo Permission

I hereby give the American International School of Yaoundé (AISOY) permission to use my child's photograph on their website (www.aisoy.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 removed from 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>

21.7 Primary School Network And Photo Permission

Dear Primary School Families,

At AISOY, technology empowers, enriches, and supports your child's learning journey. To ensure a safe, respectful, and productive digital environment for our young learners, we ask that you review and discuss the following technology and media guidelines with your child.

Primary School Technology & Media Policy

Classroom Technology Guidelines

- **Learning Purpose:** School devices and filtered internet are strictly for teacher-approved classwork. Personal devices must stay zipped in backpacks unless requested by a teacher.
- **Online Safety:** Students must keep personal details (full name, address, passwords) private. Bypassing internet filters, using VPNs, changing device settings, or installing unapproved software is prohibited.
- **Respectful Communication:** Cyberbullying, unkind language, spreading rumors, and posting photos of classmates without permission are strictly forbidden. Students should report any uncomfortable or unsafe content to a teacher immediately.

- **Device Care & Honesty:** Devices must be handled gently and kept away from food and drinks. Plagiarism is not allowed. Any physical or technical issues must be reported right away.
- **Consequences:** Tech misuse will result in age-appropriate actions, including temporary loss of device privileges. *See the Primary Classroom Devices Usage Guidelines in the Student-Parent Handbook for full details.*

Photo & Media Permission: I authorize AISOY to use photographs and short videos of my child for official school communications (website, newsletters, yearbooks, Instagram, Facebook, and displays). Images will be used without compensation for school-related purposes only. I retain the right to request in writing the removal of specific photos from the school platforms.

Parent / Guardian Agreement: I have reviewed this agreement. I consent to the media permission policy and agree to ensure my child abides by these primary technology rules

Student's Full Name: _____ Grade: _____

Parent/Guardian Name: _____ Date: _____

Parent/Guardian Signature: _____

21.8 Students' Use of Artificial Intelligence (Policy)

Artificial intelligence (AI) is a powerful educational tool that, when used correctly and safely, can significantly enhance the learning experience for students in an educational milieu. While AI is widely accessible, it is essential for everyone in the school community to understand how to leverage it effectively for research, creativity, and academic growth while remaining fully aware of its limitations. With a clear understanding of these tools, students and staff can maximize their potential and the meaningful support they offer in the classroom and beyond.

This Artificial Intelligence (AI) Policy for the American International School of Yaoundé (AISOY) establishes clear guidelines for its responsible use. These guidelines apply to all members of the AISOY community, including staff and students. Teachers receive dedicated training to integrate AI thoughtfully into instruction, and students are guided in appropriate, age-suitable ways so that AI becomes a helpful partner that enriches learning rather than replaces critical thinking. When used carefully and appropriately, AI can serve as a valuable asset; therefore, the entire AISOY community is supported in learning how to use AI effectively for research and academic purposes, as well as how to properly acknowledge and cite it.

Expectations by School Level

PYP AI expectations

- Students do not independently use public generative AI tools for schoolwork without teacher or

parent permission.

- Teachers may use teacher-controlled AI demonstrations or age-appropriate tools to support inquiry and digital literacy.
- Students may use approved tools for brainstorming, language support, accessibility, or feedback only when directed.
- Students must not submit AI-generated writing, images, audio, or other work as their own.
- Teachers should focus on conversations about authorship, honesty, safety, privacy, and responsible choice. Age relevant and incident specific actions are taken in the event of identified misuse of the AI tool.

MYP AI expectations

Teachers may authorize Level 1 or Level 2 AI use for learning support, drafting practice, feedback, research planning, language support, or coding assistance. Students must disclose use when directed and must be able to explain their work.

For the MYP Personal Project, students must follow the specific school and IB requirements for documenting sources, process, and assistance. AI use must not replace the student's planning, research, decision-making, creation, or reflection.

DP AI expectations

The permitted use of AI varies by subject, assessment, and task. Students must follow the teacher's instructions and current IB requirements. For the Extended Essay, Internal Assessments, oral work, portfolios, reflective components, and other externally assessed or moderated work, students must document their process and comply with the applicable IB guidance.

Students may be required to demonstrate authorship through:

- Research notes and source logs
- Drafts and revision history
- Process journals
- Prompt and output records
- Oral discussions
- In-class writing
- Explanations of methods, choices, and conclusions
- Practical demonstrations