

AISCT
Parent-Student
Handbook
2016 – 2017



The American International School
- Cape Town -

Revised August 2016

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INTRODUCTION

Dear Parents and Friends,

Welcome to the American International School of Cape Town. Our campus first opened its doors in 1997, and since that time has experienced phenomenal success. A dynamic international community of teachers, students, and parents and a holistic approach to teaching has propelled us to the forefront of education in Cape Town. At AISCT, you will find an academically rigorous, college-preparatory program balanced against our desire to foster students' artistic, athletic and global citizenship endeavors, with our ultimate goal to provide all students opportunities for success.

AISCT is and always has been a family school, and through our growth and change, we have kept this core belief that school is an intimate place where each student is nurtured and challenged. Our distinctive setting in this dynamic city affords us a student population consisting of over 40 nationalities, creating an exceptional environment to develop an understanding of people from around the world. Considering the above, it is only natural that our school becomes the fabric weaving our community together.

It is this unique combination of internationalism, strong academics, varied activities and arts, warm atmosphere, and personalized approach that make us successful. As Headmaster at AISCT, I would like to extend a warm welcome to you and your family, whether you are joining us for another year or are enrolling for the first time.

I invite you to explore the pages of this handbook to learn more about what makes AISCT such an excellent place for our students between the ages of 2 and 18. We anticipate the information available will meet your needs, but if you have further questions, please do not hesitate to contact us.

All the best,

A handwritten signature in blue ink that reads "Daniel Jubert". The signature is written in a cursive, flowing style.

Dr. Daniel Jubert
Headmaster

AISCT VISION

An inspiring education for outstanding life-long learners.

AISCT MISSION

The mission of the American International School of Cape Town is to provide its students with the opportunities, resources, instruction and environment to pursue academic and personal excellence through an international school curriculum with a US orientation, and to help them form the basis from which to become lifelong learners and productive, involved citizens in a changing global society.

ESLRs

(Expected School-wide Learning Results)

Every student will demonstrate:

1. Effective Communication (Communicating)

- I can listen and watch others to understand meaning.
- I can read what others have written to understand meaning.
- I can speak and write clearly and confidently to tell others what I want them to understand.
- I can use my creativity through music, art, and movement to help others understand what I want them to understand.

2. High Level Thinking (Thinking)

- I can use different thinking skills to see relationships, evaluate, make decisions, and solve problems.
- I can think creatively. I approach topics and problems with different ideas.

3. A Solid Foundation of Knowledge (Knowing)

- Academic – I work hard with my studies and my homework.
- Artistic – I like to try new ideas and work to be creative.
- Physical – I work hard to exercise my body and be part of a team.
- Technological – I practice my computer skills and I am not afraid to learn new programs.

4. Positive Learning Attitudes and Behavior (Behaving)

- I can set goals in areas that I need to improve on. I can plan ways to reach my goals. I can reflect on my goals to see if I improved.
- I can work well with my peers to solve problems.
- I can make my work look great! I am organized and prepared to be a good learner.

5. Global and Community Appreciation (Caring and Sharing)

- I am a good friend. I get along with people.
- I can help my community become a better place. I understand that I can make a difference in the world.

AGREEMENT



AMERICAN INTERNATIONAL SCHOOL OF CAPE TOWN

The AISCT Learning Academy, Registration No. 2001/007306/08

42 Soetvlei Avenue, Constantia 7806, Cape Town, South Africa

TEL: +27 21 713-2220 FAX: +27 21 713-2240

www.aisct.org

The signing of this form acknowledges that you and your child agree to read and abide by the expectations and agreements shown below. All the documents associated with these expectations and agreements are included in the *AISCT Parent-Student Handbook* which can be found on the AISCT website: **www.aisct.org**.

Student's Name (print legibly):

Student's Grade: _____ Date: _____

A. School Rules and Student Expectations Agreement

I agree to read the *AISCT Parent-Student handbook* and understand the expectations of students attending AISCT. I agree to the terms and conditions therein. I understand that if a student is found to have violated any school rules, he/she will be given the consequence deemed appropriate. This may include, but is not limited to, loss of school privileges, detention, suspension, and expulsion.

Parent/Guardian Signature: _____

Parent/Guardian Signature: _____

B. Information Technology Use Agreement

I agree to read the Information Technology Acceptable Use Agreement and agree to the terms and conditions therein. I understand that if a student is found to have violated the Information Technology Acceptable Use Agreement, he/she will be given the consequence deemed appropriate. This may include, but is not limited to, loss of computer privileges, detention, suspension, and expulsion.

Parent/Guardian Signature: _____

Parent/Guardian Signature: _____

C. Honor Code Agreement

I agree to read the Honor Code Agreement and agree to the terms and conditions therein. I understand that if a student is found to have violated the Honor Code Agreement, he/she will be given the consequence deemed appropriate. This may include, but is not limited to, loss of school privileges, detention, suspension, and expulsion.

Parent/Guardian Signature: _____

Parent/Guardian Signature: _____

D. Student Locker Agreement

I agree to read the Student Locker Agreement and agree to the terms and conditions therein. I understand that if a student is found to have violated the Student Locker Agreement, he/she will be given the consequence deemed appropriate. This may include, but is not limited to, loss of school privileges, detention, suspension, and expulsion.

Parent/Guardian Signature: _____

Parent/Guardian Signature: _____

E. Media Consent Agreement

I agree to the taking of photographs, movies and video of my child for use by AISCT on their website and in publications. I also grant the right to edit, use, and reuse said products including use in print, on the AISCT website, and all other forms of media. I release AISCT and employees from all claims, demands, and liabilities whatsoever in connection with the above.

Parent/Guardian Signature: _____

Parent/Guardian Signature: _____

F. Excursion/Activity Indemnity Agreement

I give consent for my child to partake in and attend any and all educational and sporting activities and excursions on and off campus arranged by AISCT while s/he is a student at the school. I understand that my child will be transported in either the school bus or in an automobile driven by school personnel or AISCT parents and will be properly restrained by a seat belt while riding in the vehicle. I indemnify and absolve AISCT and its representatives against all claims whatsoever arising directly or indirectly out of my child's participation in the aforementioned activities. I give this understanding on behalf of myself and my child in the knowledge that the headmaster, staff, and parents will nevertheless take all responsible precautions for the safety and welfare of my child.

Parent/Guardian Signature: _____

Parent/Guardian Signature: _____

G. Substance Abuse Policy Agreement

I agree to read the Substance Abuse Policy Agreement and agree to the terms and conditions therein. I understand that if my child is found to have violated the Substance Abuse Policy Agreement, s/he will be given the consequence deemed appropriate. This may include, but is not limited to, counseling, loss of school privileges, detention, suspension, and expulsion.

Parent/Guardian Signature: _____

Parent/Guardian Signature: _____

I. GENERAL BACKGROUND

INTRODUCTION, GOVERNANCE AND MISSION

The American International School of Cape Town is an independent, co-educational school for expatriate and South African nationals wishing to pursue an international school program.

AISCT is established under the aegis of the International School Foundation; a not-for-profit organization accorded 501 c3 status by the Internal Revenue Service of the United States government. ISF is domiciled in Lansing, Michigan, and is directed by Larry Ball.

AISCT is overseen by a Board of Governors comprising Larry Balli, Willem Burhmann Michael Dougherty, Paul duToit, Patricia Gorvalla, Anna Rangkuti, and Kristy Seng, who have been appointed according to the bylaws of its Deed of Foundation. The Board is responsible for the school's fiscal solvency and overall success. Its responsibilities include:

- Oversee and promote the overall success and fiscal health of the school;
- Appoint and evaluate annually the Headmaster, who administers school policy;
- Develop, approve, and insure the implementation of school policy, and insure efficient and logical allocation of the school's human and material resources;
- Monitor the use of the school's existing facilities and develop new ones which might enhance program delivery;
- Ensure the maintenance of the school's good relationships with the government of the Republic of South Africa in general and the Ministry of Education in particular;
- Meet periodically in accordance with the stipulations of the Articles of Association. The meetings are managed according to the Deeds of Foundation.

The self-perpetuating, "corporate governance" model used at AISCT and its sister schools in China has been supported for many years by the European Council of International Schools in the United Kingdom and by International Schools Services in the United States. It is the governance model endorsed by the National Association of Independent Schools, the largest organization for independent schools --defined as schools that are "not under government control"--in the United States. In its statement on governance, NAIS reviews the other models, details the problems with an annually shifting, parent-elected board (especially for international schools with their more transient populations), and then says this:

"The corporate model of a self-perpetuating board is what NAIS advocates, where the board chooses itself and its successors and is focused largely on the strategic future of the school. It sees itself as having only one employee to hire, evaluate, and fire (the head of school), and it scrupulously and thankfully redirects all constituent complaints to the proper authority, the head of school, then supports the head of school in his or her adjudication of any challenges. This 'above the fray' approach frees the board to focus on the larger issues of institutional stability and growth and sends a strong signal to the community that the board has confidence in the leadership of the school, never allowing itself to become 'the court of last resort' to adjudicate conflict and overrule management decisions, knowing that if it does so, it will revert to the first model of governance indicated above and forever after be relegated to operational oversight rather than vision and strategy and generative thinking, its proper role."

Three of the Board Members are designated as "Directors" by virtue of their having established the school and financed its start up in the mid-1990s. These three are Larry Balli, Michael Dougherty, and Kristy Dewi Risjad.

In the event that a Board Member resigns, he or she will be replaced by appointment of the Board Directors. The criteria for selection in that case will be, as it was for the existing members, an interest in supporting AISCT, a willingness to invest time for meetings and activities, and the background, connections, and position to advance the school's mission.

The Board evaluates the Head of School annually. Parents, teachers, and students have the opportunity to communicate with the Board at the Annual Parent General Meeting and/or via the School Council / Administration. Board members visit AISCT twice per annum to communicate the school's financial position and plans for the future.

AISCT also convenes a "School Council" throughout the course of the year. The Council consists of seven members, three of which are community members elected by the school constituents, three of which are appointed by the ISF Board, and one teacher representative. The Council serves to advise and help guide the direction of the school. The AISCT Headmaster also has a standing invitation to attend all meetings.

INTERNATIONAL SCHOOL FOUNDATION

The International School Foundation (also registered as the International School Development Foundation) is a not-for-profit foundation established in Lansing, Michigan, USA, as a 501c3 charitable foundation, philanthropic contributions to which may be claimed against U.S. taxes. The mission of the Foundation is to assist in the management and development of small international schools with a U.S. orientation in locations having a sustainable population for school development. The ISF also has an interest in educational programs in the United States that would attract international students.

ISF has assisted with the establishment of schools in Australia, China, Indonesia and South Africa, The ISF currently manages Hangzhou International School (HIS, established in 2002), Shanghai Community International School (SCIS, established in 1996, with two campuses in Hongqiao, one for PreK-12th Grade campus and the other exclusively for Early Childhood, and two campuses in Pudong, one for Upper School and the other for Lower School), and the American International School of Cape Town (AISCT, established in 1997).

All of these schools have been accredited by the Western Association of Schools and Colleges (WASC). ISF is also in the process of establishing Bay Valley International Academy in Bay City, Michigan, as a transitional program for foreign students who wish to refine their English language skills and adapt to life in the USA prior to matriculation.

Each ISF-affiliated school was established and is registered according to its own Deed of Foundation, prepared according to the laws of the Ministry of Education in each respective country. Each school operates on a not-for-profit basis, and each has its own Board of Governors. The International School Development Foundation is currently under the sole direction of Larry Balli. Previous co-directors included Michael Dougherty and Kristy Dewi, and these three continue to sit on the individual school boards of AISCT, HIS, and SCIS. Mr. Balli has been a teacher and administrator in international schools since 1972, and is a former Headmaster of Jakarta International School, one of the largest such schools in the world during his tenure. Mr. Dougherty has been a teacher and administrator in international schools since 1976, and was the founding Headmaster of North Jakarta International School, which he headed for eleven years. Ms. Dewi has worked in international schools in various administrative capacities since 1984, and was involved in the financial management of the ISF-affiliated schools.

Most of the individual school boards also comprise additional members of the respective local communities, both expatriate and host country. This model of international school governance (as contrasted with annual elections from interested members of the parent community) is referred to as the corporate model, and has been endorsed by the National Association of Independent Schools as the most effective school governance model. Governance protocol includes parent input via various channels of communication established at each school, surveys, and parent organizations.

MISSION STATEMENT

The mission of the American International School of Cape Town is to provide its students with the opportunities, resources, instruction, and environment to pursue academic and personal excellence through an international school curriculum with a U.S. orientation, and to help them to become lifelong learners and productive, involved citizens in a changing, global society.

PHILOSOPHY

Schooling should be a multifaceted experience which allows students to learn to think creatively and critically, to gain practical skills which will equip them for ensuing stages of education and life in general, to explore areas of interest, including their own selves, and to learn to work with and appreciate other people. We recognize that in addition to preparing students for each successive stage of their education, schooling forms a significant chronological segment of a person's life and, therefore, has its own intrinsic value and importance, a value beyond simply preparing for the next chapter or the next grade level. This lends an added significance and responsibility to all of the work we outline below.

Our aim in every classroom is to create a dynamic and interactive learning environment with challenges and expectations appropriate to the complex world our students will inhabit. We focus on the development of each student's skills, sense of logic, and general academic and social discipline. Most importantly, we aim to foster a lasting love of learning that will extend outside the school curriculum and beyond the student's years at AISCT.

Our students are inheriting a rapidly changing world in which the discovery, assimilation, understanding, and management of new information will be vital to them. Our goal, accordingly, is to reach beyond a content-oriented curriculum and to provide students with the academic skills and intellectual confidence to apply knowledge to thoroughly new problems and situations.

In doing so, we seek to take advantage of the many learning opportunities unique to the international school setting and, specifically, to our location in South Africa. Students with an understanding and appreciation of the diversity of nationalities and cultures are better prepared to tackle the challenges an increasingly interdependent world presents.

GOALS

The American International School of Cape Town is committed to being an international school which:

- Stimulates each student's love of learning and considers learning a lifelong process
- Identifies the physical, intellectual, social, emotional, and moral needs of its students, prescribed by the philosophies of the school
- Provides a safe and pleasant environment
- Encourages students to be active learners, creative problem solvers, and independent thinkers
- Develops each student's listening, speaking, reading, writing, and thinking skills. Helps students to access information and utilize knowledge
- Builds on successes of earlier education and prepares students for future learning
- Helps students discover relationships among disciplines
- Addresses individual differences within the parameters of our admissions policy and allows students to realize strengths and fulfil potential
- Helps students build confidence and self-esteem, and nurture responsible attitudes towards learning, the school, and the larger community
- Fosters cooperation, good manners, and consideration of others in all situations
- Promotes inter-cultural understanding, in light of a more globalized society
- Strives to build mutually beneficial and positive relations with our host country
- Welcomes parental communication and involvement
- Maintains a quality, appropriately-resourced educational setting for children
- Models the values implicit in the school's philosophy, goals, and objectives
- Promotes English language usage and proficiency

OBJECTIVES

1. To stimulate each student's love of learning, AISCT will:

- provide an attractive classroom environment conducive to learning
 - engage students in a variety of meaningful, interesting, and challenging learning experiences, both on and off campus
 - employ a range of teaching strategies, situations, and resources to motivate students, enhance learning, and encourage students to become independent, lifelong learners
2. To adequately address the physical, intellectual, social, emotional, and moral needs of its students, AISCT will provide safe and appropriate facilities, an outstanding teaching faculty, adequate educational resources, and a program subject to constant review and improvement
 3. To maintain a safe and pleasant environment at the school, the school administration will periodically assess the campus and the conditions requisite to preceding Points 1 and 2
 4. To encourage students to be active learners, problem solvers, and independent thinkers, AISCT will:
 - maintain an atmosphere of open inquiry
 - engage students in hands-on investigative activities
 - devise stimulating and challenging assignments
 - allow students to generate and solve problems independently and in small groups
 - Program opportunities for students to collect, analyse, and apply data
 5. To develop each student's listening, speaking, writing, reading, and thinking skills, AISCT will ensure that across the curriculum, basic skills of comprehension and articulation are at the core of all course work
 6. To help students access information and utilize knowledge, AISCT will ensure that there are:
 - ample information sources within the classrooms and library
 - time and opportunities to learn how to gain access to them
 - regular assignments that require students to assess what information is applicable to a given task, and then accumulate, select, and utilize this knowledge
 7. To build on the successes of earlier education and prepare students for future learning, AISCT teachers will:
 - assess students effectively to understand their current skill levels, to ensure readiness for the next levels of course work, and to guide future learning programs
 - through on-going curricular review, ensure the sequence of course work from grade to grade
 8. To help students discover relationships between disciplines, AISCT will:
 - integrate the curriculum, and plan tasks/activities that encourage students to use a range of skills
 9. To address individual differences within the parameters of our admissions policy and allow students to realize strengths and fulfil potential, AISCT will:
 - tailor learning strategies, activities, resources and assessment to individual capabilities and styles
 - limit class size to optimize opportunities for individual attention
 - provide ESL support
 - serve as a resource to outside specialists for students with special needs
 10. To help students build confidence and self-esteem, AISCT will provide opportunities within the classroom, and through activities and elective classes, allow each student to explore areas of interest and personal aptitude
 11. To nurture responsible attitudes towards learning, the school, and the larger community, AISCT teachers and staff will:
 - value and reward academic achievement

- model respect of the school and its property, the host country and its own values, and the members of the school community and the cultures which are represented therein
12. To foster cooperation in learning and play, AISCT teachers will include collaborative activities and games in their lesson plans, which will complement more traditionally competitive ones
 13. To promote intercultural understanding, AISCT teachers will:
 - strive to recognize and learn from each national group represented in the classroom
 - strive to feature a multiplicity of national and ethnic celebrations and focuses during the school year
 14. To build mutually beneficial and positive relations with our host country, AISCT will:
 - emphasize a strong curriculum in the culture of South Africa for all students
 - strive to maintain a climate in which students develop respect for the South African staff and are exposed to accomplished South African figures from the outside community
 15. To ensure good parent communication and involvement, AISCT will:
 - publish a newsletter informing parents of upcoming events and opportunities to become involved in the school
 - provide opportunities for parents to assist as volunteers in a variety of areas, such as the library, classrooms, and advisory committees
 16. To ensure quality, appropriately-resourced education, the AISCT administration will:
 - try to attract the best possible teaching staff to the school
 - review fees annually, with a commitment to set fees as low as the school's financial state will allow
 - keep abreast of current teaching trends by subscribing to professional teaching associations and providing opportunities for faculty to attend professional development courses and conferences
 - provide professional development activities and opportunities organized by AISCT
 17. For school personnel to model in all we do the stated values of the school, the AISCT administration will ensure that all faculty and staff are aware of school goals, objectives, and philosophy each year

STRATEGIC THEMES (OVERALL PLAN)

1. Providing an outstanding educational program
2. Development of a global perspective, character, service and leadership amongst our students
3. Foster an inclusive and diverse school community
4. Long-term financial stability and flexibility
5. Development of appropriate facilities and resources to meet future needs

II. SCHOOL CHARACTERISTICS

The American International School of Cape Town was founded to provide an outstanding, American-based educational program for the children of expatriates residing temporarily in South Africa as well as South African nationals. The following school characteristics (in italics) with commentary project the school's intended purpose and the philosophy guiding its direction:

1. *Excellence in an international school academic program, with an American/international school curriculum, using primarily USA-sourced texts and materials and teaching faculty recruited from both South Africa and overseas.*

It is the goal of the school to provide students with a stimulating and dynamic educational program that will enable them to transfer successfully to similar international schools elsewhere or to schools in their home countries. It is the Board's intention that the school accommodate and address the needs of students from widely varying educational systems and backgrounds. However, the school must maintain the integrity and cohesion of its own program and curriculum, and thus must base some actions, such as grade placement and evaluations, on its own system and policies rather than try to simulate or accommodate those of the many nationalities it serves.

The faculty and administration will stay abreast of current educational and pedagogical thinking and research in the USA and elsewhere and will avail itself of those strategies, techniques, and materials from other countries, particularly English-language countries, when these can enhance the AISCT curriculum and program without diluting or fragmenting it, and without jeopardizing their overall coherence. In a related vein, the program will be enhanced through the regulated influx of new teachers, who are practicing these current techniques successfully in the USA and elsewhere.

2. *A moderately sized school community, in which faculty and administration know the majority of students. Two-story buildings, small class sizes, overall limit of students Pre-Kindergarten-Grade12 (2006) pending annual review of facilities. These characteristics are directly related to the primary goal of academic excellence and the school's ability to address each student effectively in a small school context.*
3. *High academic and behavioral expectations tempered with understanding of the different backgrounds from which international school children come, and the different learning styles which all children manifest.*
4. *Fiscal efficiency and reasonable fees.*

It is the intention of the founding Board that tuition and fees be maintained at a level that will allow a first-class program. At the same time, the Board will annually review fiscal policies and school requirements and indebtedness to ensure the maximal efficiency of the use of the tuition dollar to keep tuition fees as affordable as possible. Additionally, this should help make some tuition concessions available to a limited number of worthy students whose parents would not otherwise be able to enrol their children in the school.

5. *The deferral of educational matters to professionals in that field, with concomitant channels for parent input.*

In establishing AISCT, the founding Board has intentionally and deliberately instituted a succession policy of appointment rather than by popular election. The Board will be responsible for macro-management, not the day-to-day micro-management, of the school. The day-to-day running of the school shall be the domain and responsibility of the school administration (Headmaster) appointed and reviewed annually by the Board, and the professional teaching faculty who the administration hires. The Board believes that it is in the best interests of the school to defer matters of educational policy and administration to professionals trained and experienced in this field and vocation. Based on collective observation of many school boards, both national and international, the Board has unanimously selected the present model for the reasons stated above and because it believes that this model allows for the most efficient and productive use of administrative time and energy.

At the same time, the Board recognizes that it is vitally important for parents of the school community to have the opportunity and channels to express themselves, to voice complaints, and to make suggestions. To this end, the Board encourages the formation of a Parents' Association to serve in this capacity. Although it is expected that this Association will conduct most of its dealings directly with the administration, it should have access directly to the Board when parents feel that their points need to be addressed at this level.

Policies have been developed through consensus of the Board.

6. *A faculty that is au courant and full of vitality.*

The Board recognizes that international schools everywhere employ teachers on a relatively short-term basis, with average international school tenure of two to three years. Schools accrue some advantages from the period influx of new teachers and ideas, but they must devote time and energy to strong orientation and in-service programs and ensure curricular continuity. Teachers are hired on an initial one-year contract. Successful teachers

who have contributed to the life and spirit of the school and are enthusiastic about returning to AISCT for a third and subsequent years may receive contract extensions, provided enrollment projections warrant it.

THE CAMPUS AND ITS FACILITIES

Located in a residential area in the southern suburbs of Cape Town, the AISCT campus provides a spacious learning environment. The facilities include more than 35 classrooms; a library; theatre; large hall; music room; science labs; art room; and two computer labs. Adjacent to this are large playing fields, a sports covered area, as well as a 25-metre swimming pool with changing rooms. The school also has a lunchroom with catered meals available.

THE SCHOOL'S EXPECTATIONS OF ITS STUDENTS

We expect students to:

- Behave in a way that is conducive to a productive educational atmosphere. This means that students will not only strive to take full advantage of their own opportunities here, but also do nothing that might interfere with others striving to do the same.
- Respect their teachers and the AISCT staff.
- Arrive on time each morning ready to learn. This means that students have spent the necessary time on the previous day's homework, have had sufficient sleep, and have had breakfast.
- Show consideration for others and to tolerate and appreciate people from other races, creeds, and backgrounds.
- Show respect by refraining from boisterous behavior and the use of vulgar, obscene language. This also includes respect for those performing or speaking during assemblies or performances.
- Be sensitive to the feeling of the South African community and respectful of South African law in setting their own standards of behavior.
- Work and play together harmoniously, to help others, and to show good sportsmanship in games.
- Show care for the property, building, and flora of the school and to exercise responsibility appropriate to their age.
- Model the three Pillars of Character: Respect, Responsible, and Integrity.
- Follow all school rules and policies of teachers and administration.
- Endeavour to speak English as a language of inclusion at all times.

WHAT STUDENTS CAN EXPECT FROM THE SCHOOL

Students can expect that:

- The teachers and administration of AISCT have their safety and well-being in mind at all times.
- The teachers will be devoted to helping them learn and grow.
- The teachers will approach topics from a variety of angles to ensure that students with different learning styles will have every opportunity to visualize and grasp new curricular material.
- The teachers will listen to them and try to understand them, although teachers may not always condone a student's behavior or agree with everything a student says or wants.

WE VALUE

- An atmosphere of open inquiry tempered with a sense of order and consideration for others.
- The appreciation of diversity and the opportunity to learn from the multitude of cultural backgrounds represented at international schools like AISCT.
- We recognize the individual nature of each student and value a community in which these individuals can learn together harmoniously.
- The opportunity to stimulate the love of learning which, we believe, is inherent in every child.
- Creative and inventive thinking and the ability to approach problems from different angles.
- The opportunity to learn about South Africa, our host country, and the importance of our South African teachers and staff, who serve as our most important link to this country.
- The human relationships that constitute our community and foster learning: relationships between teachers and students, between students, between teachers and parents, and between parents and their children.
- Parents' ideas, involvement, and contributions to the life of the school.
- The development of character and integrity in each of our students.

THE INTERNATIONAL SCHOOL FOUNDATION

The International School Foundation (ISF) has been established in Lansing, Michigan, USA, as a not-for-profit Foundation and is registered by the Internal Revenue Service of the United States government as a 501c3 charitable foundation. The mission of ISF is to develop international schools with a U.S. orientation in locations that will provide a sustainable school operation. The Foundation Directors, Larry Balli, Kristy Risjad, and Michael Dougherty, oversee the hiring of teachers for all of the schools under its umbrella, as well as the transfers of teachers wishing to work at one of the other schools within the network. (Students have also occasionally transferred to other schools within the Foundation.) Ordering of texts and supplies, air travel for teachers, health insurance, professional growth, auxiliary services, and other provisions are made under the aegis of the Foundation, allowing the small schools to enjoy "big school" volume discounts and benefits. The schools established by ISF include the American International School of Cape Town, Hangzhou International School, the International School of Perth (now the International School of Western Australia, overseen by the Chevron Corporation), North Jakarta International School, and the four campuses of the Shanghai Community International School.

III. DAY-TO-DAY PROCEDURES AND SYSTEMS

ACCREDITATION

AISCT is fully accredited by the Department of Education in the Western Cape and by the Western Association of Schools and Colleges (WASC) in the United States. AISCT was awarded the maximum six-year (2014-2020, full Term) accreditation period. Our work with WASC is ongoing and involves annual audits.

ACRONYMS

AISA	Association of International Schools in Africa
AP	Advanced Placement
CLC	Capital Levy Certificate
ELL	English for Language Learners
EMT	Emergency Medical Training
ES	Elementary School

ESLRs	Expected School Wide Learning Results
HS	High School
ISA	International Schools' Association
ISF	International Schools Foundation
MADD	Music, Art, Drama and Dance
MS	Middle School
MUN	Model United Nations
PATA	Parents and Teachers Association
PLC	Professional Learning Community
PSAT	Preliminary Scholastic Aptitude Test
RSA	Republic of South Africa
SAT	Scholastic Aptitude Test
SLT	School Leadership Team
STUCO	Student Council
US	Upper School
WASC	Western Association of Schools and Colleges
WS	Whole School

ADMINISTRATION

Following is a brief listing of school positions:

The **Administrative Officer** provides typing and clerical support to the School Administration. He/she receives visitors to the school and is in charge of directing information and questions to the appropriate person or office. Concerns or questions about school records or payments may be channelled through the Administrative Officer. He/she is responsible for the application and enrolment process of prospective students of the school. He/she is also responsible for the collection and data entry of immigration documentation of all enrolled students and their parents, as required by the Government of South Africa. He/she will assist in setting up appointments with teachers or in having messages delivered to students.

The **Accounts Officer** handles all fee deposits and disbursements of student and PAFA accounts. She fields queries about tuition or other parent payments. The bookkeeper processes checks and transfers written by AISCT. The **Business Manager** takes care of the business side of the school's operation including, transport services, visa and work permit, procurement, human resources, facility development, etc.

The **Facilities Manager/Caretaker** is in charge of the school's physical plant and utilities and its leased faculty housing. He supervises all technicians and custodial staff, assists with the design of new buildings or other construction, and monitors the school's energy and water utilities and mechanical equipment.

The **Headmaster** is the chief executive officer of the school and the instructional leader of the staff. As such, Headmaster has overall responsibility for all aspects of the school's educational program, management, and development. The **Headmaster** is responsible for the on-going review and articulation of the AISCT curriculum and for scheduling meetings and assigning tasks by division to this end.

The **Upper School Principal** is tasked with the supervision of the upper school, its programs, teachers and students. The **Elementary School Principal** is tasked with supervision of the elementary school, its programs, teachers and students.

The **Receptionist/Administrative Assistant** assists the Headmaster, Vice-Principal, Elementary School Coordinator, Business Manager and the Administrative Officer with clerical and typing support. He/she is in charge of the switchboard and receives visitors to the school, prepares activities sign-ups, and maintains portions of the school records.

ADMISSIONS POLICY

AISCT is open for admission to expatriate students whose parent or parents have a foreign passport and a valid work and residence permit or as otherwise approved by the Government of the Republic of South Africa. For a student to be eligible, the school administration must agree that the student has a reasonable expectation of academic and personal success within the AISCT program.

The admissions process is based on previous academic records (except in Pre-Kindergarten and some cases in Kindergarten and even in Grade 1), an interview, and the school's placement assessment. (Complete beginners in English may not be able to take placement assessments; in these cases, AISCT must depend solely on previous school records, an interview when possible, and the information supplied by parents.)

AISCT often admits students who are complete beginners in English. AISCT will enrol children if they show evidence of being able to adapt to the language and program even if this will require a considerable period of transition. Because the ability to learn English is essential for academic and social success at AISCT, the school reserves the right to restrict the admission of non-English speaking children in a given class or grade if it is felt that additional non-English speaking children at this grade level would be difficult to accommodate effectively.

AISCT has, in practice, denied admission to those students who can be determined, on the basis of the above criteria and other information which may be available, to have learning difficulties which are beyond the scope of the school's educational programs, or who have not performed adequately at the previous school(s), regardless of the reason. The school expects all teachers to cater to their students' individual needs, and, of course, with the range of language proficiencies at a school like this, each teacher is called on to develop individualized programs and expectations.

AISCT will continue to admit students who have a desire and motivation to succeed and whose learning differences the school has judged as able to be addressed within the normal framework of the school's classroom program. If the expectations and performance of these students are significantly different than those of the other students in the class(es), the school Progress Report will so indicate this "Modified Program" to ensure clear communication with parents and other educational institutions.

However, if the requirements or individual needs of a student are so great as to demand an inordinate amount of time and attention from teachers, to the detriment of the other students in the class(es), then admission will not be offered to that child. In older grades particularly, poor past performance, whether due to learning differences or other problems, can result in denial of admission to AISCT.

If, after a child has already been enrolled, the school becomes aware of learning differences outside of the range described above, the school reserves the right to withdraw the offer of enrolment. This admission revocation is particularly applicable if the parents have not been completely honest in the presentation of information at the time of application.

Sometimes, learning difficulties are obscured by language difficulties and do not become evident for several months, or a student who is achieving at first and second grade level within the range described above is not able to achieve in the third grade for developmental or other reasons. In cases of students already enrolled at AISCT who subsequently evidence learning differences, the criterion for continued enrolment becomes this: "Are we doing this child, or the other children in her/his class, a disservice by continuing to enrol her or him?" The first half of this question is often complicated by the subsequent consideration, "What will the parents do if the child is asked to withdraw?" However, the school must make its determination on the basis of what the parent should do in the child's best interest, which in some cases means leaving South Africa. Thus far in such cases, the administration and teachers involved have been able to work with the parents to pursue alternative programs at least several months prior to withdrawal from AISCT, and the children in question have usually been able to complete the school year at AISCT.

AISCT does not employ a school psychologist or psychiatrist and has no program specifically for children with significant learning differences. As such, the students the school admits are expected to be able to succeed to some degree within the existing program, with only the sort of support routinely expected of an international school teacher. "Succeed" means learn and show academic and social progress. "Routinely" means the same level of extra support that a teacher might be expected to provide a beginning English-speaking student.

AISCT will continue to refer children to qualified educational psychologists when testing can provide information which will help with an admissions decision, or in cases when testing will help the school to work more effectively with students already enrolled. Students with emotional or behavioral problems beyond the range that the school is qualified to address have been required to undergo counselling as a condition of continued enrolment.

AISCT reserves the right to refuse admission to any student for whom an appropriate educational program and support services are not currently available.

ADVANCED PLACEMENT EXAMINATIONS

Enrolment in AP classes is determined by student performance in previous courses (prerequisite minimum grades needed) or by teacher recommendation. Students and parents are expected to attend the AP Introduction Meeting at the start of the year and will be required to sign the AP Agreement form. There is a 2 week probationary period at the start of the year to ensure all students enrolled in AP courses are suitably motivated for this level of study. During Semester I, student performance in AP classes will be monitored to ensure they are coping with the course. Student grades will be evaluated at the end of Semester I and recommendations will be made regarding enrolment for Semester II. It is expected that all students that are enrolled in AP courses at the start of Semester II will sit the final AP College Board examinations in May. A decision not to take the final exam in May could result in the removal of the AP designation from student transcripts. Those students taking the external AP exam paper in May are not required to sit an internal final exam at AISCT in June. In this case, Semester II grades are calculated on a term 3 and 4 average. In January, parents will be billed for each AP Exam that their child intends to take (the rand equivalent to the College Board cost to school in USD). Once we have received confirmation and payment for AP exams, the school's AP Coordinator will place the exam order with College Board. Any student in Semester II AP classes is required to sit the mock AP exams in April regardless of their intention to take the AP final in May. (Please note that AP mock and final exam days count as regular school days and full-day student attendance is expected).

AFTER-SCHOOL ACTIVITIES VISION

The vision of AISCT is to expose our students to as many activities as possible and give them an opportunity to participate in as much as they can and would like. We try to have a balance between outdoor and indoor activities with variety being a factor. We do not require, but we do encourage, all of our students to sign up for at least one after-school activity during each term. We recognize that on occasion there will be clashes between different activities but we will do our best to manage these.

Our vision in the Elementary School and Middle School is to expose, build and prepare the students for high school, so that they can make an informed decision as to which activities they would like to focus on, with fun and enjoyment being the main purpose. Our vision in the High School is to give the students a more focused program, where they can improve and focus on specific skills and knowledge.

One of our goals every year is to compete in more matches and tournaments against other schools. This means that we are obliged to offer certain activities and sports in certain terms. These include soccer and hockey in winter (terms 1 and 4) and basketball, tennis and swimming in the summer (terms 2 and 3).

ALCOHOL POLICY

It is the policy of the Council to permit the serving of beer and wine at functions held on school grounds, provided that the Headmaster has granted specific permission, and the following guidelines are adhered to:

1. Access to alcohol serving and storage areas must be supervised.
2. Alcohol use should not be encouraged or marketed.
3. Fund raising through the sale of alcohol should be limited.
4. The activity/event must not be primarily a student event (i.e. class plays, dances, graduation, etc.)

The Headmaster's decision shall be final and not appealable to the School Council.

ASSEMBLY BEHAVIOR

AISCT provides a variety of opportunities for students to view live performances and to participate in assemblies and activities. Students are expected to conduct themselves in a mature and responsible fashion at all times in the assembly area. Proper assembly conduct/etiquette includes:

- Turning off all electronic devices (phones, music players, computers, etc.)
- Removing hats and keeping movement in seats and talking to a minimum during performances
- Keeping feet off seats
- Refraining from calling out performers' names or "cat-calling"
- Recognition that a person standing at the microphone signals the start of an event and that quiet is required from the audience
- Respecting the performers and audience by not moving about during a performance and entry or departure of the assembly should only occur between acts
- Food and drinks are not allowed in the assembly area. Flash photography should be limited.

Adherence to these guidelines will ensure that performances are more pleasant for everyone.

ATHLETIC PHILOSOPHY

The athletic policy at AISCT is predicated on the following: participation of as many students as possible; exposure of students to as many athletic experiences as possible; skill development; enjoyment; the cultural context and composition of the student body; and, equity as far as possible in terms of gender, age and activity. The athletic program comprises three elements: PE classes as part of the regular academic program; the after-school sports program; and, the health program. The latter is delivered through the High School Health program and via the Life Skills classes. The focus of the PE program is: skill development (particularly hand-eye coordination); fitness enhancement; the development of a positive attitude to physical activity; knowledge of the body and movement; and the development of team work and working together. The after-school program has a similar focus, but places more emphasis on team work and competition, with the school engaging in competition with other local schools.

ATTENDANCE

Regular attendance is important to the academic success of students. Students are expected to be in attendance and in class on time each school day (8:00 a.m.). While the school is aware that students once in a while are unable to come to school due to emergencies, illness, visa complications, or family business, parents are urged to avoid scheduling trips that necessitate a student's absence from class. There is no actual substitute for classroom instructions. To be considered for an exception due to extraordinary circumstances, parents are asked to notify the school ahead of time of the dates concerned. Parents are asked to be forthright in their justification of their child's absence. Any student who is absent from school is required to bring a note explaining the reason for the absence and submit this note to the student's classroom teacher on the first day the student is back in school. In cases of prolonged illness (in excess of two days out of school), the student should bring a doctor's note to excuse the absence, stating any restrictions (medications, diet, and participation in sports).

A student gains the most benefit when he/she is in attendance on a daily basis for an entire school year. AISCT's philosophy is clear: Education is the most important priority for all its students. When students go on home leave, or have extended breaks from school, they miss important instruction and educational interactions with teachers and classmates. While teachers can provide assignments and recommend work with advanced notification, teachers are not expected or required to create extensive individual programs for students who miss school for long periods of time. Students who miss a day or two due to illness can get homework from a friend in the same class, have a sibling bring the work home, or arrange for a pick-up in order to make re-entry as smooth as possible.

Students must attend a minimum of 80% of the class periods in each semester in order to earn academic credit. For returning students, this is usually calculated from the first day of the semester. For students transferring into the school this is calculated from the date of the student's enrolment, assuming that they are transferring into AISCT with an acceptable attendance record from their previous school. This means that if a student misses more than 20% of the class periods in a semester (generally 10 classes), the student may not be promoted to the following grade, and for students in grades 9-12, credit may not be granted. All student absences from class, irrespective of the nature of the absence (illness, suspension, field trip, sports tour, MUN, visa work), will be recorded as a "class absence" and will be included in any calculation of total absences for the semester or year for that particular course. Each class will be considered separately. Any student in grades 9-12 accumulating a total number of absences for a semester in excess of the 20% allowed by the AISCT attendance policy may be denied credit for that course. The student and parents of any student exceeding the 20% absence allocation will have the right of appeal and a committee will be convened, including the school administration, counselor and the class teacher(s) to consider the appeal. The student and

parents will present the appeal in writing to the Headmaster who will then convene the attendance committee. The students and parents will present the appeal in person to the committee and the committee will make a judgement as to whether credit can be awarded.

The judgement of the committee will be based on the following factors: the total number of absences, the nature of the absences, the academic performance of the student in the class, and the efforts made by the student to make up missed work. An absence record that includes “unacceptable absences”, such as suspensions, truancy, unexplained absences, family vacations, etc. will be looked on unfavorably in terms of awarding credit. An attendance record that includes school-sponsored trips, serious illness, absences due to visa issues, etc. will likely be looked at more favorably. It also has to be understood that, regardless of the reasons for the excessive absences, the committee will not be able to award credit should the total number of absences be well in excess of the 20% allowed.

It is hoped that this attendance policy will encourage the student to monitor his or her school attendance more carefully and take more responsibility for attendance and school absences.

Extended Absence due to unavoidable circumstances – for example Visa Renewals

If in the event of unavoidable circumstances such as visa renewals, a student is absent for an extended period of time, special arrangements can be made. AISCT will do what it can to keep absent students current with their learning but is not set up to be a distance learning institution. The section below outlines what is reasonable and possible (and what is not) in the event of extended absence:

What we CAN do if a student is going to be out of school for an extended period of time:

- Provide information before departure of all units / chapters that will be missed
- Make regular assignments/ tasks available via Edmodo (as happens at present)
- Provide updated information about class content (upon email request from parent)
- Grade any work that is submitted via email (if appropriate)
- Email study guides out for exam preparation (if appropriate)
- Exempt students from missed assessment tasks so overall grade is not affected

What we CAN NOT do:

- Provide daily updates of lesson plans/ lesson content for each class missed
- Expect teachers to email / Edmodo every single missed assignment so that student maintains a full gradebook
- Permit off-campus testing for assessment tasks / unit tests / quizzes etc.

AWARDS CEREMONIES

At AISCT, we believe that there is a value in recognizing and rewarding student effort and achievement in the academic, service, cultural, and athletic areas of our program. Student recognition and reward serve as a motivational force to all students. Awards ceremonies occur once per semester at the Elementary School level and once per year at the Upper School level. AISCT also recognizes the successful completion of Middle school by the Grade 8 students and the successful completion of Elementary School by the Grade 5 students in their respective ‘moving up’ ceremonies.

BACK TO SCHOOL NIGHT

(See section on OPEN HOUSE)

BIRTHDAYS

Teachers will recognize student birthdays as appropriate for the age in question. Invitations to private birthday parties may be distributed at school ONLY if all children in the class are invited. AISCT discourages special arrangements made by parents for parties at school during the school day. Parents who would like their child’s birthday celebrated must make arrangements with the teacher in advance. The celebration must be limited to a piece of cake or one cupcake or

cookie, and a drink for each child--no gifts--and last no longer than 15 minutes. Students at the Elementary School level are permitted to wear civvies clothing when their birthday falls on a school day. If their birthday falls on a weekend or holiday, the child/parent can arrange with the teacher to wear civvies on an alternate school day closest to the birthday.

CAMPUS SECURITY

All school buildings are closed to students after 4:30 pm on school days, unless under the direct supervision of an adult or teacher and all students should vacate the school campus by 5:00 pm unless supervised by a member of faculty. All visitors to the campus are expected to sign in and sign out at the entrance gate on weekends and after 5:00 pm on a school day and must wear a visitor's badge.

CELL PHONES and other ELECTRONIC DEVICES

Students are permitted to possess cell phones and other electronic devices at school. All cell phones must remain off and out of sight while school is in session from 8:00am – 2:50pm. If an Upper School student is caught making use of his/her cell phone or other communication device during school hours – or the device causes a distraction to the learning environment, a 3 strike rule is invoked:

First offence: cell phone is confiscated by teacher and handed to school office where the offence is logged. Cell phone can be collected by the student at the end of the day.

Second offence: cell phone is confiscated by teacher and handed to school office where the offence is logged. Cell phone can be collected by parent (not student) at the end of the day.

Third offence: cell phone is confiscated by teacher and handed to school office where the offence is logged. Student and parents are notified that this is the third offence and that the student may no longer bring his/her cell phone to school. This ban lasts for the remainder of the current term.

Other electronic devices such as lap tops and iPads are permitted in school for educational purposes. For Elementary and Middle School students, the use of such devices is restricted to supervised activities in the classroom environment. High School students may make use of their electronic devices (but not cell phones) during recess provided that the use is appropriate to the school environment. For security reasons, AISCT provides student lockers for safe storage of all valuable electronic items. Students are strongly encouraged to make use of this facility. AISCT cannot be held responsible for the loss or damage of personal devices that are brought into school.

CHEWING GUM

Chewing gum is not allowed on the AISCT campus.

CHILD ABUSE AND NEGLECT

In the event of suspected child abuse and neglect, AISCT teachers and counselors are mandated reporters as per South African law. As such, they will follow procedures set by the social services department.

CHILD PROTECTION POLICY

AISCT has a Child Protection booklet which defines and communicates our policies and procedures with regards to child protection. This booklet is available on the Resources section of School Communicator. At the beginning of each year, or as part of joining AISCT, all staff, parents, coaches and others working at the school are expected to read this booklet and sign a letter of confirmation as part of our awareness program.

COACHING POLICY

As far as possible, sports coaches and other coaches are identified and selected from within the teaching faculty. This policy serves to ensure that the school's mission, philosophy and ESLRs are adhered to. The above policy is followed even if this means that the quality of coaching in a particular sport is less than it might otherwise be with the

recruitment of an outside coach. Sporting success at AISCT is considered less important than some other factors, such as student participation, student enjoyment, sporting exposure, the development of acceptable values and skills, and collaboration and team work.

COMMUNICATION: EMERGENCY

In the event of an emergency during the school day, it may be necessary for all AISCT families to be contacted by SMS, email, or School Communicator. On occasions, the use of the emergency-telephone tree may be necessary.

In the event of an emergency during non-school hours, AISCT families will be contacted by SMS or email.

COMMUNICATION: PARENT-TEACHER

Any concerns about a student's progress at school should first be communicated to the teacher involved. If, after such communication, the parent feels that further attention is advisable, the parent should contact the school section Principal and or the Headmaster to discuss the matter further. Problems will be minimized and the school climate enhanced if parents respect lines of communication (following proper channels), read the AISCT Newsletter, check the sources of information and rumors before drawing conclusions, and accentuate the positive. We ask parents to work cooperatively with the school staff to ensure a successful school experience.

COMMUNICATION PROTOCOL

In order to best support your child in the AISCT educational environment, we encourage open lines of communication between administration, faculty, and families. To this end, this Frequently Asked Questions (FAQs) document should help direct you to the appropriate AISCT personnel. In our experience, we have found that calm, solution-oriented dialogue with mutual respect and diplomacy has proven to be the most effective approach to problem-solving and addressing parent concerns. We, therefore, suggest that you arrange to meet with AISCT teachers/administrators in person to discuss matters concerning your child.

Attendance:

My child is unable to come to school for some reason. Whom do I tell?

Email your child's homeroom teacher and copy our school administrative assistants: Michele Barkway mbarkway@aisct.org (High School) or Teresa Smith tsmith@aisct.org (Elementary and Middle School).

School Time Appointments:

*I need to pick up my child early for some reason. What should I do?

Notify your child's homeroom teacher in advance if possible and be sure to sign out your child at the front office.

*My child will arrive late to school for some reason. What should I do?

Notify your child's homeroom teacher in advance if possible and be sure to have your child sign in at the appropriate office and collect a LATE PASS. Elementary School students should present themselves to the secretary in the front office; Middle and High School students should present themselves to the secretary in the High School office.

Dropping-Off Materials:

My child forgot his lunch/PE kit/science project. Where do I take it?

Please drop off any such items at the front office. School secretaries will ensure the items get to the intended recipient.

After-School Activities:

*My child will be unable to attend her after school activity today. Whom do I tell?

Please email the teacher who supervises the afternoon activity or leave a message with the school secretary.

*It is raining, and I think my child's afternoon activity/sports may be cancelled. What happens now?

If after-school activities are cancelled for some reason, we will do our best to send you a message via an alert on the School Communicator and via sms. If you are unable to collect your child at the end of school, your child will be supervised for the duration of the activity time.

Urgent Messages:

I need to get an urgent message to my child during the school day. What do I do?

Please contact the front office. Our secretaries will ensure your child receives the message.

Please note that students are always welcome to use school telephones to make urgent phone calls to parents/guardians. Students should NOT be using personal cell phones during the school day.

Academic Concerns:

*My child is struggling in a particular subject area. What do I do?

Make an appointment with your child's teacher for that subject to arrange a meeting in person to discuss your concerns.

*My child was unable to complete his/her homework for some reason. What should I do?

Notify your child's teacher for the subject and explain the situation. Arrange to meet in person if necessary.

*Emotional Concerns: The school needs to be aware that my child is going through a difficult emotional time at present. Whom do I tell?

You can liaise directly with your child's teacher, an administrator, or a school counselor.

School-related Incident: Something happened at school today which concerned me. To whom do I speak?

If this is specifically related to a particular teacher/subject, arrange a meeting in person to discuss your concerns as soon as possible.

If this is specifically related to social interactions between your child and other students, arrange a meeting with the class (homeroom) teacher to discuss your concerns as soon as possible.

If this is an ongoing problem that has not been resolved in person with the teacher in question, make an appointment with the school section administrator or Headmaster.

Financial Matters:

I have a question about fees. Whom do I contact?

Any matter related to fees and finance should be directed either to the accounts department or the business manager's office.

General Contact:

I want to contact my child's teachers individually. Where can I find their email addresses?

AISCT employees have email addresses that all follow the same format: first initial followed by surname followed by @aisct.org (example: djubert@aisct.org, avandermerwe@aisct.org). A complete list of teacher and key personnel email addresses is compiled annually and distributed through the Friday News during the first term of the academic year. Please ask Mrs. Smith if you need one.

COUNSELING

The AISCT Counseling program focuses on students' academic, personal/ social, and career development. Individual counseling services are provided to students whose learning is being affected by difficulties in any of these areas. Referrals can be made by teachers, administrators, or students themselves. Students are able to make use of the counseling services at AISCT without prior parental agreement. Long term individual counseling is beyond the role of the school counselor. In the instances where therapeutic intervention is required, the counselor will contact parents and refer accordingly. As far as confidentiality is concerned, sessions are kept strictly confidential except when students disclose information that compromises their safety or that of others.

COMPOSITE CLASSES

When numbers or academic composition of a group of students warrants it, a composite class may be formed. In such cases, students will be clearly categorized as following one or the other grade level program represented in the composite class. For example, in a composite Kindergarten/Grade 1 class, some students will be in Kindergarten and will follow a Kindergarten curriculum, and some will be in Grade 1 and follow a Grade 1 curriculum. At the end of the year, those finishing the Kindergarten program will be promoted to Grade 1, and those completing the Grade 1 program will be promoted to Grade 2.

DECISION-MAKING

Decision-making at AISCT is intended to be inclusive, collaborative and consultative. The school administration and The School Leadership Team are the two bodies largely responsible for decision-making in the school. The School Board has ultimate authority regarding decisions made at the school.

DIFFERENTIATION

Differentiation is the process by which differences between pupils are accommodated so that all students have the best possible chance of learning. There are three categories of differentiation:

- differentiation by task, which involves setting different tasks for pupils of different abilities
- differentiation by support, which means giving more help to certain pupils within the group

•differentiation by outcome, which involves setting open-ended tasks and allowing pupil responses at different levels. Teachers at AISCT try to use all three types of differentiation to accommodate the different learning styles and abilities in the classroom, including those less able students, the more able, and also those in the middle who are often neglected because they fall into neither category.

DIPLOMAS

A high school diploma is awarded at graduation after a student has completed all graduation requirements. Students who meet their graduation requirements in December of their graduation year, are awarded their diploma in December at the end of semester assembly and are invited to participate in the graduation ceremony in June of the following year. Replacement diplomas are available for a fee of Rand 100 per certificate.

DISCIPLINE

At AISCT we believe in restorative justice as a model for managing student behavior. See later paragraph on Restorative Justice.

a. **Belief about Discipline**

Discipline at AISCT is designed to make the classrooms conducive to learning and the campus a safe, friendly, pleasant place to study and interact with others. A well-disciplined environment with clear expectations is essential in order that we may accomplish our most important role in instruction. At the core of our belief about student discipline are the three pillars of character: **Respect, Responsibility, and Integrity**. By modelling these three pillars of character, most issues that we face can be handled with minimal disruptions to the educational program. AISCT offers the following guidelines and expectations to assist teachers in handling student discipline.

Most aspects of our Discipline policy can be encompassed in the following statement:

At AISCT, we respect:

- Learning
- All People
- Property
- Personal Space

Respect for all people runs through all aspects of the school environment. Teachers can expect that members of the administration will treat staff, parents, and students with the highest degree of respect. The faculty will expect that all students not only treat all of the adults in the school with respect but also each other.

In regard to teacher interactions with students, when disciplining students, there is no room for yelling, degrading or demoralizing a student. Reprimands of a more serious nature should be handled in private rather than in front of other students. Sarcasm is a risky interaction with students and has no place in the classroom. One never knows how the statement may be received by the student, and although sometimes meant to be done with humor, sarcasm can have damaging effects on a student's self-esteem. With regard to student interactions with each other, put-downs or teasing will not be tolerated between students, and those students who are so inclined will face consequences. Our expectation in this area will be to maintain only positive interactions at all levels.

Respect for property addresses the need for all equipment, books, supplies, and materials as well as the facility itself to be properly cared for. Care of our teaching and school environment will help us maintain our supplies and materials and the quality of the facility.

There is no place for profanity of any kind in the school, and respect for language must be maintained.

Respect for each other's personal space includes students' desks, backpacks, or any space that is of a personal nature. It also means that students must respect the teacher's personal space as well.

We always keep our hands and feet to ourselves. This is of utmost importance in maintaining the safety of each child. In student interactions with each other, behaviors such as hitting, kicking, pinching, biting, and so forth, will result in serious consequences and will not be tolerated.

In summary, high expectations for respect and good citizenship by our students will result in less time being spent on reacting to adverse behavior. In other words, we get what we expect.

b. Yellow Slips

The 'Yellow Slip' is a behaviour management tool used by Upper School teachers (Grades 6 - 12). The issuing of a yellow slip is one of the consequences applied to students who have made a poor decision in school that has led them to act outside of a school policy or caused a disruption to the learning environment. Yellow slips may be issued for actions such as a uniform infraction, chewing gum in school, public displays of affection, use of profanity in the hallways, repeated disruption of the learning environment or any other minor infraction that has in some way interfered with the purpose of the school. Yellow slips are issued by any faculty member and are submitted to the Upper School Principal's office where they are recorded on file. Any student who is issued with 3 yellow slips within one school term will automatically be issued with a detention. Parents will be informed and the incident noted on the student's file.

c. Discipline Process

All adults who are working in the school are part of the discipline process. This is to say that teachers are responsible for all students, and not necessarily just the students in their class. As an example, if a particular staff member happens to be the adult who sees inappropriate behavior by a student, it will be that staff member's responsibility to address the behavior. If it is of a serious nature, by all means the homeroom teacher should be involved, but most of the behaviors that staff will experience with the students can be handled with friendly reminders and clarification of the school's expectations.

Teachers are expected to try a variety of interventions and consequences before they involve the Administration in their discipline process. Warnings, withholding of privileges (such as recess), issuing a yellow slips, detention, and parent contacts are all examples of interventions that a teacher might try before involving the Principal and Headmaster. If these attempts have been tried and the student is still having difficulties making good behavioral choices, then involvement of the Administration for discipline will be encouraged.

When the teacher conducts a discipline conference with a student, this is the general process that will be used. Teachers are also encouraged to document any interventions with students.

Step 1: Identify the Problem

- Why are you here?
- What choices did you make that got you in trouble?
- Do you understand why this behavior is inappropriate?

Step 2: Clarification of Expectations and Problem Solving

- At AISCT, we expect students to . . .
- The reason we expect this is . . .
- How do you think you might handle this same situation in the future?

Step 3: Assigning of Consequences

Classroom teachers can assign the following consequence:

- Verbal warning
- Withholding of privileges (recess)
- Issue a yellow slip (3 yellow slips = detention)
- Contact Parents
- Note in file

- Detention
- Refer student to Principal

All interventions for discipline by the section Principals and Headmaster will follow a similar process as above, and all interactions will be documented in the Administrative Officer's files for possible future reference. Specific consequences will be assigned by administration based on the seriousness of the offence, the frequency of the student's inappropriate decisions for their own behaviour, and the student's attitude during the discipline process. The following offences have serious consequences which could include out-of-school suspension (1-3 days) and/or expulsion from AISCT:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Possessed, sold or furnished firearm, knife, explosive, or other dangerous object-laser pointer.
- Possessed, used, sold, furnished or been under the influence of drugs, alcohol, a controlled substance or intoxicant.
- Offered, arranged, or negotiated to sell look-alike controlled substances, alcohol, or intoxicants.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school or private property.
- Stole or attempted to steal school or private property.
- Possessed or used tobacco or product containing tobacco or nicotine.
- Committed obscene act or engaged in habitual profanity or vulgarity.
- Possessed, offered, arranged, or negotiated to sell any drug paraphernalia.
- Disrupted school activities, wilfully defied school personnel in the performance of their duties.
- Knowingly received stolen school property or private property.
- Committed sexual harassment*
- Participated in an act of hate violence
- Harassed, threatened, or intimidated another student.
- Being truant from school
- Academic dishonesty and/or falsification of school or official records

*AISCT defines sexual harassment as any unwanted and/or inappropriate sexual touching and/or language that makes a student or the school environment feel uncomfortable, unsafe, or hostile.

Out of school suspensions are recorded as unexcused absences, and students will not have the opportunity to make up any missed work.

Two suspensions from school in any one year will result in a disciplinary hearing.

BULLYING POLICY

Bullying may be defined as the activity of repeated, aggressive behaviour intended to hurt another person, physically or mentally. Bullying is characterised by an individual behaving in a certain way to gain power over another person. There are many other types of aggressive behaviour that don't fit the definition of bullying, but this does not mean that they should not be addressed.

AISCT has a zero tolerance approach to bullying and harassment. We believe every student has the right to feel safe and comfortable at AISCT.

Bullying and harassment have a negative effect on academic performance and create a hostile learning environment. Threats, harassment, intimidation, and cyber bullying are all forms of bullying and will not be tolerated at AISCT. Bullying and harassment are considered from the perspective of the victim. If the behaviour is not wanted, it is harassment even if the harasser means it as friendship. Teachers who witness or are made aware of any incident of bullying or harassment will act immediately and notify school administration.

Consequences for any form of bullying are outlined below:

First Offence could include: conference with administration, written apology letter to victim, communication with parents, and detention.

Second Offence: could include the above, plus conference with parents and administration, in-school, and/or out-of-suspensions.

Third Offence: could include the above, plus multiple day out-of-school suspension and/or expulsion.

In the determination of appropriate consequences, a number of factors must be taken into account. These are shown as point #6 under the Disciplinary Hearing.

Disciplinary Hearing

When there are serious allegations against a student or a case of repeated violations, the school will notify the student and parents in writing regarding an upcoming Disciplinary Hearing. Student and parent rights are outlined below. The Disciplinary Hearing takes place according to a prescribed procedure which is based on the fundamental principles of law and natural justice. Please note that the school reserves the right to review and adapt this document when necessary. The school acknowledges that the age of the child is important in this whole process and for Elementary School age children two options would be made available to a child involved in a serious disciplinary issue:

1. To dispense with the Disciplinary Hearing and allow the school administration to adjudicate on the matter.
2. To opt for the use of the Disciplinary Hearing, with the parents determining whether or not the child should be present. In the case where the child will not be present, the parents will have the option of representing the child at the hearing.

The following steps will be followed in the execution of the prescribed procedure for a Disciplinary Hearing:

1. Investigation into the alleged serious misconduct.

- 1.1. An allegation of serious misconduct by a student must be presented to the Principal for consideration. The allegation must then be investigated.
- 1.2. The principle that a person is innocent until proven guilty must be maintained throughout by the investigator.
- 1.3. Interviews with witnesses must be minuted in the interest of transparency and for the purpose of further enquiries. The maintenance of confidentiality is of the utmost importance.
- 1.4. Witnesses may not be intimidated and/or influenced. Witnesses must also not be coached or prompted about what to say.
- 1.5. Aggressive confrontation or pressuring for a confession must be avoided.
- 1.6. The alleged offender must be given the opportunity to request the support of his/her parents when it is expected of him/her to make a statement which could be incriminating.

2. Notice of the Disciplinary Hearing

- 2.1. A notice about the hearing must be delivered in writing to the parents and student two (2) school days before the hearing.
- 2.2. The notice must include information about the alleged offence, as well as information about the time, place and date of the hearing.
- 2.3. The student who has been accused must be given the opportunity to present his/her side of the matter and to call witnesses.

3. Disciplinary Panel

- 3.1. A Disciplinary Panel, consisting of at least 3 faculty members from the school, acts as an impartial panel in the hearing of the charge brought against a student.
- 3.2. The investigator may not form part of the Disciplinary Panel.
- 3.3. Decisions made by the Disciplinary Panel must be made in good faith and without prejudice.
- 3.4. The Disciplinary Panel should:
 - 3.4.1. listen to both parties;
 - 3.4.2. maintain an open mind and be unbiased;
 - 3.4.3. only take the relevant information into consideration;
 - 3.4.4. make a reasonable decision, based on facts and not on hearsay;
 - 3.4.5. treat all parties with dignity and respect throughout the hearing.

4. Opportunity must be given for questions and the clearing up of anything that is unclear.

- 4.1. The parents and student should be offered access to the information in the school's possession, which could be used in defence of the student. Copies of the statements must be given to them timeously so they can ask questions and make requests.
- 4.2. The seriousness of the charge and the possible consequences that can be given should be explained to the student and his/her parents. They must also understand that all evidence can be tested through cross examination.
- 4.3. Parents and student are to be assured confidentiality.

5. The Disciplinary Hearing is to adhere to the following and an audio recording is to be made.

- 5.1. It should be determined whether the student and his/her parents received the written charge, read it and understand it before the proceedings begin.
- 5.2. Legal representation is not permitted, unless agreed upon by both parties.
- 5.3. The investigator acts as prosecutor and reads the charge aloud for record purposes.
- 5.4. The chairperson should then give the student the opportunity to plead "guilty" or "not guilty".
- 5.5. Should the student plead "guilty", the chairperson should still ask questions to obtain information in support of the appeal.
- 5.6. Should the student plead "not guilty", the following procedure must be followed:
 - 5.6.1. *The prosecutor presents the evidence from statements given by the witnesses and gives them the opportunity to confirm them.*
 - 5.6.2. *Where the accused student gives evidence, the prosecutor has the right to cross-examine the student, or any other witness for the defence.*
 - 5.6.3. *The chairperson and any other member of the Disciplinary Panel may, in the interest of justice, question any witness in order to get more clarity about the evidence given.*
 - 5.6.4. *The Disciplinary Panel will review all relevant information and evidence and make a recommendation to the Headmaster.*
 - 5.6.5. *All students/parents have the right to appeal the decision to the AISCT School Council. This must happen within 48 hours and must be done in writing. Thereafter an Appeal Panel comprising of members of the School Council and School Board (depending on availability) will hear the appeal at a mutually acceptable date and time. Decisions by the Appeal Panel are final and binding.*

6. Deciding the most appropriate consequence

Factors that must be taken into consideration in considering the most appropriate consequences.

- 6.1. The Student
 - 6.1.1. *Age and development phase.*
 - 6.1.2. *Attitude with regard to school work and fellow students.*
 - 6.1.3. *Disciplinary record and willingness to change.*
 - 6.1.4. *The student's reasons for the offence.*
 - 6.1.5. *The student's regret and willingness to put the offence right.*
- 6.2. Type of offence and the scope thereof
 - 6.2.1. *Relevant circumstances.*
 - 6.2.2. *The effect that the offence had on others.*
 - 6.2.3. *The frequency of the offences.*
 - 6.2.4. *The scope of damage and loss.*

6.3. The responsibility of the school community

6.3.1. *Take responsibility for the guidance of the student in that the following considerations are built into corrective action: restoration, deterrence and prevention.*

Disciplinary Review List

To ensure that the disciplinary actions have been fair, the following questions can be asked:

- Is the reason for disciplining valid? (Has the school's code of conduct or any other legislation been violated?)
- Does the student understand the rules?
- Did he/she receive sufficient warning?
- Was the nature of the offence explained to the student?
- Is there sufficient proof of the offence? Is the proof valid and acceptable?
- Was the hearing held in accordance with the proper procedure in the event of serious misconduct?
- Is the consequence consistent for similar offences, but with consideration of the circumstances?
- Were the student and parents informed about the reasons for the consequence?
- Is the consequence justified i.e. were there good reason.

CAMPUS USE

All school buildings are closed to students after 3:30 pm on school days, unless under the direct supervision of an adult or teacher and all students should vacate the school campus by 5:00 pm unless supervised by a member of faculty. All visitors to the campus are expected to sign in and sign out at the entrance gate on weekends and after 5:00 pm on a school day and must wear a visitor's badge. If parents and local organizations would like to make use of the AISCT campus outside of school hours, this may be possible if it does not interfere with the regular running of the school program. All requests of this nature must be presented in writing to the Headmaster and / or Business Manager. Facility hire costs may be incurred.

DISPLAYS OF (PUBLIC AFFECTION)

Because so many cultures and age groups co--exist at AISCT, it is important that students demonstrate an attitude and behavior regarding interpersonal relationships that is acceptable to people of various cultural and ethnic backgrounds and different ages. The school recognizes that genuine feelings of affection may exist between students, however, the public display of such affection on campus is not acceptable. Students should refrain from inappropriate behavior, such as intimate and prolonged embraces, kissing and similar actions offensive to the general public on campus, on school transportation, and at school events.

DISMISSAL

The school day ends at 2:50 p.m. Elementary students are expected to leave campus at the end of the school day, unless involved in a scheduled after-school activity. Upper School students are encouraged to sign up for afterschool activities however, if they are not signed up for a school sponsored or private afterschool activity, they may remain on campus provided that they involve themselves in some kind of constructive activity. (Playing soccer on a free field, shooting hoops if the court is free or completing homework in the cafeteria or outside on a picnic bench for example). Upper School students who are found loitering after school and are not engaged in a constructive activity will be banned from remaining at school after hours for a period of time as deemed suitable by school administrators.

Students are to remain at the loading zones to be picked up. No students are allowed in the parking area or to walk out of the gate unaccompanied by parent or guardian. For reasons of safety, we insist that the car comes to the student; the student does not go to the car. Students must board their cars only at the loading zones.

DOCUMENTED LEARNING DIFFERENCES

When Upper School students are professionally diagnosed as having learning differences, these students can be evaluated in appropriate subjects on a "Modified Program" basis. This "Modified Program" for Upper School students will be designated on a subject-by-subject basis.

In a class in which the teacher feels that the student would fail, even with great effort, if held to the same standards as the rest of the class, the teacher may elect the "Modified Program" designation for that subject. Next to the subject name on the Progress Report "Modified Program--Please see Principal's Comment" will appear. The summary statement will indicate that on the basis of documented learning differences, the school is assessing this student's progress in those subjects indicated on expectations different from those of the other students in the class.

In subjects in which the teacher feels that the student can pass, with effort, the teacher will then award a letter grade/percentage, applying the same criteria and standards as with other students in the class. This "Modified Program" will allow the school to retain and help some students develop their skills in areas difficult for them, without compromising the integrity of the school's evaluation system. (See also Support Programs and Admissions Policy.)

DRESS CODE / UNIFORMS

Consistent with the school's mission statement, the Dress Code policy seeks to provide students with a valuable feeling of equality and a sense of orderliness and school community. The Dress Code is based on a great deal of thoughtful consideration by faculty, administrators, and the Board. It requires that children dress in clothes that are similar, thus avoiding competition among students to wear the "latest" in clothing, particularly among the older students. This often leads to exclusive cliques of students and the ostracizing of students who do not wear the "right" fashions.

AISCT students wear a school uniform consisting of khaki shorts, slacks, pinafore or skirt, blue polo, and a blue oxford cloth, button-down shirt. The uniform shirt buttons must be fitted properly (closed at all times). All students are to wear shoes or sturdy sandals at all times, no "flip-flops" or "thong" sandals. Caps or hats in the classroom are also considered inappropriate.

All students are expected to be well-groomed and appropriately dressed on all academic, athletic, recreational, or social occasions at school or during school functions off campus. Immodest attire, which includes revealing outfits that show undergarments (or lack thereof), cleavage, bra-straps, bare back or navel, is unacceptable.

The Dress Code policy can extend to the area of haircuts, jewellery, makeup, or other aspects of personal appearance. While a variety of hair lengths and styles is expected, hairstyles, ornaments, and so forth, which might be distracting, disturbing, offensive in the context of our host culture, or otherwise inappropriate for our school community, will not be permitted. (This includes earrings or facial jewellery for males and bizarre hairstyles or colors for all students.)

There are occasionally Uniform-Free Days ("Civvies Day") on which students are not required to wear the uniform. On these days students must look neat and presentable. By this is meant that there should be: no short shorts or mini-skirts* (*must come below your fingertips); no revealing low tops; no underwear on show; no midriff on show; no offensive logos, wording, images; shoulders must be covered (no spaghetti straps – thicker strapped tank tops/ T-shirts would be OK if shoulders are covered); no tank tops or vests for boys; and no flip flops can be worn by Elementary School students.

Failure to adhere to any aspect of the dress code or uniform policy will very likely result in one of the following: the student is sent home; the student is required to wear a school-provided uniform; or, the parents are asked to supply alternative appropriate dress.

Students will normally wear the school uniform for field trips, unless otherwise indicated on the permission form. All students must change from their regular school uniform into their P.E. clothing for P.E. classes and activity sessions. Students who do not have the proper school attire for P.E. will be sent back to class and points will be lost for their end of term reports. The details of the uniform policy are shown below:



A.I.S.C.T. Uniform Policy

Updated June 2016



The AISCT uniform exists for the benefit of our students and the larger learning environment. It is expected that the following policy be adhered to by all students. Student general appearance must be appropriate to the educational environment and not be a distraction to learning or purpose of the school.

- I. **Uniform items are to be purchased from the school uniform shop on-site. Students should be clothed in current uniform items bearing the AISCT logo. Non-uniform overcoats, hoodies, jackets and the like are not permitted.**

Elementary School: Grades PreK-5	Middle/High School: Grades 6-12
Navy blue short/long-sleeve polo shirt	Navy blue short/long-sleeve polo shirt
Khaki shorts, pants, pinafore, skirt	Khaki shorts, pants, skirt
Navy blue fleece, navy blue V-neck sweater	Navy blue fleece, navy blue V-neck sweater
Navy blue long-sleeve sweatshirt	Navy blue long-sleeve sweatshirt
Navy blue long-sleeve undershirt	Navy blue long-sleeve undershirt
PE: khaki short-sleeve t-shirt and navy blue shorts or track pants	PE: khaki short-sleeve t-shirt and navy blue shorts or track pants
	Drama blacks for Grs 6-8: plain black leggings or sweatpants and a plain black t-shirt
Khaki cap/hat	Senior shirt and jacket for Grade 12 only

- A. Non-school issued shirts, jackets, sweaters, jumpers and other top wear is **not permitted**.
- B. Student skirts and shorts must be an appropriate length.
- C. Comfortable footwear is required. Trainers, takkies and running shoes of neutral color (black, brown, white, navy blue and beige) are acceptable. Shoes/boots/sandals must be pattern free and of a neutral color. Flip flops and other shoes with no back are not permitted.
- D. Any socks/tights*/stockings/leggings must be of neutral color and pattern free. (*available from uniform shop)
- E. Male students in Grades 6-12 are required to wear a belt. All belts must be plain brown or black.
- F. Any cultural headscarves, headbands and other hair accessories (Alice bands, bows, clips, etc.) must be pattern free and in school colors (navy blue or beige). It is not permitted to wear caps/hats inside the school building.
- G. Grade 12 students are permitted to wear the Senior shirt, but all other items must be school issued or in line with the school uniform policy.
- H. Any **short-sleeve** undershirts must be **white** or **navy blue**.
- I. Any **long-sleeve** undershirts must be **navy blue**.
- J. The Physical Education uniform includes a beige t-shirt, navy blue shorts and, when necessary, navy track pants and sweatshirt, all available in the uniform shop. During the swimming season, girls' costumes must be one-piece. Swim caps are encouraged for all.
- K. All students are encouraged to wear a school issued hat/cap during the summer months. Students in PreK to Grade 5 are expected to wear a school issued hat/cap and may not be able to participate in outdoor activities if they do not wear one.
- L. Discreet jewellery is acceptable. Any necklaces, earrings, bracelets, rings and other accessories should be small in size and cause no risk of injury to the wearer or fellow students. No costume or brightly colored jewellery is permitted. Facial piercings are not permitted.
- M. Hair styles and colors should be appropriate to the school environment and not cause a distraction.

II. **Other**

- A. Any issues pertaining to uniform or student general appearance not detailed in this policy are left to the discretion of the school administration.
- B. Any uniform policy infringements will be dealt with immediately and may involve the issuing of yellow slips. In the result that the school is unable to temporarily loan the required uniform item to the student, the student may be removed from class until appropriate uniform items are brought from home.
- C. The second-hand uniform shop is located in the AISCT Uniform shop and is managed by Mrs Holland.

The AISCT Uniform Shop is open Monday-Friday from 8:00-4:00. Should you have queries, please contact Veronica Holland by email at vholland@aisct.org or by phone on (021) 713-2220. Please note

the Uniform Shop works on a cash or EFT only basis. Credit card facilities are available in the accounts office.

DROP-OFF AND COLLECTION OF STUDENTS

AISCT uses a stop and drop system, through which parents and drivers will utilize our circle drive to load and unload students in the morning and afternoons. Therefore, parking in the main drive is not permitted. All vehicles enter the front gate, follow the demarcated lanes and stop momentarily for loading and unloading. Parking on campus will be limited to the areas in front of the school office and designated areas. These measures have been put in place to guarantee consistent traffic flow and ensure the safety of our students while on campus. We greatly appreciate your help in keeping our traffic areas clear and safe for our children.

Morning Arrival: The AISCT campus opens officially at 7:45 a.m. for students. Students arriving before this time will be asked to wait in front of the building until our doors are unlocked at 7:45 a.m. Unless an appointment has been scheduled with a teacher or member of the administration, please ensure that your children are not delivered to campus before this time.

After School: AISCT is proud to offer a variety of After-School Activities each term. These activities provide supervised instruction for our students each day from 3:00 – 4:00 p.m. and sometimes longer. Those students completing the necessary sign-up forms are welcome on campus after school for the appropriate activities.

Unsupervised students are not permitted on campus after 5:00 p.m. Elementary students who are not participating in After-School Activities should be collected at 2:50 p.m. *Upper School students who are not participating in scheduled After-School Activities may remain on campus if they are engaged in a productive alternative activity – see DISMISSAL section for more information.*

EMAIL ADDRESSES

Parent email addresses from the school's data base will be shared with the PATA Central Committee in order that the committee members can communicate directly to parents about school initiatives and events. Parents are requested to advise the school if this presents a problem.

EMERGENCY PROCEDURES

1. Early Dismissal Notification

The Headmaster may decide to dismiss students early if unusual events occur on school grounds beyond the school's control (loss of power, etc.) or if events in the area threaten to create traffic congestion or hazards. In this case, parents will be notified of early dismissal (of more than one hour before the usual time) through the In-School Emergency Telephone Chain.

2. Early Dismissal Procedures

Upon instructions from the Principal, students will wait for dismissal from one of these three modes:

- a. Remain in class and continue school as normal.
- b. Collect their belongings and report to their homeroom, advisor's room or a designated safe area to await dismissal.
- c. Pack their belongings and await dismissal at a designated location.

The Headmaster will be responsible for the master attendance list of students and for assigning available teachers for duty at dismissal. The telephone lines must be left open. Students should not make telephone calls at this time. To keep the telephone lines open, parents should avoid calling the school.

3. Transportation / Retention on Campus

a. **School Buses**

Buses will only take students home if it is felt safe. Otherwise, students will remain on campus until such time as it is safe to depart or parents collect their children. Drivers must ensure that someone is at home before students are dropped off. If no one is at home, the student will remain on the bus, and the bus driver will contact the school for alternate arrangements.

b. **Dismissal of Individual Students in Private Cars**

Parents or drivers report to the Administrative Office and inform the administration of the student's name and grade level. A member of the school staff will summon the child. No parent shall enter the classrooms, but the parent should wait at the parking lot or in the front office while the child is being summoned. The parents or drivers will sign out their child(ren) using the sign-out book.

c. **Retention of Students on Campus**

If it will not be advisable for some students or all students to travel home from school, the In-School emergency telephone chain will be initiated to inform parents of the retention of students on campus. In this case, parents will still have the option of trying to collect their child(ren) from school.

4. **Emergency Communication During Non-School Hours**

There may be a time when school will not be open in the morning. In this case, the school will contact parents via the School Communicator, SMS network, email, and/or the emergency phone tree. The Headmaster will initiate the telephone tree by telephoning those persons below him in the chain who will then telephone those below them. Homeroom teachers will contact the children in their homeroom classes. People then phone back up the telephone tree to confirm contacts have or have not been made.

5. **Closure of School for Extended Periods**

The Headmaster after consultation with the Board, will make the decision to close school for a period of time if, in his/her judgment, keeping the school open might constitute a hazard to students or teachers.

In cases of isolated civil disturbances, the school may remain open for those families who are able to commute without hazard, with a caution to those who may live in neighborhoods from which or through which it is not advisable to travel.

6. **Fire Evacuation Procedures**

a. **Fire**

Teachers signal classes to evacuate the facility at the notification of the fire alarm. Any other environmental or hazardous situation will follow the same procedures. Fire drills for proper evacuation will have been conducted and designated locations will be posted with the classroom teacher.

b. **Evacuation Procedures**

The location of the fire or any other hazardous situation is reported to the Headmaster and Administrative Officers. The Administrative Officers or front gate security coordinator will call the fire and police departments.

Teachers should ensure that classroom lights are turned off and that all windows and doors are closed as students evacuate the classrooms in a quiet and orderly manner.

When evacuating the classrooms, students should not bring their personal belongings with them. Teachers are required to take their attendance lists.

Teachers will accompany their classes in a specified evacuation route. Guests and visitors are expected to evacuate to any of the areas.

Silence must be maintained during the evacuation. Teachers are responsible for reminding students to be quiet. Students should stand quietly in a single line facing the school with their teacher or advisor in front.

The teacher takes attendance. The Principal checks the master attendance list.

The teacher or advisor reports any students unaccounted for to the Principal, who will circulate to all teachers to get this verbal report.

Specified Facilities personnel will circulate throughout the school to ensure complete evacuation as well as securing all dangerous utilities outlets; for example, disconnect gas, turn off electricity and water.

The Headmaster will announce "all clear" which will indicate when students and teachers can return to their classes. This will be done by whistle or verbal notification from the Principal. If it is necessary to remain off campus, the Headmaster will move students and staff to a secure location and initiate the In-School Emergency Telephone Chain to notify parents of early dismissal.

c. Fire Drills

Fire drills are vital in order to ensure the safety of the students entrusted to the school's care. At least three drills will be held annually. Teachers must review fire drill procedures and the evacuation routes (available from the Administrative Officer) with their classes and stress the seriousness of emergency evacuation drills. Teachers must ensure that an evacuation map is posted in their classrooms.

7. Emergency 'Lock Down' (ABCD) Drills

Emergencies – 'Lock-Down' Procedure (ABC – All Behind Closed Doors - Drill)

Should it prove necessary to secure the students on campus (baboon intrusion, outside intruder, etc.), the following lock-down procedures will be activated:

- a. An announcement will be made over the school's internal communication system by the main office that the ABC drill is operational and that all teachers should do the following:
 - a. Lock classroom doors
 - b. Turn lights off
 - c. Close classroom windows and blinds, where available
 - d. Secure students by having them sit on the floor at the sides of the room and under desks wherever possible in silence
- b. Designated personnel should secure all external doors
- c. Wait for an all-clear announcement from the main office. Once the all-clear announcement is made, normal classroom operations resume.
- d. The following procedures should operate in the case of classes not in regular classrooms:
 - a. Parthenon: students should be secured in the Band Room
 - b. Little Theatre: students should be secured in the Little Theatre and the door locked from the inside
 - c. Cafeteria: students should be secured in classrooms in Upper B Block
 - d. Classes on the fields: students should be secured in the nearest secure area, the supervising teacher to determine this

ENGLISH LANGUAGE LEARNERS

ELL classes are for students for whom English is not the first language. All AISCT teachers are expected to accommodate in their program those students. This accommodation involves individualized approaches and, in some cases, parallel curricula allowing the ELL students to work within the mainstream classroom as their English skills are developing. It is important that students start speaking and listening to English quickly to develop their reading and writing skills. (Please see the Admissions Policy for further information.)

For purposes of scheduling and to assist in tracking student progress, ELL students are classified in five levels, as follows:

Level 1: Beginning

Students speak little or no English. Services are generally provided through a pull-out model, where the students are removed from regular classes for intense language instruction. ELL instruction is augmented by individual attention in the regular classroom.

Level 2: Early Intermediate

Students speak and understand a little English. They can express themselves in spoken or written form in a limited way. Services are generally provided through a pull-out model, where the students are removed from regular classes for intense language instruction. Pull-out ELL instruction is augmented by individual attention in the regular classroom. As the students' comfort levels increase, more of the services provided through the pull-out model are targeted at specific support of the classroom curriculum and specific needs of the students in English.

Level 3: Intermediate

Students speak and understand most English in a classroom situation. They can express themselves in the written and spoken form but may need extra help with one of the four areas of English instruction or with specific subject needs. Any services provided through a pull-out model are targeted at specific support to classroom curriculum and needs of the students in English. Gradual phasing out of the pull-out model begins, and the amount of time that they are engaged in regular classroom activities begins to increase. The ELL teacher serves as a consultant to the regular classroom teacher and as a support for the students through collaboration with the classroom teachers. The ELL teacher monitors students' progress in specific areas of need to ensure that their success rate in the regular classroom remains consistent. Students will still take regular English classes.

Level 4: Early Advanced

Students can participate in all regular classroom lessons including Language Arts. Students may need some additional help from the classroom teacher in specific areas; for example, reading, comprehension, sentence structure, and vocabulary enrichment. The regular classroom teacher does all ELL services through an in-class delivery model.

Level 5: Advanced

Students can participate fluently and confidently in all classroom programs. The term "thinks in English" may be applied. This category includes bilingual students who are not restricted in academic classes by their English competency. No ELL services are provided.

If next to ELL Level the words "not applicable" appear, then this student will be graded by the same criteria as other language proficient students in the class, including native English speakers.

ENGLISH LANGUAGE LEARNERS – FEES

The ELL fee structure is based on a set fee for a term of ELL lessons, the number of lessons required per week being determined by the ELL Coordinator. Following an evaluation of the student, the ELL Coordinator will determine the number of lessons needed per week and the set fee to be charged for the term. The ELL Coordinator will inform the Accounts Department of the fees to be paid for ELL classes for the term and the parents will be billed accordingly. Fee

deductions will be allowed where the school cancels a class(es) but there will be no fee deduction where it is the responsibility of the child/parents.

EXAMINATIONS

All Upper School students (Grades 6-12) take examinations at the end of the first semester on the material covered during the entire semester.

At the end of the second semester, all Upper School students are expected to take the final examination in each of their subjects as scheduled. The final examination shall include questions on the most important material covered during both semesters. Important material means topics which need mastery for the continuation of the students' studies. Students who have enrolled at the beginning of the second semester may be exempted from answering questions on topics covered during the first semester and will be given other questions instead.

If there is a valid reason for a student missing the final examination (illness, visa issues, family circumstances, etc.), every effort will be made to reschedule the examination to a later date (no early exams). If the absence is due to illness, a doctor's note must be provided. Should it prove impossible to reschedule the examination for reasons beyond the control of the school, it may be necessary to either:

1. Award an incomplete with a view to the student making up the exam at some future date, as determined by the school, or
2. Award a failing grade. Failure to take the scheduled final examination without a valid reason will result in a failing grade for the missed final exam.

Early examinations at the end of the year may be requested from and approved by the Headmaster, if the student's family is reassigned to another country or is expected to take home leave before the end of the school year. Early examinations are not allowed for the sake of early vacation or for the sake of attending another school in the following school year.

Attendance at examinations is considered part of the 80 % attendance policy needed for course credit. Grades will be computed to include the examination grade, which may count up to 30 % of the semester grade.

EXTRA TIME AND OTHER CONCESSIONS

Those students whose English language skills are weaker than native level students will be given additional time, or other concessions, to complete tests or other tasks, when appropriate. When the school is assessing how much information they have assimilated, for instance, it is understandable that it will take them longer to process questions and responses than students whose English is stronger.

Teachers will analyze what exactly they are assessing in any given test or quiz and decide whether extra time or other assistance, such as use of dictionary, is appropriate. An example in this regard: If the school is assessing a student's memory of vocabulary words learned, then allowing the use of a dictionary would be inappropriate. If, on the other hand, the school were asking students to show they understand metaphors by writing three examples, then it would be very appropriate and more conducive to accurate assessment to let the non-fluent child use a dictionary.

FACILITIES: USE

The school wishes to share its facilities, when possible, with school community groups and to offer use of School facilities after school, in the evenings, and on days that school is not in session. The Council authorizes the Headmaster to schedule and manage the use of facilities on the basis of priority and community need and to set the rules and procedures that are necessary to protect school equipment, materials, and facilities; while providing the kind of reasonable access that AISCT has traditionally afforded its community. The expectation is that the facility is left exactly in the state it was found and all trash is removed and any damages to gardens or facilities are reported immediately. It is an expectation that vehicles will not be driven or parked on the grass areas and the pool area is considered out of bounds to all

unless specific permission has been given for the use of this facility. All requests should be made to the Business Manager at least two weeks in advance of the function, giving details of all needs and requirements for the use of the facility. Please note that the school assumes no responsibility for loss or damage to the personal belongings of persons associated with the function and assumes no responsibility for personal injury sustained by any persons attending the function.

Facilities may never be allocated to outside groups at times that would interfere with any school function schedules for the students and/or their parents.

All individuals and groups who use AISCT facilities or equipment must follow the rules laid down by the School, including security requirements. If a fee is to be charged, this will be done in consultation with the Headmaster and Business Manager.

FIELD TRIPS

Field trips are an important part of the school's program. The goals of these trips include exposure to the culture and geography of Cape Town and social and behavioral experiences for the students.

1. Expenses

The school will provide transportation for approved trips in the general Cape Town area. Students will usually pay for entry fees and meals.

2. Geographical Limits

Day field trips are limited to the general Cape Town area (within an hour's radius). The administration and faculty agree that the goals of the school's field trip program can be met without travelling great distances or incurring great expenses.

Overnight field trips may be planned and developed as integral parts of the year's programs for upper grades. Trips involving school days will also include at least one weekend day.

3. Participation

All class members are encouraged to participate in field trips. Assignments and supervision for non-participating students will be the responsibility of the teacher. Students who do not participate in the overnight field trips will join one of the classes remaining at AISCT or pursue independent work on campus. The Principal must approve arrangements in advance.

4. Permission Forms

Details of the field trip and its justification will be sent via letter or email from the sponsoring teacher. This letter will include a permission form that must be signed by the parent and returned to the teacher if the student will participate in the field trip.

The school uniform is required on all field trips, unless an exception is made by the Principal. AISCT expectations and understood codes of behavior are in effect on all field trips, just as they would be on the campus.

FINANCIAL AID

The School Board is committed to providing financial assistance to AISCT families who have demonstrated financial need. Such assistance will be provided in the form of a tuition grant. The full details of the Financial Aid Policy, together with details relating to the application process can be found in the 'Financial Aid Policy' document.

Financial Aid Guidelines:

- Available to all families attending AISCT that meets the eligibility criteria
- Available only to families with students enrolled at AISCT at the start of the academic year of the year when the application is submitted
- Recipient students are subject to the same standards of student performance as other students at the school and must maintain a 'B' average across all academic subjects
- Awards can be given for up to 3 years per family, ranging from 10% to 50% of full tuition rates
- Annual reapplication required for all recipients
- Unreported change in financial statuses may require cancellation and/or reassessment of the award
- Awards are only applicable to tuition costs, as determined by the committee
- The application procedures must be strictly adhered to
- Maintenance of strict confidentiality by all parties involved in the program
- The financial aid awards' budget cannot exceed 3% of anticipated tuition revenues for the year

FOOD

For the daily snack, students should bring a healthy snack and a water bottle. Lunches are the responsibility of the student. Students may bring a lunch from home, which should be clearly marked with his/her name, or students may participate in our hot lunch program. If they choose the latter, they must make arrangements with the cafeteria for payment.

GIFTS AND SOLICITATIONS

1. Gifts to the School

Any student, class of students, or a student organization may offer a gift of an item or money for a specific or general purpose to the school, or may finance a project appropriate to the functions of the school. The Headmaster is authorized to accept or reject such gifts as is deemed appropriate.

Any student, class of students, or student organization wishing to make a gift to the school shall notify the Headmaster of such intent. The Headmaster shall acknowledge gifts accepted on behalf of the school.

The Headmaster shall notify the Board of Governors of the receipt of a student gift to the school.

2. Gifts to AISCT Faculty / Staff

Students and parents are discouraged from the routine presentation of gifts to staff/faculty of the school. When a student wishes to present a gift to a staff member, the gift must not be elaborate or unduly expensive. This policy does not intend to discourage acts of generosity; simple remembrances expressing affection or gratitude shall not be regarded as violations of the policy.

3. Student Solicitations

Students may not solicit funds for any non-school activity without the express written approval of the Business Manager or Headmaster.

Commercial agents may not advertise or solicit business on the campus without the approval of the Business Manager or Headmaster. Representatives of any newspaper, publication, or news service may not solicit the opinions of students on campus without the approval of the Headmaster.

GOOD MANNERS

Good manners are expected from the students at all times. Members of the administration, faculty, staff, and fellow students are to be treated with respect. **The following are not tolerated and yellow slips will be issued for the follow:**

Rude or insulting actions/words
Foul or vulgar language
Public displays of affection (PDA)
Unruly conduct
Excessive noise
Distasteful jokes

Repetition of these offences will affect the mode of disciplinary action, which may include suspension and even request for withdrawal. (See Discipline section for more details.)

GRADE LEVEL PLACEMENT

AISCT will assess each student in relation to his or her abilities, age, and physical and social development. Upon enrolment, students are tentatively placed in a grade or section based upon their previous academic history and their chronological age. For younger grades, greater emphasis is placed upon age. Students who are four years old by 1 August will be eligible to enter Pre-Kindergarten that year. Students turning five will be eligible for Kindergarten. Students turning six will be eligible for Grade 1, and so forth.

Generally, students are placed based on chronological age and natural progression. Students who transfer into AISCT from a school system operating under a different calendar will be assessed and placed accordingly. Social, developmental and academic progress are all considered in this assessment.

It is hoped that the discussions between the school and parents regarding placement of a child will create an educational experience that serves the best interests of the child. The final decision for student placement, however, rests with the school administration.

In some cases, the AISCT staff will recommend that a student be retained at a grade level for the next school year. Teachers are fully cognizant of the various social and psychological ramifications of retention, and make this recommendation when they feel it is in the best overall academic and social interests of the child. In some cases, this is a recommendation only, and parents will make a decision after meeting with a panel of teachers who will advise on the situation. In other cases, when the teachers feel strongly that it would be detrimental for the child and/or the other students in the class for the child to be promoted, the school may make the re-enrolment of the child contingent upon retention. (See also Support Programs in Curriculum section and Admissions Policy.)

GRADUATION REQUIREMENTS

Credit Requirements

English	4 credits
Mathematics	3 credits
Science	3 credits
Social Studies	3 credits
Foreign Language	3 credits
Physical Education	2 credits
Fine Arts	2 credits
Other Electives	10 credits
TOTAL CREDITS	30 out of 32 possible

Additionally, a student must complete a service requirement of 50 hours and an independent research project (The Senior Task)

In order to graduate with an AISCT high school diploma, a student must complete one full academic year at the school. This means that it would not be possible for a student to transfer into the school after the beginning of the school year in August and receive an AISCT high school diploma in the June of the same school year. Students transferring at the start of Grade 12 will be required to take one core class in each academic discipline.

The AISCT High School Diploma is awarded for successful completion of 30 out of a possible 32 credits over the 4 year program. Students transferring part way through the program will get an individualised set of graduation requirements based upon evaluation of previous school records/transcripts. Students will only be allowed to transfer credits for courses completed in Grades 9-12. Credit recovery for courses that were attempted and failed at AISCT will be included in the AISCT transcript if completed via the Virtual High School Summer School program. AISCT will accept a maximum of 4x 0.5 credits to be transferred into our transcript for credit recovery. Should students wish to enrol in courses not currently offered at AISCT, this is permitted upon approval from the school administration provided that the course is part of the Virtual High School or K12 International Academy programs. Course costs will be at the expense of the family. Students will be permitted to take a maximum of one yearlong VHS/K12 course per annum as part of their AISCT course load. Grades and credits for this one course will be included in the AISCT transcript. Students in Grade 12 will be required to enrol in a minimum of 3 core academic courses throughout the year. Students enrolled in AP classes may be enrolled in an AP Study Hall class for one schedule block (max). AP Study Hall is a credit bearing class but no grade is awarded. AP students may not enrol for both a Study Hall and a Teacher Assistant class in any one semester.

GUARDIANSHIP

Students enrolled at AISCT must have adequate supervision by parents or guardians. If parents leave Cape Town temporarily and leave their child(ren) in the care of someone else, parents are required to notify the school giving all dates, names, numbers, and pertinent information in advance. Students should be left in the guardianship of a responsible adult who can communicate with the school if needed.

If during the school year both parents/guardians plan to leave Cape Town while the student remains in attendance at AISCT, they must appoint a temporary caretaker and notify the school in writing as far in advance as possible.

Because illness, accidents, and unforeseen problems can occur at any time, the school asks that the duly appointed caretaker live with, or in close proximity to the student to provide adequate care and supervision (a domestic worker does NOT qualify as an acceptable caretaker, regardless of the age of the student). In the event that the supervision of the student is deemed inadequate by the school, an alternative arrangement may be required.

Students will not be admitted to the school if a student is not living with a parent or close relative. Non-family guardians do not fulfil the enrolment criteria. Exceptions to this must be approved by the Headmaster

The school's concern in this matter is not intended to interfere with the personal responsibilities of parents. Experience has shown that while a student is attending AISCT, the school must be able to contact parents or caretakers at any time.

Non-custodial parents are not guaranteed access to the school campus or school events.

HOMEWORK

Homework is an important part of the educational program at AISCT. The school believes that satisfactory scholarship cannot be maintained without sufficient study at home. Homework provides the student with opportunities for independent practice, skills reinforcement and research, and also promotes good time management and responsibility. Lower School students may be assigned a Homework Diary, and Upper School students receive a Student Planner to assist them with organizing their homework.

The following guidelines have been developed by the faculty to ensure that homework assignments remain manageable, particularly in the Upper School, where students will have several teachers making assignments.

Occasionally, work may take longer than the prescribed times. If this happens regularly, parents, student, and the teacher should discuss the situation to see whether there is a problem in the way the student is approaching the assignments. If it takes considerably less than the prescribed times, then there is the possibility that the homework is not being addressed properly, in which case the teacher will make specific recommendations to the student and parents for more effective handling of homework assignments.

1. Total homework time for any given day will vary. Some children will find some assignments more time-consuming than other children, and sometimes this divergence will vary according to the subject. (One child might complete Math homework in less than the average time, but Social Studies in more than the average time.) Roughly, however, Grades 1, 2, and 3 should spend 25 to 35 minutes a night; 40 minutes to an hour for Grades 4 and 5; and one to two and a half hours for Grades 6 through 12. The amount of time a student will spend depends on his or her academic background, study skills, maturity, and organization. However, at exam times, or when things pile up, more time will be necessary. (Our rough guideline is approximately 10 minutes a night per grade level.)
2. No individual subject should require more than two and a half hours homework per calendar week for lower school students or three and half hours a week for upper school students.
3. Teachers are encouraged to prepare a one-week or two-week teaching/homework plan for distribution and/or communication to students. This plan can outline the homework expectations for the next one or two weeks, can allow students to plan in advance (again, particularly for the Upper School students, who may receive major assignments from several teachers), and can help promote efficient time management for students.
4. Teachers will occasionally schedule a homework-free night; but if this seems to be happening with undue frequency, parents are encouraged to check with the teacher. At the Middle School level, there is one designated 'No Homework' weekend at the mid-term.
5. The general rule in middle and high school regarding late homework is a 10% daily deduction up to 50%. After one week the late assignment may not be accepted for credit.

Make Up Work

When students have extended absences from school, they miss important instruction and educational interactions with teachers and classmates. While teachers can provide assignments and recommended work with advanced notification, students miss the benefits of the direction and supervision of the teachers for accurate understanding and development of skills.

Teachers are not expected or required to create extensive individual programs for students who miss school for long periods of time. Students who miss a day or two of school due to unexpected absences, such as an illness, can get make-up work from a friend in the same class, have a sibling bring the work home, e-mail the teacher, or arrange for a pick-up in order to make re-entry as smooth as possible. In the case of known upcoming absences, In grades 6-12 a Make Up Task form can be used for this purpose. It is the student's responsibility to ensure all essential assignments are completed. (See also Absences /Attendance)

HONOR CODE

The school's listing of student expectations at the beginning of this manual states that the school expects students to work together and to help each other. AISCT knows that students do, in fact, help each other learn, and this encourages a classroom environment in which the ideas of students are valued both by the teacher and by fellow students.

Students may get help from a parent in understanding an assignment or in solving a problem. Parents and students should realize that the purpose of the homework is to reinforce what the child has been doing in the class and to solidify understanding. Therefore, parents who help children with homework should ensure that the student is able, after receiving help, to solve the problems or do the work independently. This same thinking applies when a student receives help from another student or tutor.

Students preparing compositions or papers must acknowledge any passages that they quote verbatim in whole or in part from any source, according to proper citation protocols or guidelines made clear by the teacher.

Student who steal, attempt to steal, or possess a stolen exam have violated the code of academic honesty and will face serious consequences.

Most tests, quizzes, and written assignments (compositions, research papers, and so forth) are intended by the teacher to be done independently by the student. Students who copy information from another student or who, in any way, present writing as their own work when it was in fact taken directly from someone else, have violated the code of academic honesty.

The AISCT Honor Code, of particular application to the Upper School, is worded as follows:

"I realize that copying and presenting the work of someone else as if it were my own is dishonest. I realize that it is my responsibility not only to adhere to the above code but also to report to the teacher any such dishonesty of which I am aware. Whether I myself copy the work of someone else, give my own work for someone else to copy, or tolerate such action in others, I am guilty to one degree or another of academic dishonesty."

Honor code violations are serious, and students who are involved in an incident of academic dishonesty could receive the following consequences:

First Offence: automatic zero for the piece of work in question with no chance of repeating the task to recoup points. Student will write an apology letter to the teacher, and parents will be informed of the incident, and a detention will be issued.

Second Offence: Consequences could include all of the above plus out-of-school suspension. In addition, parents will be notified in writing that a subsequent violation will result in a discipline hearing.

Third Offence: Consequences could include all of the above plus out-of-school suspension for multiple days, a failing grade for the semester, a discipline hearing, and expulsion.

INFORMATION TECHNOLOGY USE

AISCT offers student access to a computer network for the Internet. To have access to the Internet, all students must obtain parental permission as verified by the signatures on the form "Student Internet Usage Contract."

What is possible?

Access to the Internet enables students to explore thousands of libraries, databases, museums, and other repositories of information and to exchange personal communication with other Internet users around the world. Families should be aware that although the school has filters, some material accessible via the Internet might contain items that are illegal, inaccurate, or potentially offensive. While the purpose of the school is to use Internet resources for constructive educational goals, students may find ways to access other materials. AISCT believes that the benefits to students from access to the Internet in the form of information resources and opportunities for collaboration exceed the disadvantages. Ultimately, however, parents and guardians of minors are responsible for setting and conveying the standards their children should follow when using media and information sources.

What is expected?

Students are responsible for appropriate behavior on the school's computer network just as they are in the classroom or on the school playground. Communications on the network are often public in nature. General school rules for behavior and communications apply. In addition, it is expected that users will comply with the specific rules set forth below. The use of the network is a privilege, not a right, and may be revoked if abused. The user is personally responsible for his or her actions in accessing and utilizing the school's computer resources.

What are the rules?

Privacy: AISCT reserves the right to enter and check student storage areas. Network administrators may review communications to maintain system integrity and ensure that students are using the system responsibly.

Storage capacity: Users are expected to remain within allocated disk space and delete files or other materials that take up excessive storage space.

Illegal copying: Students should never download or install any commercial software, shareware, or freeware onto school computers, unless they have written permission from the network administrator. Nor should students copy other people's work or intrude into other people's files.

Inappropriate materials or language: Profane, abusive, or impolite language should not be used to communicate, nor should materials be accessed which are not in line with the rules of school behavior. Students should never view, send, or access materials that they would not want their teachers and parents to see. Should students encounter such material by accident, they should report it to their teacher immediately.

User Guidelines

These are guidelines to follow to prevent the loss of network privileges at AISCT.

1. Computers should be used to learn and communicate, not to harm other people or their work.
2. Protect and care for the computer and network equipment.
3. Ensure the smooth function of the network by not installing illegal software, shareware, or freeware.
4. Observe copyright laws.
5. Send and view only material that is appropriate for the environment--avoid offensive or inappropriate messages or images.
6. Safeguard your password!
7. Limit your use of storage space only to what you really need.
8. Use only your own folders or files--never enter files of others.
9. Notify a teacher immediately if by accident you encounter materials that violate the rules of appropriate use.
10. BE PREPARED to be held accountable for your actions and for the loss of privileges if the rules of appropriate use are violated.

INFORMATION TECHNOLOGY USE - OFF CAMPUS

While AISCT can monitor and control the use of school-endorsed information technology on the AISCT campus, the school has no control and responsibility for information technology use off campus. Parents and guardians need to assume responsibility in terms of use outside of AISCT. The school will educate students as to the proper and improper use of information technology, especially the use of social networking systems, and will speak directly to students who have made improper use of such systems. The school will also advise parents of students involved in improper use of social media when, and it, they are aware of this.

IPAD PERMISSION

If your child does bring his/her iPad to school it will be secured along with the the iPad cart in a locked area when not in use. This will also be his /her iPad for school use and will not be given to other students to use in the classroom.

IPAD USE GUIDELINES

Students are responsible for good behaviour when using iPads just as they are anywhere in or outside school. General school rules apply when using iPads and the school's ICT services. Student iPad use is allowed and encouraged to conduct learning activities that may include research, production of content and communication with others. Parents' permission is required for the use of iPads in school. Remember that access to devices and the Internet is a privilege, not a right and that access requires responsibility. Individual users of the iPads are responsible for their own behaviour and communications. It is presumed that users will comply with school standards and will honour the agreements they have signed. The school reserves the right to look at files and content stored on school systems if there is a need to investigate misconduct. During school, teachers will guide Students toward appropriate learning content and tools. Outside of school, families bear responsibility for such guidance.

The following are not permitted:

- Sending or displaying of offensive messages or material
- Using obscene language or content
- Harassing, insulting or attacking others
- Damaging computers, iPads, computer systems or computer networks

- Violating copyright laws
- Using others' passwords
- Trespassing in others' folders, work or files
- Don't take a photo of someone without asking first
- Do not connect to the Internet using cellular (3/4G) connections.
- Intentionally wasting limited resources
- Don't video a student or teacher without first asking if it is OK to do so.

Sanctions

- Violations of the above rules will result in a temporary or permanent ban on Internet use or use of school ICT equipment in general.
- The school may revoke the privilege of using an iPad at school.
- Additional disciplinary action may be added in line with existing school policies.
- When applicable, police or local authorities may be involved.

Rules for Responsible Use of iPads and the Internet

The school has provided iPads, and allowed the use of personal iPads, and provided Internet access to help your learning. These rules will keep you safe and help us be fair to others.

- I will only access the systems and my device with my own login and password, which I will keep secret;
- I will not access another person's device or storage area, or interfere with other people's work or files;
- At school, I will use the iPad for school work and homework.
- I will not waste time in school using the iPad for non-learning activities.
- I will not behave in a way that can cause damage to the iPad, ICT equipment or to IT installations;
- The messages I send will be polite and responsible;
- I will not use the iPad to give my home address or telephone number, or arrange to meet someone, unless my parent, carer or teacher has given permission;
- I will report any unpleasant material or messages sent to me. I understand this report would be confidential and would help protect other Students and myself;
- I will ensure that I bring my iPad to school each day and that it is fully charged at the beginning of the school day;
- I understand that the school may check my files and may monitor the Internet sites I visit in school.

iPad Lockers and Use Of

- If students leave their classrooms for any extended period of time, e.g., lunch, recess, PE, etc, they must lock their iPads in their lockers.
- Every student must buy a combination lock for their locker
- The combinations for these locks must be given to homeroom teachers
- Students must agree that we are allowed to search their lockers
- If students have after-school activities they must collect their iPads from their lockers before 4:30PM.

LEAVING CAMPUS

Students are expected to remain on the school campus for the duration of the school day. Parents who know in advance that a child will have to leave school before the end of the school day should send a note to the classroom teacher or the Front Office. Any student leaving the school early must be signed out by a parent or responsible adult at the front office, even if the student will be returning later (in which case the student is signed back in). An exit pass must be obtained from the front office and handed to the guard on the way out.

LIBRARY

Pre-Kindergarten through Grade 8 students have weekly Library visits. In addition to Library lessons, students use their Library time for research on class projects, browsing, checking out books, and reading.

Library materials may be checked out during class visits to the Library. The checkout period for students will vary by grade level. The number of books permitted for checkout will also vary by grade.

Students who lose books will be charged the replacement cost of the book, a processing fee, and an administrative charge that includes the handling and shipping fee. The school would rather have the books than the replacement money, of course, so students are encouraged to be responsible, and parents are asked to check book bags, bedrooms and living areas periodically for library materials, which may have been overlooked or forgotten.

Two weeks before the end of each grading period and the close of the school year, students with overdue books receive a written reminder notice. Progress Reports and the Final Report will not be issued to those students until all outstanding materials are returned or the replacement fees paid.

LIBRARY MATERIALS SELECTION POLICY

Collection, development, and materials selection in the Library is undertaken in keeping with the mission, goals, and objectives of AISCT and its educational program.

1. Responsibility for Selection

Primary responsibility for the selection of materials for the AISCT Library is delegated to the Librarian, who coordinates suggestions from the Headmaster, teaching staff, and the AISCT Library community of users. The Administration has final authority for approving school Library material selections.

2. General Principles of Selection

The Library provides a wide range of materials with broad appeal and the presentation of different points of view. Materials are selected to support the curriculum and to stimulate growth in factual knowledge and literary appreciation. Opposing points of view on controversial issues are represented to encourage the development and practice of critical analysis of all media. Materials represent many religious, ethnic, and cultural groups.

The final decision as to what materials an individual student will be exposed to rests with the student's parents. However, the wishes of one student's parents to restrict their child's reading may not infringe on other parents' rights to permit their children to read or view the same material.

3. Criteria for Material Selection

Library books, magazines, and CD-ROMs are selected for their relevance to the curriculum and age and reading level appropriateness. Timeliness, merit, or lasting value, and appeal to imagination and to intellect are other factors for consideration in book selection. Accuracy, clarity, and cost relative to the materials budget are also criteria for selection.

4. Procedures for Selection

In selecting materials for purchase, the librarian evaluates the existing collection, consults book reviews and articles on newly published materials, uses publishers' catalogs and bibliographies of selected works for school libraries, solicits recommendations from the teaching staff, and accepts suggestions from students and other members of the AISCT community.

5. Procedure for Challenging Library Selections

A parent who feels that a book or books are inappropriate for the Library can identify the book, note in writing the passage or passages or other reasons for which he or she feels the book is inappropriate, and submit this memo to the Librarian or Principal. A committee comprised of the librarian, teachers, administrators, and a PAFA representative will review the challenge and determine whether to keep the book in general circulation, limit its access, or remove the book entirely from the Library.

LOCKERS

AISCT provides students with lockers to allow safe storage of personal belongings that are required for a productive day at school. A signed locker agreement is required to acknowledge an understanding of the locker agreement.

Locker rules & regulations

1. A locker is assigned to each student when enrolled at AISCT.
2. Lockers will be assigned for use only while the student is enrolled or school is in session. It is the student's responsibility to remove articles from the locker when not enrolled or at the end of the school term. At the end of the term, assigned AISCT personnel will inspect lockers and will dispose of any articles left inside.
3. Students may not change lockers without authorization from the homeroom teacher.
4. Your assigned locker is the only locker you are allowed to use.
5. Each student is responsible for the care and appearance of his/her locker. Lockers should be kept clean and neat, both inside and out. Every so often, you will be asked to clean out your locker. Please cooperate and remove unwanted papers and other articles that might be taking up valuable locker space.
6. Storage or possession of prohibited items at school such as alcoholic beverages, flammable liquids, firearms, explosives, other potentially dangerous/hazardous or illegal substances in lockers is strictly forbidden.
7. Lockers are subject to inspection by authorized school personnel at any time.
8. Each student must provide their own combination lock for their locker. The combination must be given to their homeroom teacher and it may not be shared with anyone else.
9. Lockers should be locked kept locked at all times. Never leave your locker without making sure you have locked it. Shut the door, turn the combination dial, and test the door to make sure it is locked.
10. The school is not responsible for lost or stolen items.
11. Report locker problems to your homeroom teacher. Your homeroom teacher will have the combination to your locker and they will be able to open it in an emergency.
12. Students are responsible for managing their time in a way that allows them to go to their locker between classes only.
13. Lockers are not to be used as a reason to be tardy to class. If there are locker problems, the student should report to his/her assigned class on time and report the problem to the teacher.
14. Students who enter or attempt to enter another student's locker are violating school rules and are subject to consequences. Any person caught tampering, opening or removing items from any locker other than his own, without proper authorization, will face disciplinary action.
15. Students are required to keep valuable items that are not being used in class secured in their lockers.
16. Items placed in the lockers may not be attached to the locker surfaces with adhesives (sticky substances).
17. Food items are not to remain in the lockers after school hours. Double check this for the weekends and holiday breaks.
18. Students will have access to their lockers from 7:45 AM when the school doors open until 4:30 PM when the school doors are locked. Please remove valuables and any items you will require at home before 4:30 PM.

LOST AND FOUND

Bags and other items left in the hallways (on the floor) are subject to periodic "sweeps," in which they will be taken to the "lost and found" area for later retrieval. There is a temporary "lost and found" bin in the high school and one in the middle school. Eventually, all lost items will be placed in the "Lost and found" area in the Uniform Shop. [See also Money and Valuables.]

Lost and found items are periodically put on display at the beginning and end of the school day. The school will eventually donate unclaimed items to a used uniform inventory, or to community service projects. This takes place once a term. The school strongly encourages parents to have their student's clothing and personal items clearly marked with the student's first name, last name, and grade, when practical, as this allows the school to return lost items directly to the student.

As members of the AISCT community, students are expected to turn in found items to the "lost and found" area. Although the school takes seriously its duty to protect the students, it cannot prevent some losses, often due to student negligence. The school will not reimburse lost or missing items and lost student items are not covered in the school's insurance policy.

MEDICATION

Any medication to be administered during the school day must be sent to the front office. The medication should be properly labelled with the name of the student, name of medication, dosage, and time the medication has to be taken. The parent must send a note to the school authorizing school personnel to administer the medication. No medication will be given to any student without parent and/or doctor authorization.

Teachers may dispense medication to students on field trips, where prior parental permission has been obtained. The AISCT Medication form can be used for this purpose.

MONEY AND VALUABLES

Students are discouraged from bringing large amounts of money or expensive items to school. If such items are brought into school, they should be locked in the student's locker. Parents should encourage their children to be responsible with their personal possessions. (See also Cell phones, and Lost and Found)

NEWSLETTER/FRIDAY NEWS

The *AISCT Friday News* keeps parents informed of all school-wide activities and current events. Most correspondence will be handled in an electronic format. Thus, it is imperative that we have accurate and up to date contact information and e-mail address for all family members. Parents should be receiving the Friday News on a weekly basis. The Friday News is a must for a well-informed school community.

The School Newsletter, the *Grizzly Gazette* is posted on the School Communicator on a termly basis. The Middle School Bulletin is a digital publication that is emailed home to Middle School parents once or twice per term. Counsellor and class teacher newsletters are also emailed home to parents on a regular basis.

NORMS OF COLLABORATION

At AISCT we value collaboration between the school, parents and students and in order to enhance this collaboration the school adheres to the following norms based on the work of Garmston (1994): pausing; paraphrasing; probing for specificity; paying attention to self and others; presuming positive intentions; and, balancing advocacy and inquiry.

NUT-SAFE CAMPUS

AISCT operates with an "allergen-aware campus", meaning that the school is not "nut-free", but takes necessary precautions to safeguard anaphylactic pupils, especially in the lower Elementary School. Classrooms with particularly sensitive children are made "nut-free" as far as possible. It is very important that the school is advised about students who have any allergies of any kind. Any Epi-Pen or Ana-Pen must be stored in the Front Office.

OPEN HOUSE/BACK-TO-SCHOOL NIGHT

These are both annual events occurring close to the beginning of the school year. Open House is scheduled just prior to the start of school. Open House provides an opportunity for new and returning families to meet their child's teachers and students, and this time is seen as an informal tour of the entire AISCT building. Back-to-School Night usually occurs shortly after the beginning of school and is designed for parents to visit classes to learn about specific courses and programs and to meet individual teachers. It is not a time to engage your child's teacher in individual child concerns.

PARENTS AND TEACHERS ASSOCIATION (PATA) *(This section currently under review by PATA representatives)*

Mission Statement: Together as parents, students, staff and friends, we will build a solid foundation that unites our diversity and fosters a cohesive community.

Vision: To provide support to the school community through the coordination of activities and projects outside of the regular school provided curriculum.

Goals:

- Encourage parent and community involvement
- To help coordinate programs outside of the provided curriculum in which volunteer parents provide assistance to the teachers and the school
- Encourage participation by all without discrimination
- To work collaboratively with school leadership including administrators, teachers and staff
- To effectively communicate decisions and events with all PATA members
- To raise funds to support various efforts that build our community

How to get involved in PATA

Feel free to contact any member of the Executive Committee to ask questions about the school community or to volunteer. You can also contact the Committee by email: pataaisct@gmail.com. PATA has many opportunities, big and small, for parents to volunteer their time, expertise and energy, and to get involved in the life of the school. Come and see!

PATA meetings

Meetings are held on a termly basis, usually on a Tuesday morning after drop off at 8:05 and in the evening at 18.30 in the little theater. Meetings are announced in the school calendar, on the electronic board, and in the Friday news.

Structure of PATA

PATA is legally a branch of the AISCT system and follows the direction of the administration and Board of Directors. Therefore, the administration reserves the right to make all final decisions regarding PATA activities.

Each year, PATA membership (Parents and Staff) will be responsible for nominating and electing an executive committee to coordinate all activities. The executive committee is formed by the following positions: President, Treasurer, Secretary and Class Coordinators) all elected offices may be held jointly by two people. The PATA executive committee is elected during a meeting in May/June.

It is the responsibility of the executive committee along with the administration to find and appoint other people to fill the many positions needed to coordinate the various committees and community building activities. It is critical that the executive committee maintain a high level of communication with the building administration.

The Headmaster will attend the meetings, listen to input, share information, and provide clarity and assistance when necessary.

The President is responsible for chairing PATA meetings, giving general guidance and support to the PATA committees, and working with the executive committee to create the activity schedule for the year.

The Vice President is responsible to fill in for the President in their absence and to assist in the creation of the yearly activity schedule.

The Treasurer is responsible for creating a yearly budget plan, keeping track of all PATA funds, recording expenses and income and for signing off on all finances approved by the executive committee.

The Secretary is responsible for taking notes at the monthly meeting, distributing those notes to all committee members and for making those notes available to all stakeholders via the Friday News or the PATA web page.

Decision Making Process

Decisions that need to be made shall be presented to the PATA membership at the PATA meetings.

If voting is required to make a decision, a legal quorum shall be met at a PATA meeting if there are ten (10) PATA members present. A majority of those present is needed to vote at all meetings. (A majority is 50% + 1).

Fundraising:

PATA operates under the license and government registration of AISCT on a Section 21 basis. The importance of fund raising by PATA is to be seen as a way to unify our community and support the community building activities, rather than for a financial gain. The monies arising from fund raising is to benefit our school and our children. All money raised by PATA will be allocated towards items outside of the scope of the school's operating budget. To ensure that parents see the benefit of these funds during their stay at AISCT, it is a requirement that all funds earned under the auspices of PATA be allocated and spent within a reasonable amount of time of having been raised. Each year, PATA will be allowed the liberty to make charitable donations based on membership approval.

The school is directly responsible for any funds raised under PATA's auspices. AISCT is obligated by its charter to ensure that all money raised by PATA is channelled directly back to the school.

Any money raised under the auspices of PATA is accountable to the school and is the responsibility of the school in terms of annual accounting and tax audits. All money raised by PATA must be deposited to the school accounting office, where a PATA account has been established. These funds are raised from parents and students in the name of the school. The school administration must approve proposed expenditures and ensure that they are of general benefit to the school and to as many students as possible.

PATA Activities and Support

In addition to material allocations, PATA is seen as a resource for the faculty by volunteering time at school in various capacities, such as Library assistants (cataloging, reading to students) and "Classroom Coordinators" (parents who help support a classroom teacher by assisting with special activities and field trips). It is understood that parent volunteers assist only upon request of the classroom teacher or administration as coordinated by PATA.

PATA-sponsored activities may include parties at various holidays. PATA may sponsor such events as International Day. These activities are for the benefit of the entire student body and are dependent upon requests by faculty and administration as well as the degree of parental involvement. As PATA is dependent upon parents who volunteer their time and talent, the activities and the degree of "volunteerism" will inherently vary from one year to the next.

PARENT-TEACHER CONFERENCES & STUDENT-LED CONFERENCES

Parent-Teacher Conferences are used to acquire an understanding of the student's progress and to discuss any special circumstances and needs of the students. AISCT urges every parent to use these opportunities to discuss their child/children's progress. Effective home/school communication increases the likelihood of student success. Parent-Student Teacher Conferences will be announced and generally take place once or twice per academic year.

Parent-Teacher conferences are usually held in the first two weeks of Term 2 and again in February (optional). Student-Led conferences for Upper School students are held in April. Student-Led conferences give students the opportunity to present to their parents and discuss their learning and progress in relation to academic goals established at the start of the year.

PASSPORT AND VISA REQUIREMENTS

By South African law, expatriate students attending AISCT must hold valid student visas issued by the Department of Home Affairs (DHA). Before a student commences classes, AISCT must have on file a copy of the following documents: student's passport and study visa specific to AISCT, father's passport and visa, mother's passport and visa, and medical insurance certificate. It is the responsibility of the expatriate family to ensure that all passports and visas are current and renewed before their expiration

PETS

Pets are generally not permitted on campus, due to health and safety concerns. Occasionally, an animal can be brought on campus for a "show and tell" sort of activity, but only after advance request and permission from the classroom teacher and/or Headmaster.

RAINY-DAY POLICY

The policy governing the cancellation of outdoor activities is as follows: a decision will be made by the Athletics Director no later than 1:00 pm. This decision will be determined by the state of the weather and/or pitch conditions and whether it is safe to continue with outdoor activities. Any cancellation message will be communicated to the parents via the School Communicator. Hopefully, this will give parents enough time to make alternative transport arrangements for their child. If parents are unable to collect their child at a particular time, the child will be supervised until 4pm.

RELIGIOUS POLICY

At AISCT we believe that an effort should be made to accommodate all religions and cultural beliefs as long as pursuance of that religion or cultural belief doesn't distract from the education of students and as long as the accommodation is reasonably possible within the normal operating practices of the school. Under the constitutional guarantee of freedom of religion, AISCT neither advances nor inhibits religion and religious practices and assumes a position of fairness, informed by a parity of esteem for all religions. At AISCT we promote the core values of a democratic society, through the curriculum, through extra-curricular activities, and in the way we approach religious festivals, school uniform and diet, always governed by what the school feels is reasonably possible.

REPORT CARDS AND ACADEMIC RECORDS

AISCT Report cards are issued four times during the year at term end: October, December, March and June. Mid-Term Reports are issued half way through each term for all students in Grades 4 and up. Mid Term Reports are sent home in a special envelope that parents must sign and return to school.

The Report card is primarily a form of communication from teacher to student and parent. However, it also serves as communication between AISCT and another school to which the student might transfer. Additional means of communication include parent-teacher conferences, held twice a year, informal meetings between teachers and parents, and letters and notes.

Although parents are interested in ratings and, of course, want to know how well their child is doing relative to the other children in the class, the school prefers to have parents and students focus on their own work and on ways in which they will be able to grow. Parents should rest assured that these reports and ratings enable students to transfer successfully to schools around the world without the class averages, and even class rankings which some parents are under the impression may be required. It would be inappropriate for another school to try to "translate" AISCT subjective ratings to a system of grading based on external standards. The school has found that its students do, in fact, successfully transfer to even the most rigid schools using its Progress Report format.

Letter Grade / Percentage Equivalences for Upper School Progress Reports:

Letter Grade	Percentage	Letter Grade	Percentage
A+	97 to 100	C+	77 to 79
A	93 to 96	C	73 to 76
A-	90 to 92	C-	70 to 72
B+	87 to 89	D+	67 to 69
B	83 to 86	D	63 to 66
B-	80 to 82	D-	60 to 62
		F	59 and below

In subjects in Grades Kindergarten - 5 where letter grades are not used, the following descriptors apply:

- 4 - exceeding grade level standards
- 3 - meeting grade level standards

- 2 - working toward grade level standards
- 1 - working below grade level standards

A traditionally strong feature of AISCT assessments has been the attention and time devoted to written comments on each student, which identify strengths and weaknesses and suggest strategies for continued improvement. These comments reflect the character and nature of the classroom experience for the school's students and provide a good basis for parent-teacher, student-teacher, and parent-student dialogue.

Students with outstanding fees, overdue library books, or other unsettled administrative matters will have reports withheld until the matter has been settled

Additional Copies of Report Cards

The AISCT Progress Report serves as a record of the student's attendance and performance here. Narrative comments provide background on the student's work. High School students also receive an official High School Transcript on departure..

The Progress Reports, which parents receive during the school year, constitute the original, official report. Parents who would like a report sent directly to another school should request this in writing to the Principal's Office.

RESPONSIBILITIES

The following school personnel are responsible for these areas of the school program:

School Wide	Dr Daniel Jubert (Headmaster)
School Wide	Mrs Teresa Smith (Administrative Officer)
Upper School (Middle and High)	Mrs Alison Van Der Merwe (US Principal)
Upper School	Mrs Michele Barkway (US Administrative Officer)
Middle School	Mrs Erika Meier (MS Coordinator)
Elementary School	Dr Amy Parish (ES Principal)
Elementary School	Mrs Diana Rice (ES Administrative Assistant)
Early Childhood Development	Mrs Sonja Cowlin (ECD Coordinator)
Upper School and College Counseling	Ms Leah Rapaport (US and College Counselor)
Elementary School Counseling	Ms Bronwyn Schickerling (ES Counselor)
Activities/Athletics Program	Mr Neil Wilson (Activities/Athletics Director)
Performing Arts Program	Ms Gillian Rabie (Performing Arts Director)
Technology	Mr Julian Saunders (IT Director)
Business Office and Transport	Mr Jacques Van Der Merwe (Business Manager)
Admissions and Marketing	Mrs Helen Petersen (Admissions and Marketing Coordinator)
Accounts	Mrs Tracy Ferreira (Accounts Officer)
Facilities and Security	Mr Michael Kerschoff (Estate Manager)
Library	Ms. Robyn Hull (Librarian)
School Uniforms	Mrs Veronica Holland (Uniform Shop Manager)
School Council	School Council Chairperson Rachel Taylor
PATA	Mrs Melanie Swift and Mrs Fiona Whatley (PATA Co-Presidents)

RESTORATIVE JUSTICE

Very much a part of our approach to bullying and to discipline in general is the restorative justice model for managing student behavior. Restorative justice is an approach to justice that focuses on the needs of the victims and the offenders, as well as the involved community, instead of satisfying abstract legal principles or punishing the offender. Victims take an active role in the process, while offenders are encouraged to take responsibility for their actions. In addition, it provides help for the offender in order to avoid future offences. Research shows that restorative justice that fosters dialogue between victim and offender shows the highest rates of victim satisfaction and offender accountability. Restorative Justice is an approach that has been adopted by many schools in many countries and is an

approach that is endorsed by the local social services here in South Africa as a method for the better management of student behavior.

SCHOOL COMMUNICATOR

School Communicator is an on-line communication system providing current information relating to news items, the school calendar, resources, etc. It serves to supplement the weekly publication, the Friday News.

SCHOOL COUNCIL

One of the responsibilities of the AISCT School Council is to assist and advise the Headmaster and the board in relation to the creation and implementation of policy and the management of the school. The School Council consists of both elected and selected members, who are generally parents of students at the school.

SCHOOL HOURS

- School begins for ALL students at **8:00 a.m** *(Monday, Tuesday, Thursday & Friday). Students arriving after 8:00 a.m. will be considered tardy.
- All students will be dismissed at 2:50 p.m.
- Buses will depart at 3:00 p.m.
- Late bus (serving Steenberg & Stonehurst estates only) departs at 4:15pm
- Half day Pre-K and Grizzly Cubs students are dismissed at 12:15 p.m. daily.
- * As of August 2016, AISCT will be implementing a 'Late Start' for students on Wednesday mornings to allow for teacher professional development. On Wednesdays therefore, school starts for students at **8:30am**

SCHOOL LEADERSHIP TEAM (SLT)

The School Leadership Team comprises senior members of the school teaching faculty who meet weekly to advise the school administration on school matters.

SECURITY

Student safety is of paramount importance. AISCT regularly practices evacuation and lock down (ABCD) drills with all students and personnel. Closed Circuit Television cameras are used on the AISCT campus. AISCT contracts the services of immediate armed response teams (through Star Alarms and ADT) and the Headmaster has immediate radio access to the US Consulate's security division in the event of an emergency.

SICKNESS / ACCIDENT

The school office is responsible for caring for children who become ill at school and for dealing with accidents. Students who are ill should not be sent to school, as they pose a health risk to other students. If a child comes to school sick, the school will telephone the parent and request that the child return home. A child must not return to school until they have been fever and symptom free for 24 hours. Children who have been absent due to illness for more than two days must bring a doctor's note when they return to school and submit it to the school office.

More serious medical/accident situations are managed by EMT (Emergency Medical Training), an external medical provider. Students who require immediate medical attention will normally be taken to the MediClinic in Tokai or Constantiaberg Hospital. The school will notify the parents as soon as there is any situation of which the parents should be made aware. To this end, it is extremely important that parents provide the office with UP-TO-DATE telephone numbers, including home, mobile and office numbers.

It is required that parents will have medical insurance policies for their children to cover expenses for illnesses or accidents which may occur during their stay in South Africa, whether on or off campus. A copy should be submitted to

the admissions office to keep on file. Although the school has liability insurance for major accidents, it does not provide routine medical insurance reimbursement for any medical costs. (See also Medical Emergencies.)

SKATE BOARDS

Skate boards are not permitted on the AISCT campus

SMOKING

AISCT is a smoke-free campus. Smoking while at school, both during the school day, at evening or late afternoon activities, or at any time is prohibited. This includes the playing fields, cafeteria, and all other areas on the campus. It is expected that both students and their parents will respect this. The smoke-free policy also applies to school-sponsored student activities off campus.

SPORTS COUNCIL

This is a student body made up of volunteers who have an interest in assisting the Athletic Director with the organization and operation of the athletic program. The Council will assist with such activities as Pep Rallies, Hoops for Hope, Relay for Life, etc.

SPORTS ELIGIBILITY

This policy is applicable to all competitive sports at AISCT. It has been put in place to maintain a strong focus on academics at our school, while encouraging a good balance between sports and academics.

Our Sports Eligibility Policy at the Upper School level is based on the 'No Pass = No Play' principle. This means that a student with a failing grade in any subject at the last grading checkpoint (within any semester) is ineligible to represent AISCT in matches until a passing grade is reflected in a subsequent grading checkpoint.

The grading checkpoints will be at two week intervals. Students with failing grades will therefore be ineligible to represent AISCT in matches for a minimum of two weeks (i.e. the time between one grade update and the next). During this time, students are permitted to participate in practices and attend matches, but they are not permitted to play competitively. Also, during this time, students are required to attend office hours for the courses they are failing and present a signed record of attendance of office hours to the coach to earn eligibility to participate in practices. At the start of each semester, students begin with a 'clean slate'.

At each grading checkpoint, it will be the individual coach's responsibility to provide the school secretary with a list of the students on his/her team selection list. The secretary will then check the grades of all students to ensure that all students on the selection list are eligible for selection. In the event that a failing grade is shown, that student will be removed from the selection list until the next checkpoint.

In the case of sporting tours, student eligibility will be determined on the cut-off date for travel arrangements. The cut-off date will be communicated to all players by coaches well in advance.

This policy was not created to place any pressure on the students who choose to play sports, but rather to encourage a healthy balance between sports and academics and to use sports as a motivator for improved academic performance.

STUDENT COUNCIL

AISCT encourages the participation of its students in helping to create activities which are worthwhile and which help build a sense of school unity. To this end, AISCT students in the upper grades will have a Student Council whose representatives are elected by their classmates. A lower grade Student Council may also be developed to allow those students to address needs of the lower age level.

STUDENT DRIVERS

Students must apply to the high school administration for permission to drive a vehicle or ride a motor bike on the campus. A driver's application form must be completed and signed by parents and student drivers. All Students transporting themselves to school via motorized vehicle will need to submit a copy of an appropriate and valid driver's licences to the school office. Students not in compliance with this policy will be prohibited from operating or parking their vehicle on the AISCT campus. A "dangerous warning" will be followed by a driving ban for a further offence.

STUDENTS WITH ACCOMMODATIONS

(See section on DOCUMENTED LEARNING DIFFERENCES)

SUBSTANCE ABUSE

For the protection of our students, AISCT has a "zero tolerance" policy when it comes to illegal drugs such as marijuana, ecstasy, amphetamines, performance enhancing drugs or other controlled substances other than prescribed medications. Any High School student may be subject to drug testing as deemed appropriate by the school administration. Parents sign a document to agree to this when enrolling their child in the school in grades 9-12.

The AISCT drug testing program will be managed by 2nd Chance, a local company that provides drug testing services to many schools in the local area. The drug testing program will incorporate the following features:

1. At least five High School students will be tested each month.
2. Students selected for testing will be chosen at random or targeted.
3. All drug testing is made as non-invasive as possible and done via an on-site analysis of a urine sample using an FDA approved test.
4. The school will make every effort to ensure the confidentiality of the testing procedures and the subsequent test results.
5. A positive test will necessitate a conference with the parents and student and the following consequences will take effect:
 - a. First positive result: The parents make immediate arrangements for a drug counseling program for their child. An official report from the counseling services must be made available to the school. The student is subject to a second drug test after a period of 4 to 6 weeks after the first test.
 - b. Second positive result: An automatic two-day out-of-school suspension. A school disciplinary committee will be convened to determine further consequences, which could include further counseling, an extended suspension from school, or any measure deemed appropriate by the committee.
 - c. Third positive result: An extended suspension from school and possible expulsion.

While we appreciate the sensitivity relating to this issue and the testing of students, this process helps us to maintain an entirely drug-free student body. The reasons for having this program in place are as follows:

- It gives students an "excuse" to refrain from trying drugs under peer pressure, since a random or targeted test could occur at any time.
- Most importantly, it could enable the school to identify, counsel and if necessary remove a student from our community if he or she is posing a risk to the community. We are especially concerned that students receive appropriate counseling services where a need is recognized.
- Random or targeted testing on a school day will detect weekend drug use. It is important to remember that use of controlled substances is illegal. Therefore, it is within the school's rights to take action on the basis of confirmed, off-campus use of such substances.

The school reserves the right to search any student backpack, car or locker if there is any suspicion of students having controlled substances in their possession. This search will take place in the presence of a school administrator and school counsellor.

While we regret any "Big Brother" images random drug testing may invoke, we consider this measure far preferable to getting into a situation where drug situations go undetected and where we compromise the safety of our students.

SWIMMING POOL RULES

Swimming is part of the AISCT athletic curriculum. All students are expected to participate in this program. Students who should not swim due to illness should bring a note from the parent explaining the reason for the child's not swimming.

Students who miss two consecutive swimming classes should bring a doctor's note if they are to miss a third session. Parents who do not want their child to swim throughout the year should make an appointment to discuss this request with the Principal.

On swimming days, each student should bring a swimsuit and a towel in a waterproof bag. The school strongly urges that these items be marked with the student's name!

Students should never enter the Pool gate or be in the Pool area, unless the teacher or teacher assistant is present.

Swimming Pool Regulations:

- No students enter the pool area until the teacher opens the gate for them.
- Students remain out of the pool until the teacher says they may enter the Pool.
- No running, dunking, pushing, or rough play will be tolerated at any time.
- No food, drink, pool toys, or flotation devices are allowed without the teacher's approval.
- The teacher/coach will remain out of the pool at times when students are swimming.
- All teachers/coaches working with students in the pool will be CPR trained.
- All swimmers will get out of the pool at the first sound of thunder or sight of lightning.
- PreK and KG students who are sick or cannot swim for any reason will be accompanied by a teacher's assistant who will sit with them at the Pool.
- Upper School students not participating in the swimming class will either do supervised physical activity or study in the Resource room.

STUDENT SUPPORT TEAM (SST)

The Student Support Team meets weekly to discuss students of concern and to develop strategies to best support such students. The Headmaster, the US Principal, the ES Principal, the HS/College Counselor and the ES/MS Counselor are permanent members of the SST. Support strategies and follow up activities that occur as a result of these meetings are communicated to the rest of the faculty at school section Students of Concern faculty meetings.

TARDY POLICY

Students should be in class at the designated time ready to learn. If a student arrives after the class start time without authorization or comes to class unprepared or must leave to get materials, this can be considered a class tardy. Students arriving more than halfway through a class without authorization will be considered absent from class. Students arriving late to school must report to the office before going to class to get a class admit slip. Students late to school should not be admitted to class without an admit slip from the office.

At the High School level, any student recording four (4) or more tardies to school/class in a term (roughly a 9-week period) will be subject to disciplinary action. Parents will be contacted following the third tardy. After the fourth tardy in any one term, a detention will be issued. Five (5) tardies logged in any one term, will equal a one day absence which will be added to the absences total. Legitimate reasons for tardy arrivals (as confirmed by parents) will be taken into consideration. In the case of excessive tardy arrivals to school, or to class, in addition to applying the 5 tardies = one absence rule, in-school or out of school suspensions may be issued.

At the Middle School level, any student recording six (6) or more tardies to school/class in a term (roughly a 9-week period) will be subject to disciplinary action ranging from detention to in-school suspension. Parents will be contacted following the fifth tardy. In the case of excessive tardy arrivals to school, additional recess detentions will be issued.

TELEPHONE

Students may use the school phones in the offices for important calls to parents only. Parents calling in may leave messages for students or teachers, but the office personnel will not summon teachers or students from class to come to the phone, as it is disruptive to classes.

Students may be denied the use of the phone for calling to ask parents to bring forgotten homework, lunches, or projects. We strive to instill a sense of personal responsibility and parents who regularly are called to rescue non-emergency needs hinder the students from remembering items on their own. Calls will not be allowed for students to arrange home visits with other students.

The school's telephone number is 021-713-2220. The facsimile number is 021-713-2240.

TEXTBOOKS AND SCHOOL MATERIALS

A good deal of money is spent on fine textbooks at all levels. Unless the textbook is "consumable," textbooks will be assigned to each student for use during the school year. Textbooks, library books or other materials issued to a student should be returned at the end of the school year. Students who lose or damage textbooks, library books, or other school materials are liable to pay for their replacement. Final report cards may not be issued to students until all school books are returned or paid for.

AISCT does not lend out textbooks over the breaks. Parents sometimes wish to have their children "read ahead" and get a "head start" on the coming year's work, but in our experience, this does not benefit your child. Students can gain an imperfect understanding of a topic that then has to be "unlearned" and learned anew. Also they may feel they have already experienced this work and become less interested when it is presented.

Teachers can recommend excellent summer reading and writing plans which will enhance academic performance, but the school will not provide textbooks or programs for specific subject work in academic disciplines for the long holidays.

TOBACCO AND ALCOHOL

The AISCT campus is a non-smoking environment, even in the outdoor areas. Trying to "police" drivers or visitors outdoors is difficult at times, but helps set a tone for our students as well as reduce fire hazard, avoid damage, and reduce the accumulation of cigarette butts. It is illegal for students to buy or use tobacco, and in any case, students possessing or using tobacco are subject to discipline, including suspension and ultimately expulsion.

Similarly, purchase, possession or use of alcoholic beverages is illegal for children under age 18. Even if over 18, possession of alcoholic beverages on campus is a serious violation, as is consumption during the school day or at any school function. Alcohol is, however, permitted on the AISCT campus on certain occasions with authorisation from the Headmaster. The school will occasionally have teacher and/or parent events on campus which may include wine, beer or other beverages. However, consumption by students, even those over 18, would be considered a violation

TRANSPORTATION

1. School Buses

AISCT provides a limited bus service to parts of the Cape peninsula as an option for those who desire transport to and from school. The fleet consists of two 22-passenger buses and two 14-passenger buses. The school reserves the right to refuse service to any part of the city that is impractical because of its location relative to the other pick-up points. The school also reserves the right to suspend or remove students from the bus service should they not adhere to the rules. The bus rules and regulations are the result of extensive experience with AISCT transportation needs, Cape Town traffic, parent/student input, and continuous monitoring. (See Rules of Conduct, below.)

The service is managed by the Business Manager. Any complaints about behavior on the bus or suggestions regarding routing or pick-up patterns may be addressed to the school office. All routing decisions are made with an overall perspective of what is best in the context of the entire route, not just an individual's preference, and the actual conditions on Cape Town's roads (one-way streets, traffic patterns at different times of day) sometimes dictate routes that may at first seem illogical judging solely from looking at a map. Any suggestions regarding routing will be analyzed by the school office and, if deemed practical and logical, will be implemented.

Information regarding the bus service, and the various forms, can be located on the school's website under the tab "INFORMATION > Transportation".

2. **Bus Fees**

Bus fees are set annually. They are subject to increase in the event of a significant rise in the cost of fuel or other costs that affect the bus service. Fees are charged on an annual or semester basis. However, students leaving at the end of the first semester in December, or starting school at the beginning of the second semester in January, will be charged 50 percent of the annual fee. No other refunds for partial-year usage are made. There are no discounts for one-way travel.

3. **Change of Address / Telephone Number**

Parents are requested to advise the school office of any change of address and/or telephone number as soon as they can. One simple change of address can set a complex chain of route changes into motion for the bus service, which might lead to the bus service unable to make the pick-up. It also may take more than just a day or two to confirm new pick-up times.

4. **Private Transportation**

AISCT is not responsible for student safety in any instances when students ride in private vehicles, including car pools arranged by parents.

The school is not responsible for any loss or damage to any vehicles parked on school grounds.

5. **Registration**

A bus registration form should be submitted to the office at least one week before the desired commencement of bus service. Every new address affects the routes of school vans, and service cannot be started prior to this one-week period. Registration requests are filled in the order of payment made and are subject to seat availability.

6. **Rules of Conduct for School Buses**

Of primary concern to parents and the school administration is the safety of each child. Unruly or disruptive behavior that might distract the driver will not be tolerated.

The Basic Rule: There is one basic rule, which supersedes all others in importance and simplicity: **REMAIN IN YOUR SEAT WITH THE SEAT BELT FASTENED AND DO NOTHING WHICH MIGHT DISTRACT THE DRIVER.**

The basic rule can be expanded upon as follows:

- Remain in your seat. Crawling around on the bus is forbidden.
- Wear your seat belt. (If you follow this rule, it will be easy to avoid breaking Rule No. 1!)
- Talk quietly and listen for instructions from the driver.
- Keep windows closed at all times (unless there is a breakdown in the AC). No purchase from or communication of any kind with street vendors or other pedestrians is allowed.
- Keep your hands and feet to yourself.
- Show respect for others.
- Do not do anything that might distract the driver. The actions, which might distract the driver, include the following:

- Loud noises.
 - Throwing any item inside the bus.
 - Fighting or otherwise carrying on.
- Do not play music on the bus, either via the van’s radio/cassette or via your own device, UNLESS it is a personal IPOD/MP3 player that will not bother others. Music on buses tends to get turned up and up and up until people are shouting. Behavior deteriorates, and the driver can become confused.
 - Do not eat and drink on the bus.
 - To minimize distraction to the driver, students are requested to leave the front seats vacant, unless there is no other seat available in the rear. If no space is available, only older children may sit in the front, as they are less likely to distract the driver.
 - The bus driver is the “Captain of the Ship.” His primary responsibility is the safety of the passengers. Students must obey any request made by the driver.
 - If there is an accident or the van breaks down, listen for instructions from the driver. If you are told to leave the van, stay together with the other students as far from the road as possible until a service vehicle and another van arrive. The preceding thirteen rules and, of course, The Basic Rule are the ones the school is most concerned with as they affect safety. Here are a few additional rules that are more procedural in nature:
 - Be on time. Your driver will wait three minutes past your scheduled time; after that, he has been instructed to leave without you so that the others on the route are not late to school. If your bus often waits for a “repeat offender” who is always late, please report this to the school office so that the driver can be reminded to move along to the next house after the three-minute waiting period. Also, please check with the office if there is any doubt about your own pick-up time. If your bus comes too early, you can have it wait until your scheduled pick-up time, but check to make sure of that time. Schedules change every time a new student is added to the bus system! If your bus is always early, let the office know so that the preceding students can be assigned a later pick-up time.
 - If the bus does not arrive, please telephone the school to see whether it is simply late and about to arrive at your house. If the bus has missed your house due to a substitute driver unfamiliar with the route or some such reason, the school office can make other arrangements to come and collect your child.
 - Students must be on the bus by 2:55 pm ready for a 3:00 p.m. departure from school. Students (bus riders) who wish to ride home with another student must bring a WRITTEN REQUEST from a parent (this also serves as a parental permission letter) in order to ride on a different bus or in a car. Any such request should be submitted to the Headmaster’s Office, and is contingent on availability of space. Students will not be allowed to board a bus that is already fully loaded. The further in advance the request is submitted, the greater the likelihood that the request can be approved.

Parents are asked to review with their child(ren) the regulations governing the bus service to ensure that they understand not only the rules in place but also the reason for the rules and our mutual concern for their safety. Students who do not adhere to these rules are subject to suspension and, ultimately, expulsion from the bus service. A form is required for signature by any parent who is using the bus service for their children, citing the rules of conduct and the parameters for riding. The form is available in the school office.

TRIPS AND TOURS

At AISCT, we appreciate the value that residential educational and sporting trips and tours can add to an educational program. That being said, we acknowledge that student participation in such trips and the consequent loss of classroom time for an extended period of time can be detrimental to student learning. The following policy outlines the parameters associated with official residential trips for AISCT students:

- The trip/tour will (as far as possible) occur over weekends or during vacations
- Should school days be missed, then trip participants are responsible for contacting teachers regarding missing work and deadlines prior to trip departure through the ‘Make-Up Task’ form process
- Essential make up tasks must be submitted after return from trip/tour on or before the deadline that was agreed on the Make Up Task form
- There will be no tests/make up tests administered to trip/tour participants within two school days of the return date of the trip

- For each school day missed, one hour of study hall time will be provided to the trip/tour participants by the trip leaders
- Trip days are not included in 'Late Penalty' grade calculations

TRUANCY

Full student attendance in class is necessary for successful learning in our program. For this reason, and with regard to the issue of student safety, it is essential that students report promptly to all classes in line with their schedule, so that they are properly supervised at all times and can be located immediately should the need arise. Should a student not report to the appropriate class without absence permission from a member of faculty, then the student is considered to be truant from class. Truancy is a very serious matter and the consequences for this range from a detention to suspension (for repeat offences). Whenever a student is determined to be truant from class, he/she will be awarded a zero for the work missed during that class period and no make-up opportunity will be offered.

TUITION AND FEES

General

AISCT receives no state subsidies and is reliant solely on its own income for funding costs and expenses and therefore adopts a very strict tuition fee payment policy. Although the Headmaster receives input from various sources regarding tuition fees, the Board of Governors ultimately decides fees. All fees must be paid prior to a student starting school. For the 2014/2015 school year, places will be held and guaranteed for those students whose parents indicate that they will be attending AISCT and for whom the correct application procedures have been followed and where all necessary tuition fees for the 2014/2015 school year have been settled. This assumes that class space is available. Payment of tuition fees must be made at least one week prior to the student starting classes. Only students whose tuition fees have been paid will be permitted to start school.

1. Annual Capital Fee

Students joining AISCT in Pre-K through Grade 12 are subject to a non-refundable and non-transferable Capital Fee to cover the costs of on-going improvements to buildings and facilities. It is necessary to pay 100% of the Annual Capital Fee regardless as to when a student joins the school or the payment option selected. South African students joining AISCT are subject to a one-time Annual Capital Fee payment. A valid South African ID must be submitted together with the application form. All foreign nationals attending AISCT will pay the Capital Fee on an annual basis for a total of four years.

2. Payment of Tuition Fees

Regardless of the payment option selected, all fees must be settled before a student begins classes. Tuition fees can only be paid annually or by the semester; any other arrangements outside of these two options must be discussed with the Headmaster and need the approval of the Board of Governors. No pro-rate payment of fees exists and if a student attends school for just one day, the full term's tuition fees will be applied. If annual fees are paid in full, the R5,000 seat deposit may be deducted from the tuition fee. If the semester payment option is selected, the R5,000 seat deposit will be credited towards the fourth term fees. If payment is made by wire transfer, all bank charges will be the responsibility of the payer. In order to trace payments made directly into the school's bank account, we ask that parents please reference payments made by recording the Admin. Number as shown on the accounts statement and email a copy of the remittance advice to the accounts office.

Payment Options

Regardless of the payment options selected, 100% of the Annual Capital Fee must be paid. The following payment options are available:

- (a) Early Annual Payment: 97% of the tuition fees are payable if all fees are settled before the end of term 4 of the previous school year.
- (b) Annual Payment: 100% of the tuition fees must be paid at least one week before the start of term 1 (this includes the Annual Capital Fee as well)

- (c) Semester Payment: the full Annual Capital Fee must be paid, **plus** 50% of the tuition fee, **plus** a 5% levy. Tuition fees are due for payment one week before term one and one week before term three.

3. Refund Policy

For returning students the Contract for Enrolment must be completed early in semester 2. It is important for parents to indicate on this form whether or not the student will be returning to AISCT and whether or not it will be for a full year or a specific time period. For new students to AISCT, it is important to indicate from the outset how long the student will be enrolled at AISCT. The refund policy applies to all payment options selected. Prior to withdrawal of a student from AISCT, the parent or payer of the fees for the said student must submit in writing a minimum of one complete term's advance notice of withdrawal, or pay for the term of schooling in lieu of notice. A full one term's notice is required for any subsequent tuition refund. No refund or partial refund will be made for any term during which the student is in attendance. For example, withdrawal notice given on the final day of term 1 would result in terms 3 and 4 tuition fees being refunded. Withdrawal notice given at any point during term 2 would result in the refund of term 4 tuition fees only. Parents giving withdrawal notice at any point in term 3 or term 4 would not be eligible for a tuition refund. Refunds, if any, are processed at the end of the school year in June, and only when all school books and materials have been returned. Refunds will be transferred only to the party making the original payment. School fees are not transferable.

TUTORING

AISCT does not promote tutoring as a solution for learning difficulties. Learning difficulties need to be addressed through other channels. Tutoring should be considered only when help from remedial sources seem insufficient; for example, in the case of a student who is a late enrollee or has missed school for some time due to illness or other reasons.

The school recommends that any tutoring arrangement be made after consultation with the classroom teacher. Sometimes tutors are unaware of the nature or subtleties of what has been presented in class and can add confusion when approaching the work with the child at home. The classroom teacher can make specific recommendations for areas on which to concentrate at home and can even meet with the tutor to provide him or her with further background with which to plan.

VHS/ONLINE CLASSES

All applications for student enrolment on VHS courses are subject to VHS prerequisites, course availability, AISCT teacher recommendation, current AISCT course offerings, VHS student numbers and AISCT scheduling logistics. (It must be noted that a student's desire to enrol in an online course with VHS may not always become a reality due to the aforementioned constraints.)

Each application for an online course such as VHS is considered on a case by case basis. Enrolment can be approved at the discretion of AISCT's administration upon consideration of the aforementioned constraints. Due to the content, rigor and accreditation of these courses, grades and credits earned via VHS or K12 International can be transferred into the AISCT transcript and may be counted towards the AISCT High School Diploma. (Normally a maximum of 2.0 credits can be transferred from online courses towards the diploma.)

For further information regarding online courses, please contact the Upper School Principal.

VISITORS TO CAMPUS

All visitors to campus need to check in at the front office and get a visitor's badge. Parents wanting to meet with a teacher should make an appointment in order not to interrupt the teaching/learning process and in order to ensure that the teacher is available. Parents are not permitted to make visits to classrooms without the permission of the teacher or the school office. Former students may visit the campus during lunch, but must check in at the front office. Former students are not permitted to spend the day. Prospective students may visit the school for a day to learn more about the school. Current AISCT students are permitted to invite guests to attend Student Council social

functions, but this must be approved by the administration and parent contact details must be provided. The student inviting the guest must assume responsibility for the guest.

WEB SITE

Information relating to AISCT can be found by accessing www.aisct.org

WITHDRAWAL FROM AISCT

Students leaving AISCT should inform the Headmaster's Office and the Accounts Department as soon as they know when they will withdraw by completing a Notice of Withdrawal which should be submitted at least 2 weeks prior to the date of withdrawal. This will enable the office to prepare leaving documents. Before such documents can be issued, a check out form must be completed by the student (or teacher at the Lower Elementary level), which checks on such things as outstanding fees, books and textbooks. This document must be signed off by the various teachers, administrative staff, and Accounts Department before any official school documents can be released.

All tuition fees must be settled before the Accounts Department will sign the form. Parents should acquaint themselves with the Tuition and Fees policy contained in this handbook, especially the Refund Policy, which stipulates that any student withdrawing from AISCT must submit in writing a minimum of one term's advance notice or pay for the term in lieu of notice.

Students who withdraw before the end of term, will not receive early reports.