



المدرسة الأمريكية الدولية  
American International School

**Middle School  
Parent-Student Handbook  
2026-2027**

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# 1. AIS MISSION, BELIEFS, AND CODE OF ETHICS

## AIS MISSION STATEMENT

*AIS Kuwait inspires students to be responsible and adaptable world citizens who retain their cultural values while persevering in the face of new challenges.*

تلهم المدرسة الأمريكية الدولية في الكويت طلابها ليكونوا مواطنين عالميين مسؤولين ومبدعين، ومحافظين على قيمهم الحضارية، ومثابرين في مواجهة التحديات الجديدة.

## BELIEFS

### *Holistic Development*

*We believe in students' intellectual, emotional, and social well-being. Therefore, we*

- **educate** the mind, the body, and the core through curricular and extracurricular experiences.
- **support** students' learning needs for growth.
- **grow** in our understanding of education as a journey.

### *Collaboration and Growth*

*We believe in collaboration with parents, students, and the community as key to our students' growth and success. Therefore, we*

- **contribute** to the students' growth and beliefs.
- **invite** parental engagement in curricular and extracurricular decision-making.
- **develop** students' identity of the self in relation to others.

### *Adaptability*

*We believe in our role to guide students into the uncertain future. Therefore, we*

- **prepare** our students to develop as thinkers and inquirers.
- **engage** students in diverse learning experiences to develop problem-solving skills.
- **foster** our students' understanding of excellence and success.

## **CODE OF ETHICS**

### **The purpose of the code of ethics:**

- To inspire stakeholders to reflect and uphold the honor and dignity at AIS.
- To identify the ethical responsibilities and commitments at AIS.
- To guide ethical decisions and actions at AIS.
- To promote trust and confidence at AIS.

**The term stakeholders include parents, students, owners, admin, leadership, AIS staff, nannies and workers.**

### **Stakeholders to Stakeholders**

All stakeholders shall respect the dignity and equality of all individuals, groups and cultures.

All stakeholders will promote an inclusive, safe and caring learning and working environment at all times.

All stakeholders shall respect the professional and personal time of all employees.

All stakeholders shall not harass or threaten others personally or professionally.

All stakeholders in an evaluative position should refrain from bias and maintain confidentiality.

All stakeholders should excuse themselves in situations where there is conflict of interest or a perceived conflict of interest.

All stakeholders may request the presence of other stakeholder support in meetings.

All stakeholders will maintain professionalism and confidentiality.

All stakeholders shall promote global citizenship.

All stakeholders will model digital citizenship by demonstrating responsible, respectful, and safe use of technology when participating in a digital environment.

All stakeholders shall adhere to policies and procedures in their guiding statements, handbooks, contracts and promotional material.

### **Administration**

1. The administration will provide assistance to staff in implementing the classroom management and schoolwide management procedures. In this capacity, the administration will provide training and continued support to teachers as they strive to teach students to follow the guidelines for success.
2. The administration will work with the School Leadership Teams to examine records of office referrals, suggestions from staff, and any other relevant information to continually evaluate the efficacy of current procedures.
3. The Assistant Principal will work with others to examine student concerns, homework, project and test dates, field trips and any other relevant information to effectively monitor their respective grade levels.
4. The administration will assist staff with severe misbehaviors which are outlined in the "grave misconduct" section of the student planner. As indicated on a case-by-case basis, the administration will initiate parental conferences, in and out-of-school suspension, or other severe consequences.

### **Students**

Students will take pride in their efforts to follow the AIS school mission statement and the Charter of Students' Rights and Responsibilities.

### **Parents**

Parents are expected to participate in the educational process. We need the support and cooperation of parents to effectively help each student reach his/her fullest potential. See the Parent-School Protocol for further guidance.

# Parent School Protocol

## Guiding Principles

- AIS is committed to creating an educational culture that is based on mutual respect and understanding.
- Parents are the child's first teacher, therefore AIS considers parents to be integral in their child's social, emotional and academic development.
- Parents need regular, specific and encouraging information about their child's academic progress.
- Parental involvement in whole school and divisional improvement plans and accreditation protocols is encouraged.
- The language of communication with parents about their children will be English with verbal translation services provided upon request.

## Parent Responsibilities

- Parents will be expected to show an active interest in their child's education and to support school policies, procedures and programs.
- Parents will understand appropriate contact protocols with the school or division.
- Appointments to meet with any staff member during school hours are expected and will be set by appropriate secretarial staff at each division.
- Parents will act and speak respectfully and in a manner that seeks resolution for issues or disputes.
- Parents will first seek resolution by first communicating with the teacher, then the assistant principal and/or principal (who will determine middle level leadership involvement), then the superintendent or director, in this order.
- Parents will try to limit their meeting time to less than thirty minutes to allow for engagement with other students and families.
- Parents will inform the School Office promptly of any changes in personal contact information.

## School Responsibilities

- The AIS website will provide school information including calendars and important notices/events/news for parents and the community and a portal for sending comments to school administration.
- Teachers will provide frequent and regular feedback regarding each child's progress in school. This communication will include: Parent-Teacher conferences, progress reports, telephone, email and online communication.
- Teachers and staff will be provided an atmosphere that is respectful, welcoming and encouraging of parental involvement.
- Principals will seek effective ways to develop strong parental involvement in their divisions and to contribute to the school's continuous improvement plans.
- Annual surveys of parents regarding educational programs and school policies will provide administrators with information to guide subsequent decisions and implementation.
- Staff will be provided training in cultural sensitivity and given effective strategies for dealing with multi-ethnic and multi-national parent populations.
- The school will provide parents with various opportunities to learn about programs, initiatives, and strategies to support student learning.
- Divisional administrators will publish annually a document for parents and students outlining academic expectations, behavior objectives and all other school policies and procedures that guide the day-to-day operation of each division.

## 2. IB PROGRAMS & LEARNER PROFILE

### IB MISSION STATEMENT

The International Baccalaureate Organization (IB) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.



The IB offers students three programmes: the Primary Years Programme (PYP) for AIS students in kindergarten to grade four; the Middle Years Programme (MYP) for AIS students in grades five to eight; and the Diploma Programme (DP) for AIS students in grades eleven and twelve.

Through the *IB Learner Profile* and commitment to *International Education*, AIS seeks to prepare its students to meet the complex needs of the 21<sup>st</sup> Century. The IB Learner profile seeks to develop students that are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

The concept of international education is defined according to the following criteria:

- Developing citizens of the world in relation to culture, language and learning to live together.
- Building and reinforcing students' sense of identity and cultural awareness.
- Fostering students' recognition and development of universal human values.
- Stimulating curiosity and inquiry in order to foster a spirit of discovery and enjoyment of learning.
- Equipping students with the skills to learn and acquire knowledge, individually or collaboratively, and to apply these skills and knowledge accordingly across a broad range of areas.
- Providing international content while responding to local requirements and interests.
- Encouraging diversity and flexibility in teaching methods.
- Providing appropriate forms of assessment and international benchmarking.

Together, AIS and the IB are preparing students for success. For more information about the school or the programmes please visit the American International School [www.ais.edu.kw](http://www.ais.edu.kw) and the International Baccalaureate Organization [www.ibo.org](http://www.ibo.org)

## IB LEARNER PROFILE OF THE GRADUATES

The aim of the IB programme is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

### IB learners strive to be:

<b>Inquirers</b>	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning, and this love of learning will be sustained throughout their lives.
<b>Knowledgeable</b>	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
<b>Principled</b>	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
<b>Open-minded</b>	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from experience.
<b>Caring</b>	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
<b>Risk-takers</b>	They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas, and strategies. They are brave and articulate in defending their beliefs.
<b>Balanced</b>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

### 3. STUDENTS' RIGHTS AND RESPONSIBILITIES

**I have the right to learn and be challenged.** It is my responsibility to appreciate learning for its own sake, to be responsible for my own learning, and to improve the learning of others according to the student code of conduct.

**I have the right to a school environment that is conducive to learning and is safe and hygienic.** It is my responsibility to treat school property with care, to follow school policies and procedures, to dress appropriately, and to assist in making the school a clean, healthy and orderly place.

**I have the right to be treated fairly and to be assessed fairly and impartially by my teachers.** It is my responsibility to do my own work, to avoid all forms of academic misconduct, and to do nothing that would give me an unfair advantage on an assessment or assignment.

**I have the right to privacy.** It is my responsibility to respect the privacy of others in person and online.

**I have the right to feel that I belong to the school community.** It is my responsibility to be accepting of others, to share knowledge by learning collaboratively when it is appropriate, and to do my fair share in group work within an encouraging and welcoming school community.

**I have the right to my personal possessions within the limits of the student code of conduct.** It is my responsibility to treat the personal belongings of others with respect.

**I have the right to be respected as an individual and to be treated in a caring manner by everyone.** It is my responsibility to be caring and to treat everyone respectfully regardless of age, gender, and/or position.

**I have the right to feel safe, secure, and treated with dignity at school at all times in person and online.** It is my responsibility to behave in ways that enhance the self-esteem of others and prevent all forms of bullying and disrespect.

**I have the right to be heard and to express my point of view to develop myself as a critical thinker.** It is my responsibility to listen to others, to hear their opinions thoughtfully, to express my opinions in a civil manner, and to inform my own point of view through learning.

**I have the right to be proud of my cultural heritage regardless of my ethnicity, language, religion or nationality.** It is my responsibility to be respectful of, and to learn about, the cultural heritage of others, and to inform others about my background and my ways of knowing.

**I have the right to be aware of what is expected of me academically in terms of feedback, assessments, examinations, and assignments.** It is my responsibility to meet these expectations and to self-advocate as appropriate.

**Expectations of the Student**

Students will take pride in their efforts to follow the AIS school mission statement and the Charter of Students' Rights and Responsibilities.

Students will only be absent when it is impossible to be in attendance.

Students are expected to take responsibility and take proactive measures to catch up on missed learning.

**Expectations of the Parent**

Parents are expected to participate in the educational process. We need the support and cooperation of parents to effectively help each student reach his/her fullest potential. See the Parent-School Protocol for further guidance

Parents are expected to promote punctual and regular school attendance.

Parents are expected to contact the school directly prior to, or on the day of the student's absence from school.

Parents are expected to support AIS Policy and Procedures, to best support an optimal learning environment.

When possible, appointments are arranged outside the school day (dentist, doctor, etc.).

## 4. SCHOOL SCHEDULE & ATTENDANCE

### 4.1. Student Schedules

- All Middle School students take Math, Arabic, PE, INS, Science, and Design.
- Students in G5-6 take general Music and general Art as electives.
- Students in G7-8 have the option to choose two out of two of the following electives; Visual Art, Vocal, Drama, Band and French.
- As for Islamic classes, all Muslim students have Islamic classes and non-Muslims in G5-6 take Drama class whereas in G7-8, non-Muslim students take an extra elective (total of 3) to fulfill Middle School requirements.

#### a. Schedule changes:

Our team reviews the "**red flag**" list (prepared by counselors and the office from the previous academic year) to make necessary accommodations to schedule placements whether it is a teacher/ student or student/ student need.

- MS Office team verifies each student's **elective form** to ensure proper course enrollment.
- If a **student or parent requests a schedule change**, they must fill out a **physical request form** and return it to the Middle School office during the first week of school.

Schedule changes are subject to the following:

- ✓ Meeting the stated criteria
- ✓ Availability of space in the requested class
- ✓ Approval from the principal

#### b. Extended Math Pathways

- MYP 2 and 3 span foundational algebra and geometry concepts with inquiry-based learning.
- Extended Math prepares students for high school rigor.

Grade Level	Pathway 1 Core	Pathway 2 Extended	Pathway 3 DP	Pathway 4
Grade 7	7 <sup>th</sup> Core	Pre-Algebra	Pre-Algebra	Pre-Algebra
Grade 8	Pre-Algebra	Algebra 1	Algebra 1	Algebra 1

#### c. Grade 7 Extended Math – Pre-Algebra

This advanced course is designed for students who are ready to engage with mathematics at a deeper level and an accelerated pace. Students will explore complex concepts, develop strong problem-solving skills, and are challenged to think more deeply about the structures that underpin mathematical systems. They explore topics like algebraic manipulation and the application of geometry in unfamiliar contexts. This course challenges students to refine their higher-order Thinking and Research skills, fostering their growth as independent, reflective Inquirers. While the course demands commitment and resilience, it also provides valuable preparation for Grade 8 Extended. Students who find the pace challenging may request a transition to Math Core at the end of the first quarter.

*Eligibility: students must achieve a min. MAP RIT score of 224 in the Winter session and 227 in the Spring session, while also securing a level 6 in Criterion A and an overall grade of 6 in MYP 1. Note that eligibility is subject to MS Admin discretion.*

**d. Grade 8 Extended Math – Algebra 1**

This advanced course is designed for students who are ready to engage with mathematics at a deeper level and an accelerated pace. Math Extended compresses the curriculum of both Grade 8 Mathematics and Algebra I into a single year, preparing students for more rigorous high school math pathways, including the IB Diploma Programme. Students will explore complex concepts, develop strong problem-solving skills, and be expected to take on a higher academic workload. While the course demands commitment and resilience, it also provides valuable preparation for Grade 9 Extended. Students who find the pace challenging may request a transition to Math Core at the end of the first quarter.

*Eligibility: students must achieve a min. MAP RIT score of 229 in the Winter session and 232 in the Spring session, while also securing a level 6 in Criterion A and an overall grade of 6 in MYP 2. Note that eligibility is subject to MS Admin discretion.*

**e. Grade 8 Extended Lang&Lit**

This advanced course is designed for students who are ready to engage with Language and Literature at a deeper level and an accelerated pace. In Grade 8 Lang&Lit Extended, students deconstruct and synthesize meaning across complex texts, becoming sophisticated analysts and powerful communicators. This advanced curriculum prioritizes thinking and research skills, empowering students to become Inquirers and Knowledgeable global citizens prepared for complex academic discourse. Students will explore complex concepts, develop strong critical and problem-solving skills, and be expected to take on a higher academic workload. Students who find the pace challenging may request a transition to Lang&Lit Core at the end of the first quarter.

*Eligibility: students must achieve a min. MAP RIT score of 222 in the Winter session and 224 in the Spring session of MYP 2, while also securing a level 6 in Criterion A and an overall grade of 6 in MYP 2. Note that eligibility is subject to MS Admin discretion.*

**f. Language B/ AFL Procedures**

The American International School is committed to providing all academic subjects, including Arabic, in accordance with the regulations of the Ministry of Education in Kuwait and the guidelines of the International Baccalaureate (IB).

This policy outlines the placement mechanisms for **Arabic as a Foreign Language** students across all grade levels.

• **Ministry of Education Directives**

According to the regulations of the Kuwait Ministry of Education:

1. Eligible to enroll in **Arabic as a Foreign Language (AFL)**: classes are:
  - Foreign students holding a foreign passport that matches their civil ID.
  - Children of Kuwaiti citizens working in the diplomatic corps.
  - Any student presenting an original *No Objection* letter issued by the Ministry of Education, Private Education Department.
2. Enrollment procedures must be completed within four weeks of the start of the academic year.
3. All Muslim students enrolled in **Arabic as a Foreign Language (AFL)** are required to attend Islamic Studies classes for Non-Native Speakers (IFL).

• **Middle School**

- Placement according to Ministry of Education regulations.
- Annual meeting in May (Arabic HOD of Elementary + Arabic HOD of Middle School + MS Assistant Principal) to place Grade 5 AFL students.

- Advancement upon achieving 6/7 or 7/7 at the end of the year.
- In middle school if a student spends two years in the same level, they are promoted to the higher level in the third year.
- Curriculum: Marhaba bil Arabiya + supplemental resources such as “Bravo Bravo platform.”.

## 4.2. Attendance And Tardiness

AIS Attendance Policy and Procedures reflect the guidelines set forth by the Ministry of Education. We believe that regular, punctual attendance maximizes teaching and learning potential, and thereby the success of all students. The responsibility for regular and punctual attendance rests with the student and parents.

### a. K-12 Student Tardy Procedures

#### 3 Tardies = 1 Unexcused Absence

#### 3 تأخيرات = غياب دون عذر

**Purpose:** Implementing a student tardy procedure serves as a crucial component in ensuring a positive learning environment.

- One staff member from each division will be assigned to gate attendance duty from 7:40am—8:30am. One administrator from each division will be on call.
- Any student arriving from 7:40 –7:44 am will proceed to the divisional office for a tardy slip and proceed to their classroom.
- A parent must sign in any student arriving after 7:45 am. If unaccompanied, the student will go to the divisional waiting room and the parent will receive a phone call to come to the school.
  - If a student arrives late with their parents, after 8:30am, the Dean/AP will call the division, and the student will be escorted to the waiting room for the remainder of the block.
  - When students are tardy, a parent must sign them in for the student to proceed to class. If a parent does not sign them in, the student will remain in the office for the current block.
  - After the third tardy, parents sign the *Unexcused Absence Notification* form.

# of Tardies	2025–2026 Policy (Per block)
6	Letter 1: First notification sent from class teacher
9	Letter 2: Second notification
12	Letter 3: Student meeting with DoS + Contract acknowledgment
18	Letter 4: Fourth notification
21	Letter 5: Parent meeting with DoS + Parent acknowledgment of contract
28	Letter 6: Parent meeting with Assistant Principal
35	Letter 7: Parent meeting with Superintendent + Compliance review
45+	Letter 8: Final parent meeting with Principal + Notification of credit loss due to tardies

### b. Gate Procedures

- Visitors must enter through the front gate and obtain a security pass. Adolescents not registered in AIS may not come on campus.
- Regular supervision duty begins at 7:20 AM. Students are required to leave campus by 3:00 PM in the afternoon if they have no other after-school commitments.
- Once students exit through a gate they will not be allowed to re-enter, not even if there is a special event.

**c. Gates Drop-Off and Arrival**

To help ensure a smooth and safe start to each day, please note the following arrival procedures. All students should use the designated drop-off gates; Gate 2, Gate 5, and Gate 7 for morning arrival. Students arriving on AIS buses will enter through Gate 3.

- Gate 2, 5 and 7 will open at 6:45 am and close at 8:00am.
- Gate 1 is for students arriving after 8:00am.

All gates will be locked at 8:00 am except Gate 1. The campus gates remain locked until dismissal.

Suggested Gates Per Division:

Gate #	Division
2	EC, ES
3	Bus Gate (for bussed student only)
5	All Divisions
7	MS, HS

Students may enter any open gate, however, we strongly encourage students to use the above mentioned gates.

**d. Gate Timings**

**Regular Days**

Gate #	Suggested Division	Gate Open	Gate Closed
2	EC and ES	Morning 6:45 AM Afternoon 1:12 PM for EC Afternoon 2:25 PM for ES	Morning 8:00AM Afternoon 1:30 PM for EC Afternoon 3:00 PM for ES
3	Bus Gate (for bussed students only)	Morning 6:45 AM Afternoon 2:25 PM	Morning 7:35 AM Afternoon 3:00 PM
5	All Divisions	Morning 6:45 AM Afternoon 1:12 PM for EC Afternoon 2:25 PM	Morning 8:00 AM Afternoon 1:30 PM for EC Afternoon 3:00 PM
7	MS, HS	Morning 6:45 AM Afternoon 2:40 PM	Morning 8:00 AM Afternoon 3:00 PM

**Early Dismissal Days**

Gate #	Division	Gate Open	Gate Closed
2	EC, ES	Morning 6:45 AM Afternoon 11:50 AM	Morning 8:00 AM Afternoon 12:15 PM
3	Bus Gate (for bussed students only)	Morning 6:45 AM Afternoon 11:50 AM	Morning 7:35 AM Afternoon 12:15 PM
5	All Divisions	Morning 6:45 AM Afternoon 11:50 PM	Morning 8:00 AM Afternoon 12:15 PM
7	MS, HS	Morning 6:45 AM Afternoon 11:50 PM	Morning 8:00 AM Afternoon 12:15 PM

#### **e. Late to First Block**

1. See Section 4.2
2. Consequences for students not in their class by 7:40 am (tracked weekly):
  - 3 tardies = immediate recess detention
  - 4 tardies = immediate in school suspension
  - 5 tardies = immediate 1 day out of school suspension

#### **f. Late to Class (Blocks 2-6)**

Students not in their scheduled classroom at the start of class, according to the bell schedule, are late. Late to class will be tracked in the AIS Hub and managed by classroom teachers according to classroom agreements. Students will receive their first redirect; a third redirect will result in a lunch reflection. When a pattern of lateness is identified, progressive measures to encourage on-time arrival to class will include:

- Teacher communication home to parents
- teacher-parent-student meetings
- administrative intervention

Following the ministry rules if your child is late 45 times in one block will automatically fail that subject and receive a zero on their report card.

#### **g. Permission to Leave School**

To ensure the safety of our students, a student may be signed-out of school. Procedures include:

1. Students may be required to contact teachers prior to leaving school.
2. Parents have contacted the main office 24 hours in advance. Documentation to support absence may be required in certain situations (i.e., assessments)
3. Parents come into the main office to sign the student out. Siblings, nannies, drivers, etc. may not sign out the student.
4. (*Exceptions: NESAC, KASAC*)
5. Any student not in attendance for an assessment without permission will be deemed truant and will result in an administrative intervention. The student will be expected to complete the assessment on the next day. The student will lose one re-take opportunity.
6. Only students with a clear and visibly justified reason will be allowed to leave the school building. This measure is essential to ensure the safety and well-being of all students.
7. Students who are absent due to a scheduled medical appointment must submit a doctor's note either prior to or following the appointment. If they are submitting a medical after the appointment, then a parent must inform the student division the reason for their absence prior.
8. Parents may call/email their child's division to report a single-day illness without a medical note. This will be accepted for up to five days per academic year. However, if the absence occurs on a scheduled exam day, a medical note is required.
9. If a student comes to the clinic requesting to leave the school building without a valid medical reason, the clinic will not grant permission to leave. Instead, they will send the student back to their division, and the division secretary will handle any further communication with the parents. If the student still wishes to leave, they will be required to provide a medical note.
10. Students may not leave the building after 2 p.m.

#### **h. Excused Absences**

Excused absences are limited to:

1. Participation in an official AIS sanctioned activity or sporting event.
2. Illness, requiring doctor's note with Ministry stamp within a week of illness (when absences exceed two consecutive days).
3. Death of a family member.
4. Participation in an outside activity for an official Kuwait National team (with letter and Ministry stamp).

#### **i. Unexcused Tardies**

Unexcused absences include any absence not falling under section (f.). Three unexcused tardies will equal one unexcused absence. Consequences as per (h.) below.

#### **j. Consequences for Excessive Absences**

1. 3<sup>rd</sup> absence: Parents are contacted, and student receives a warning.
2. 6<sup>th</sup> 10<sup>th</sup> absence: Parent meeting and student contract.
3. 15<sup>th</sup> absence: Kuwait Ministry policy requires students to not exceed 15 days absence or students will not receive no credit for course.
- 4.

<b>Days Absent (unexcused)</b>	<b>Procedure</b>
Absence After Day 3	First Warning
Absence After Day 6	Second Warning
Absence After Day 9	Third Warning
Absence After Day 12	Fourth Warning
Absence After Day 15	Fifth Warning

#### **k. Truancy**

1. Absence from school without parental permission or knowledge is truancy. Parents will be notified in the case of truancy.
2. Students who are not in their scheduled class, without a hall pass or teacher permission, will be considered truant (skipping class 15 minutes).
3. Truancy will be considered Grave Misconduct and result in administrative intervention.

#### **l. Attendance Related to Outside School Activities**

1. Students on field trips or other school activities such as a sports tournament or a music festival will be recorded as present at school.
2. Students attending such events are responsible for all work missed in their regular classes.
3. Students attending out-of-school events for three or more days will receive a homework sheet from the Activity/Athletic Director or their coach. This sheet must be brought to each subject teacher for homework assignments at least two days prior to leaving AIS for the out-of-school event.
4. Coaches will check with students prior to leaving AIS to make sure all students have homework assignments. Individual teachers will be responsible for collecting homework from the traveling student.
5. Assessments assigned for the day students return from a NESAC event will be reassigned to a future date by the classroom teacher with advanced notice by the student/coach.
6. Students are responsible to have a conversation with teachers and check online learning environments (Microsoft Office 365, AIS Hub)
7. Attendance on the days before and after a KASAC/NESAC event is mandatory; however, students will be exempt from completing assessments-they will be rescheduled two days after they arrive back on campus.

### **m. Work Missed During Absences**

1. It is the responsibility of the student to find out what work will be missed, and when possible, to complete it before or during his/her absence. All remaining work must be completed by the student upon his/her return to school. Students can access AIS Hub/ and O365 for all missed classes.
2. Students absent for more than one day should ensure they are checking Teams and emailing their class teachers.
3. Students arriving to school part way through the day must sign in at the office and contact those teachers whose classes they missed for assignments and/or to make-up tests or quizzes given earlier on the same day. Arriving late does not change a due date or assessment date.
4. If students are in school for any period of time on test days or days when major assignments are due, they are responsible for taking the test and/or turning in the assignments.
5. All incidents of Academic Misconduct will be recorded with the Assistant Principal and placed in the student's file. Teachers will email the MYPC and Cc the Assistant Principal the student's name, with title and date of assignment. The Academic Misconduct document can be found on the AIS website on the Middle School page.
6. Consequences for Academic Misconduct:
  - Parents will be contacted.
  - The student should redo the assignment to an acceptable level to ensure the material has been learned.

### **n. Hall Passes**

1. Should students need to be out of class, they will get permission to apply for a Minga hall pass first. If a pass is granted on Minga, the student may leave the class but must carry an official hall pass from the teacher. After arriving back to class, students must end the Minga pass.
2. Each hall pass is given a designated time limit. Students are expected to use the correct destination associated with the pass given and return to class within this time frame.
3. Students with documented medical or emergency cases will not be required to use the Minga hall pass. Students are not permitted to go the canteen, socialize or enter any empty classroom or office at any time while on leave from class.

## **5. REPORTING AND ASSESSMENT**

### **5.1. MYP Grading System**

American International School's MYP Grading System Assessment in the MYP is criterion referenced, which means that teachers measure each student's attainment against specified subject criteria rather than against other individuals in the class. For each criterion there is a range of points awarded, based on student performance at the time of assessment. Each criterion has a descriptor that explains as clearly as possible what each student has been able to achieve. This is referred to the task descriptor found on the rubric.

### **5.2. Reporting of Student Learning**

The purpose of assessment is to promote student learning, provide feedback and provide a criterion-referenced level of achievement.

#### **Report Cards and Parent Conferences**

- a. Students will receive feedback on an ongoing basis. Students are encouraged to regularly discuss assessment feedback with their teachers and parents.
- b. Three-way conferences will be held twice per year (October and January).
- c. Report cards will be sent two times during the year (January and May). Progress reports will be sent out two times during the year (October and March).
- d. Students should encourage parents to address concerns directly with the teacher as they arise. There is no need for them to wait for the scheduled school wide parent conference. They should call the office secretary to arrange an in-person or virtual meeting.
- e. Teachers will regularly post student achievement on the AIS Hub.
- f. At-risk communications are issued throughout the school year at set times and as necessary.
- g. A student, who, for a valid reason, has not completed the required work for a course at the end of the progress report period or semester, will be given an "INC" for insufficient evidence.
- h. A student must be in attendance at least five weeks in order to receive a grade for the reporting period based solely on work completed at AIS.

### 5.3. Approaches to Learning skills (ATLs)

- a. In addition to criterion grades, students are also taught and assessed on their Approach to Learning skills. These skills are assessed in each subject area on a scale of E – Expert/Sharing; P – Practitioner/using; L – Learner/developing; N – Novice/beginning. (*See ATL information below*).
- b. Effort Descriptors: The effort grade is based on the teacher’s professional observation of the student in relation to the Middle Years Programme Approaches to Learning (ATL) Expectations. The goal of the ATL is to enable students to apply a range of skills in different learning situations. Teachers integrate these learning expectations into their subject-specific content and will consider the following expectations for learning.

Skill Level	Descriptor
Novice/beginning N	Students are introduced to the skill and can watch others performing it (observation).
Learner/developing L	Students copy others who use the skill and use the skill with scaffolding and guidance (emulation).
Practitioner/using P	Students employ the skill confidently and effectively (demonstration).
Expert/sharing E	Students can show others how to use the skill and accurately assess how effectively the skill is used (self-regulation).

ATL skill categories	MYP ATL skill clusters
Communication	I. Communication
Social	II. Collaboration
Self-management	III. Organization
	IV. Affective
	V. Reflection
Research	VI. Information literacy
	VII. Media literacy
Thinking	VIII. Critical thinking
	IX. Creative thinking
	X. Transfer

## 5.4. MYP General Grade Descriptors

### MYP general grade descriptors

To arrive at a criterion levels total for each student, teachers add together the student's final achievement levels in all criteria of the subject group.

Schools using the MYP 1–7 scale should use the grade boundary guidelines table that follows to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

## 5.5. IDU General Grade Descriptors

Grade	Boundary guidelines	Level descriptor
1	1–3	Produces work of a very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates evidence of critical or creative thinking to make connections between disciplines and reflect on personal development. Very inflexible, rarely shows evidence of knowledge, skills or action taken or to be taken.
2	4–6	Produces work of limited quality. Communicates limited understanding of some concepts and contexts. Demonstrates limited evidence of critical and creative thinking to make connections between disciplines and reflect on personal development. Limited evidence of transfer of interdisciplinary knowledge and reflection on actions taken or to be taken.
3	7–10	Produces work of an acceptable quality. Communicates basic interdisciplinary understanding of many concepts and contexts with occasional evidence of appropriate exploration of real-world issues, ideas and challenges, with occasional significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking to make connections between disciplines, create new understandings and reflect on personal development. Begins to transfer interdisciplinary knowledge and outlines action taken or to be taken with little insight.
4	11–13	Produces good-quality work. Communicates basic interdisciplinary understanding of most concepts and contexts through appropriate exploration of real-world issues, ideas and challenges, with few misunderstandings and minor gaps. Often demonstrates critical and creative thinking to make connections between disciplines, create new understandings and reflect on personal development. Transfers some interdisciplinary knowledge and outlines action taken or to be taken in familiar situations.
5	14–17	Produces generally high-quality work. Communicates good interdisciplinary understanding of concepts and contexts through effective exploration of real-world issues, ideas and challenges. Demonstrates critical and creative thinking to synthesize and create new understandings and reflect on personal development, sometimes with sophistication. Usually transfers interdisciplinary knowledge and explains action taken or to be taken in unfamiliar situations.
6	18–20	Produces high-quality, occasionally insightful work. Communicates extensive interdisciplinary understanding of concepts and contexts through effective exploration of real-world issues, ideas and/or challenges. Demonstrates critical and creative thinking to synthesize and create new understandings and reflect on personal development, frequently with sophistication. Transfers interdisciplinary knowledge and explains action taken or to be taken in unfamiliar situations.
7	21–24	Produces high-quality, frequently insightful work. Communicates comprehensive, nuanced interdisciplinary understanding of concepts and contexts through effective exploration of real-world issues, ideas and/or challenges. Consistently demonstrates sophisticated critical and creative thinking to synthesize and create new understandings and reflect on personal development. Frequently transfers interdisciplinary knowledge and discusses action taken or to be taken in unfamiliar situations.

## 5.6. Determining Achievement Levels – Best Fit

At the end of a period of learning, teachers must make judgments on their students' achievement levels in each subject-group criterion. To determine these achievement levels, teachers must gather sufficient evidence of achievement from a range of learning experiences and assessments. Teachers need to ensure that this evidence comes from the performance of the student over the duration of the units taught.

A carefully constructed assessment task on an individual unit may provide evidence of achievement in all strands of a criterion or criteria.

When applying the assessment criteria to student performance, the teacher should determine whether the first descriptor describes the performance. If the student work exceeds the expectations of the first descriptor, the teacher should determine whether it is described by the second descriptor. This should continue until the teacher arrives at a descriptor that does not describe the student work; the work will then be described by the previous descriptor. In certain cases, it may appear that the student has not fulfilled all the descriptors in a lower band but has fulfilled some in a higher band. In those cases, teachers must use their professional judgment in determining the descriptor that best fits the student's performance.

The descriptors, when taken together, describe a broad range of student achievement from the lowest to the highest levels. Each descriptor represents a narrower range of student achievement. Teachers must use their professional judgment to determine whether the student's work is at the lower or the higher end of the descriptor and award the lower or higher numerical level accordingly.

Some other factors may also influence the teacher's decision on an achievement level, including the following:

**Student support**—students will experience varying levels of support in their units, since peer conferencing, formative assessment with feedback from the teacher, editing and correcting are all essential learning tools. Teachers should be mindful that achievement levels accurately reflect what students can do.

**Group work**—teachers need to carefully document the input of individuals working in a group situation so that the achievement levels for individual students can be determined. In these ways, at the end of a period of learning, evidence of student learning, gathered from a range of learning experiences in each of the objectives, can be matched to the appropriate assessment criteria to determine the student's achievement level.

## 5.7. Assigning a MYP Overall Mark

Assessment in the MYP is *criterion-related*, which means that teachers measure each student's attainment against specified subject criteria. For each criterion there is a range of points awarded, based on student performance at the time of assessment. Each criterion has a descriptor that explains what the student has been able to achieve, these can be found in the task specific rubric for each assessment.

Key points to remember:

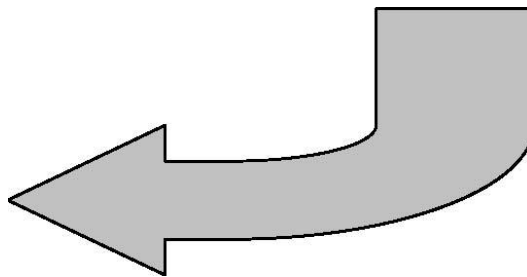
- Assessment is based on observations of what a student *can do* and is carried out on a continuous basis.
- The teacher assigns the mark which corresponds with the level reached consistently.
- All marks are based on students' work and can be supported with evidence.

The overall mark is determined by adding together the individual criterion marks. This overall mark is compared to the grade boundaries for the subject area and a grade within the range of 1-7 is assigned. It is important to note that in the MYP, the highest overall subject grade a student can achieve is a 7.

**For Example:**

SCIENCE	DESCRIPTOR	MAX VALUE	STUDENT GRADE
Criterion A:	Knowing and Understanding	(max 8)	6
Criterion B:	Inquiring and Designing	(max 8)	5
Criterion C:	Process and Evaluating	(max 8)	7
Criterion D:	Reflecting on the Impacts of Science	(max 8)	4
TOTAL		(max 32)	22

Boundaries (based on criteria)	Final Grade (1-7)
1-5	1
6-9	2
10-14	3
15-18	4
19-23	5
24-27	6
28-32	7



The student would receive a final grade of 5 in this course. Overall, student achievement can be summarized as...

<b>5</b>	<b>Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.</b>
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## 5.8. MYP assessment criteria

	A	B	C	D
<b>Language and literature</b>	Analysing	Organizing	Producing text	Using language
<b>Language acquisition</b>	Listening	Reading	Speaking	Writing
<b>Individuals and societies</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
<b>Arts</b>	Investigating	Developing	Creating/performing	Evaluating
<b>Physical and health education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Design</b>	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
<b>Community project</b>	Investigating	Planning	Taking action	Reflecting
<b>Personal project</b>	Planning	Applying skills	Reflecting	
<b>Interdisciplinary</b>	Evaluating	Synthesizing	Reflecting	

## 5.9. Academic Concern

Academic Concern will be identified as “At-Risk” in January after the 1<sup>st</sup> Report Card. All students identified with an Academic Concern will be contacted and a plan of action will be determined.

## 5.10. Student Retention

The majority of students at AIS are promoted to the next grade level at the end of the year. There are, however, situations where students are not meeting grade level expectations and for educational reasons the student may be required to be retained at the current grade level. The decision to retain students will be made by the appropriate school personnel in consultation with the parents.

Retention: generally, students will be retained based on any of the following criteria:

- Failing (receive a grade of a 1 or 2) In two core subjects by June Report.

The following applies to students in Grade 5-8.

Reporting Period	Academic Concern – failing one or two classes and/or MYP points or below or 35 and below for students failing non-core classes
January Report Card – 1 <sup>st</sup> year	Identified “At-Risk” for failing any class.
June Report Card – 1 <sup>st</sup> year	Academic Probation with summer requirement if failing one core class. Failing 2 core classes, the student will be retained.
January Report Card – 2 <sup>nd</sup> year	Continued Academic Probation for failing one class in the previous year.
June Report Card – 2 <sup>nd</sup> year	Failing one or two core classes two years in a row will mean the students will not be eligible for enrollment.

Students who are “At-Risk” may be deemed ineligible for after-school activities and athletic teams.

## 5.11. Missed Assessments

### a. Excused

- Refer to 4.2h for what constitutes as an excused absence.
- Students will be given two school days grace after return to school to write the assessment.
- Teachers will inform parents and students about the scheduled makeup which will take place at a time and date of the teacher’s choosing.

### b. Unexcused

- Students must be prepared to perform any missed assessment(s) due to unexcused absences immediately upon their return to school.
- If students do not submit an assessment but are present at school at the time of the due day, they will not receive a grade for it.

## 5.12. Academic Distinction

The American International School Kuwait is proud to recognize individual student achievement for students in grades 5, 6, 7, and 8 in the MYP at academic distinction assemblies at the end of the year. There are two levels of academic distinction: Honor Roll and Principal's List.

For all students in Grade 5 – 8 - (Maximum possible points = 70):

- a. Honor Roll: Grades 5, 6, 7, and 8: Minimum Overall MYP Total of 58+ in all subjects.
- b. Principal's List: Grades 5, 6, 7, and 8: Minimum Overall MYP Total of 65+ in all subjects.  
To receive an Academic Distinction Award, students must also successfully complete (received a grade of 3 or more):
  - **Interdisciplinary Unit (IDU):** Applicable for **Grades 7 and 8 students**.
  - If a Grade 6 student receives a grade less than 3 on their IDU they can **only** qualify for Honor roll.
  - **MYP Community Project (CP):** Applicable for **Grade 8 students ONLY**.
- c. IB Learner Profile Trait Award celebrations will occur during the school year at assemblies for Grade 5, 6, 7, and 8 students who display the profile traits.
- d. Science and Engineering Fair Awards (Grade 8) for students who scored the most points (or move on to Round II).
- e. Most improved MAP score in Math, Reading, and Science (comparing Spring to Spring RIT score) – The top 2 students from each grade level will be identified.
- f. Highest achieving MAP score in Math, Reading, and Science – The top two students from each grade level will be identified in winter and spring
- g. Presidential Award for Grades 6, 7 and 8.

## 5.13. Academic Integrity

- a. Academic misconduct includes, but is not limited to:
  - Plagiarism (copying from external sources without proper citation)
  - Collusion (unauthorized collaboration with other students)
  - Duplication of work (submitting the same work for multiple assessments)
  - Submission of externally commissioned work (such as purchased essays)
  - Facilitating academic misconduct (sharing exam content or answers)
  - Unauthorized and unreferenced use of AI-generated content
  - Using unauthorized materials during an assessment
- b. Students must do their own work in order to be assessed properly by teachers. Student behavior that obscures or invalidates fair evaluation of individual progress or achievement is academic misconduct.
- c. AIS uses the MLA 9th edition for format and citation. Information and support on citation can be obtained from the Librarians and the Library Home Page.
- d. All suspected breaches of academic integrity will be thoroughly investigated. Confirmed misconduct will result in escalating consequences based on the frequency of the offense. These consequences range from being required to resubmit an alternate assessment under supervision, to receiving a failing grade (a zero) for specific criteria or the entire assessment. All infringements are formally documented on the student's record.
- e. For a comprehensive explanation of the investigation process and the specific consequences for first, second, and subsequent infringements, please refer to the full *MS Procedures For Handling Infringements of Academic Honesty on Summative Assessments* document.

## **6. STUDENT CODE OF CONDUCT**

At AIS we believe that respectful and responsible behavior is essential for establishing a safe and inclusive learning environment. We believe interactions with individuals of different backgrounds foster an appreciation for diversity.

### **6.1. Student Code of Conduct Overview**

- a. The Student Code of Conduct flows from the Mission and Beliefs of the American International School (AIS), the IB Learner Profile and the Charter of Student Rights and Responsibilities.
- b. The Student Code of Conduct applies to all school activities. This includes evening and weekend events, school sanctioned trips both local and international.
- c. Students are under the supervision of AIS staff members at all times: in the classroom, on campus or while attending or traveling to and from school activities.
- d. Infractions of the Student Code of Conduct are divided into two categories: Misbehavior (6.2) and Grave Misconduct (6.4)
- e. AIS uses a progressive discipline approach when responding to instances of student misbehavior and student grave misconduct.
- f. Incidents of infractions of student code of conduct are logged into the schools, student management system.

### **6.2. Misbehavior**

Misbehavior examples may include but are not limited to:

- a. Disruptive or inappropriate behavior.
- b. Disruptive or inappropriate behavior on school buses and/or failing to follow instructions from the bus driver.
- c. Roughhousing, bothering other students, boisterous behavior.
- d. Failing to obey established classroom rules.
- e. Use of cell phones on campus after 7:40 AM or 2:35 PM.
- f. Littering, failing to put away garbage, making or leaving a mess in the classroom, the canteen or the hallways.
- g. Possession of fake weapons (i.e. 3D printed knives, toy guns, etc.)
- h. Being in unsupervised areas at any time (including ES or HS areas).

### **6.3. Consequences of Misbehavior**

Consequences may include but are not limited to:

- a. Being assigned a different seat in the classroom.
- b. Give a brief time out of the classroom followed immediately by conversation with teacher.
- c. Lunch reflection, conference, or detention with the teacher.
- d. Parental contact or conference.
- e. Guidance referral or a case conference with teachers and the student.
- f. Confiscation of an item or device.
- g. Logical restorative consequences administered by the teacher/administrator.
- h. Office assigned detention during the school day (7:15 AM to 3:00 PM) or after school (parents will be informed about any after school detentions).

## 6.4. Grave Misconduct

Grave misconduct examples may include but are not limited to:

- a. Persistent misbehavior.
- b. Non-compliance or defiant, argumentative, or oppositional behavior toward teachers or administrator.
- c. Truancy (skipping class).
- d. Possession of a sound or odor causing device that is used to disrupt the environment within our school (i.e. fart bombs, firecrackers, etc.)
- e. Pulling down or removing another students' clothing (i.e. pantsing)
- f. Possession or use of vaping device, tobacco, drugs, and/or alcohol.
- g. Possession or distribution of pornographic material.
- h. Stealing or being in possession of stolen goods.
- i. Fighting, inciting violence, bullying, harassing, intimidating or issuing threats.
- j. Making verbal or written statements that are bigoted, racist, sexist, or defamatory toward a person or group.
- k. Using foul or profane language.
- l. Violating the privacy of others or subjecting them to ridicule in any way including the use of electronic means such as email, texts, photography, video, or audio recording.
- m. Taking and/or sharing photographs and/or videos of students on social media platforms without permission.
- n. All forms of vandalism, including graffiti.
- o. Possession of a weapon or any behavior that could jeopardize the health and safety of others.
- p. Any form of plagiarism or cheating on an internal or external assignment or exam.
- q. Multiple suspensions.
- r. Other behaviors which in the opinion of the school constitute grave misconduct.
- s. Missing a detention may result in a suspension.
- t. Any action that jeopardizes the safety of the school community
- u. Any involvement in group or mob fighting, including participation, encouragement, or recording, will be considered grave misconduct.

## 6.5. Middle School Virtual Learning Behavior Expectations

To maintain a positive, structured, and respectful learning environment, all middle school students are expected to follow school behavior expectations during virtual learning.

### a. Student Expectations

Students are expected to:

- Follow the Rule of 3 (Redirect → Warning → Reflection) when responding to teacher feedback
- Demonstrate respectful behavior toward teachers and peers at all times
- Attend class in appropriate attire (school uniform expectations apply where possible)
- Be seated, attentive, and actively engaged throughout the lesson
- Keep cameras on when requested by the teacher
- Use appropriate backgrounds and avoid distracting or inappropriate visuals
- Use microphones and chat respectfully and only for learning purposes
- Follow all digital citizenship expectations, including appropriate language and online conduct

## **b. Attendance Expectations**

- To be marked present, students must be on time to class, have their materials ready, wearing their AIS shirt, and with their camera on.
  - If a student's camera is not working, it is expected that the laptop is fixed as soon as possible
- Reasons to be marked Absent:
  - Do not have their camera on AND/OR they don't have their camera on AND they don't submit the assignment
  - Arrive 15 minutes or more after the class is scheduled to begin OR leaves the class for more than 15 minutes
  - Do not attend class at all and do not provide the teacher and office an excused reason
- Reasons to be marked Tardy:
  - Arrive 10 minutes or less late to class
  - If the teacher is unable to run a synchronous (live) lesson, students and parents will notified and an assignment will be posted for students to complete
  - Submission of this assignment will be used to mark student attendance
    - Incomplete or non-submission of assignment will result in an Unexcused Absence

## **c. Behavior and Accountability**

- All behavior incidents will be documented in the HUB by teachers
- Administration will review all submitted reports and provide follow-up when necessary
- Students are expected to respond to teacher redirection; repeated behaviors will progress through the Rule of 3
- Failure to meet expectations may result in consequences, including reflections, parent communication, or further disciplinary action
- Serious or repeated incidents may result in escalation to Tier 2 or Tier 3 interventions

## **d. Additional Expectations**

- Joining classes with inappropriate names, backgrounds, or behavior (e.g., misuse of chat, microphone, or media) is not permitted
- Students who disrupt the learning environment may be removed from the session and required to meet with administration before returning

## **6.6. Consequences for Grave Misconduct**

Consequences may include but are not limited to:

- a. Parental conference, cautionary letter to file, mandatory counseling.
- b. Teacher recommendation of moving to Tier 2 Behavior Plan.
- c. Referral to assistant principal or principal and detention or out-of-school suspension.
- d. Compensation for damages or restitution of property.
- e. Students placed on behavior probation.
- f. Loss of privileges (such as participation in school events, athletic teams, etc.)
- g. Recommendation for expulsion.
- h. Illegal activities such as the possession, use or distribution of banned substances including drugs and alcohol, will be referred to the Ministry of Private Education for action. The legal consequences for such activities are severe.
- i. Other consequences as determined by the Administration.

## 6.7. Addressing

Bullying is defined as intentional (purposeful); **repeated** behavior directed at an individual or group that causes fear, distress, or harm to a person's body, feelings, self-esteem, or reputation. Bullying typically involves a real or perceived imbalance of power.

Bullying includes but is not limited to:

- a. Physical harm, intimidation, or threats.
- b. Verbal harassment, teasing, or exclusion.
- c. Spreading rumors or gossip.
- d. Cyberbullying through messages, images, or social media.

Bullying may occur on campus, off campus, or online. When bullying occurs outside of school and has an impact within the school environment, administration will take disciplinary action.

All staff are responsible for educating students and raising awareness about bullying prevention.

When a student, staff member, or family member becomes aware of bullying, it must be reported to the counselor or administration. The Dean of Students and/or Assistant Principal will investigate all reported incidents.

Consequences for bullying will follow those outlined for grave misconduct (6.4.).

As part of the response, the school may implement a Non-Contact Contract (NCC).

- a. An NCC is a preventative agreement used to limit or prevent interaction between students.
- b. NCCs are used to support student safety and reduce further conflict.
- c. Parents will be informed when an NCC is put in place.

The school counselor will provide follow-up and intervention as needed.

- a. This may include individual or group sessions to support student behavior and well-being.
- b. The counselor will work with students, staff, and families to address underlying concerns and support positive change

## 6.8. Behavior Probation

Students who have consistently been involved in incidents of misbehavior, grave misconduct, and/or Tier 2 Behavior Plan may be placed on behavior probation. Behavior probation will involve a series of interventions such as Social Emotional Education sessions, behavior support tracking systems to foster accountability or lunch counseling sessions designed to help students make better choices in addition to multiple parent meetings. If the student is unable to modify his/her behavior to match the student code of conduct, the school will seek Ministry support and/or encourage student to seek placement at another school. Students on behavior probation are ineligible for after school activities and are required to leave campus at 2:40 pm.

## 6.9. Rules of Conduct for Bus Riders:

While on the bus, students are under the immediate supervision of the bus driver. Respectful, responsible and safe behavior is mandatory at all times, and inappropriate behavior will result in progressive consequences which may include exclusion from transportation services, without a refund of fees.

If there are issues or concerns that arise from the bus, parents should contact the Transportation Director at the school and/or the Assistant Principal. Bus riders are expected to:

- a. Be on time at the pick-up points, standing on the sidewalk until the bus comes to a complete stop.
- b. Treat bus drivers and bus monitors with respect and follow all instructions.
- c. Remain seated while the bus is moving.
- d. Be respectful of ALL other riders.
- e. Use appropriate, respectful language at all times.
- f. Keep hands and feet to self at all times.
- g. Throwing things inside or outside the bus is not allowed.
- h. Any damage to the inside or outside of the bus is not allowed and the cost of repairs may be incurred by the parent(s) of each student involved in such incidents.
- i. Each student will remove their trash from the bus, upon exiting, and dispose of it properly.
- j. Failure to abide by the rules of conduct for the bus riders will be considered grave misconduct and consequences will be applied accordingly.

## **6.10. AIS Uniform Procedures**

At AIS, we believe a shared uniform supports an atmosphere of respect, inclusivity, and equality within our diverse, multicultural community. The AIS uniform reflects our values by ensuring all students are dressed in a manner that is modest, comfortable, and appropriate for learning. All students at AIS should follow the Uniform Policy.

### **Middle School Grades 5-8**

- White AIS Polo Shirt with a Stripe and Navy Blue Pants
- AIS PE Uniform
- AIS Hoodie or AIS Zip-Up Hoodie

### **Non-PE Days**

Students who do not have PE on a given day are expected to wear:

- Navy blue pants that are straight cut or loose fitting (not tracksuit-style)
- AIS polo shirt with an AIS hoodie or AIS Zip-Up if needed

### **PE Days**

Students must wear AIS Logo PE attire:

- AIS PE t-shirt (short or long sleeve) and AIS PE shorts/joggers
- Non-marking sports shoes suitable for physical activity
- A designated sports bag to carry a change of clothes and deodorant

PE teachers monitor uniform compliance during each unit. Failure to wear the correct PE uniform will result in progressive disciplinary measures.

### **Spirit Days & Game Days**

- AIS athletic team or fan shirts may be worn **only on Wednesdays** when U12 or U14 games are scheduled.
- Students must otherwise be in full school uniform.

### **Out-of-Uniform Procedure**

Students not in proper uniform will be sent to the office so that a parent/guardian can be contacted to bring the appropriate uniform attire. Students will return to class when they are in the proper uniform.

**AIS uniforms are available for purchase at the school uniform shop near gate 2.**

### **Dress Guidelines and Restrictions (Applicable at all times, including Theme Dress Days)**

- Belts must be solid black or navy blue, with no logos.
- Clothing must allow students to sit comfortably in class—relaxed, not tight-fitting.
- Hijabs must be navy blue, black, or white.
- Students must wear their AIS uniform on all school field trips unless otherwise approved by the administration.
- AIS athletic and activity sweaters/sweatshirts are acceptable **only** when worn over a collared AIS shirt.
- Students must be in full AIS uniform when arriving to or departing from campus.
- During AIS and IB exams, students must wear their collared AIS uniform shirt. Solid navy, black, or white long-sleeved shirts may be worn underneath for warmth.
- AIS hoodies/sweaters may be worn inside classrooms; in winter (December–February) Outside jackets should not be worn inside classrooms.

### **Not Allowed:**

- Hats, caps, or hoods inside the building (unless approved by PHE staff during outdoor activity)
- Inflatable costumes or other costumes that are deemed inappropriate for the theme or school
- Sunglasses inside the building, unless approved for medical reasons or during outdoor PHE
- No rainbows on any items of clothing

### **Uniform Violations and Consequences**

If students arrive to school out of appropriate uniform, the following steps will be taken. Each step will be recorded in their behavior record.

- 1<sup>st</sup> offense – sent to office and phone home for appropriate uniform
- 2<sup>nd</sup> offense – sent to office and phone home for appropriate uniform
- 3<sup>rd</sup> offense – sent to office, phone home, and student is moved to Tier 2 Behavior Contract

## 6.11. Cell Phones

At AIS, we aim to create a focused, respectful learning environment. The following expectations apply to all students:

As per Ministry of Education, The Public Administration for Private Education Ref. 171/ص/وت issued April 19, 2017:

- حظر احضار الطلاب لهواتفهم النقالة بالمدارس الخاصة
- Ban students from bringing their mobile phones in private schools (Ref. 171/ص/وت)

As a result, cell phones and other technologies will be permitted on campus only with special approval from the clinic.

In accordance with the Ministry of Education directive (Ref. 171/ص/وت, April 19, 2017), students are **prohibited from bringing mobile phones to private schools.**

### Cell Phone Expectations

- **Cell phones may only be used on campus before 7:40 AM and after 2:40 PM**, unless explicitly authorized by divisional administration.
- **Phones must be turned off and stored in the designated storage unit in the first-period classroom.** Students may retrieve them only at the end of the school day.
- Students who arrive after 8:00 am are required to hand their phone into the divisional office phone storage box. They must return to the office at dismissal to collect their phones.
- If a student is dismissed during the day the office will go collect the student's phone. Students should not enter their block I class to collect their phone.
- **Cell phones may not be used at any time during the school day**, including lunch, nutrition breaks, or between classes—even for purchasing food or beverages. Students should bring cash or a debit/credit card for cafeteria purchases.
- **Phones may not be used as internet hotspots.**

### Communication and Emergencies

- **Parents must contact the school through the main office for any urgent communication.** Students are not exempt from consequences if they are communicating with a parent via phone during school hours.
- If a student feels unwell, they must follow school procedures and obtain a pass to the Clinic. **Only the school nurse may authorize early dismissal.** Students who use their phones to call home for illness-related dismissal will face disciplinary action.

### Medical Exceptions

- Students with diagnosed medical conditions such as diabetes who require phone use to monitor their health must have prior approval from the school nurse and divisional administration. Arrangements will be made on a case-by-case basis to support these students while maintaining school policy.

### Classroom Use and Technology

- **Cell phones and Smart Watches are not permitted for class activities.** Students should use school-approved devices laptop to record music for Vocal class, take photos of artwork, or document projects in Design class.

### **Cell Phone Violations and Consequences**

If a phone is seen or heard during restricted hours, it will be confiscated and sent to the office where this will be added to their behavior records.

- 1<sup>st</sup> offense – warning and phone confiscated
- 2<sup>nd</sup> offense – phone is confiscated and parents/guardian must come and collect it
- 3<sup>rd</sup> offense – phone is confiscated and student is moved to Tier 2 Behavior Contract

**Repeated violations** will result in progressive disciplinary action, including detention, parent meetings, or out-of-school suspension.

**The refusal to surrender a phone** to a teacher or staff member will result in immediate disciplinary consequences.

### **6.12. Detention Procedures**

Teachers and Admin may assign detention to students through the office.

### **6.13. Suspensions and Expulsion**

In-school and out-of-school suspensions will be utilized after other disciplinary methods have been used, except in cases of grave misconduct.

Suspended students are responsible for all schoolwork missed during the suspension.

When, in the judgment of the Superintendent and the school's administration, it is in the best interest of the school and the other students, a suspended student may be recommended for expulsion.

When a recommendation for expulsion is made, the student is subject to an expulsion committee hearing.

When a recommendation for expulsion is pending, a student will be suspended while a written recommendation for expulsion is prepared and presented to the school's administration.

## **7. ATHLETICS AND ACTIVITIES**

### **7.1. Athletics And Activities Eligibility**

At AIS, we believe that individuals are able to achieve personal excellence and balance in all aspects of their lives. Through sport and activities, we believe students are provided with opportunities to connect with the world around them. We believe that everyone has rights and responsibilities and that we are all accountable for our actions.

#### **ACADEMIC ELIGIBILITY**

Students who wish to participate in school Activities or Athletics programs must understand that they represent AIS and serve as leaders and role models for other students. Each athlete must complete a Letter of Commitment (LoC) to be eligible to participate. Students must engage in appropriate conduct (behavior), maintain consistent and punctual attendance (attendance/tardies), and demonstrate strong academic performance. Decisions about eligibility will be based on behavior referrals, attendance records, progress reports and report cards/transcripts. Students are responsible for monitoring their attendance, tardies and grades for accuracy. Once the eligibility reports are run, no changes will be accepted.

Students at risk of being ineligible to participate for failing to comply with the following expectations must sign an additional contract Letter of Commitment (LoC) with the Dean of Students. The LoC will state the explicit conditions for participation and any consequences for failure to abide by those conditions. Parents and students understand that participation in NESAC or other activity-related travel is a privilege; any student who is removed from a team or activity due to failure to meet the eligibility requirements will forfeit any non-refundable fees or deposits paid for that travel.

#### **BEHAVIOR**

- Any student who has been referred to the SST process will be identified by the Dean of Students and will have his/her case reviewed by the Athletics or Activities Coordinator in collaboration with the MS/HS Administration.
- Any student suspended in the current school year will be placed on a Letter of Commitment (LoC) for the athletic season and/or activity. Any further suspension will result in removal from the team/activity.
- Any report of grave misconduct (listed in 2.4 of the Parent-Student Handbook) will result in removal from the team/activity.

#### **ATTENDANCE**

Any student who accrues more than the allocated number of unexcused absences from the start date of each season will be placed on a Letter of Commitment. If the student has reached the maximum of unexcused absences, per season, he or she will be ineligible to participate for the remainder of the season.

Season 1: 5 Unexcused Absences

Season 2: 10 Unexcused Absences

Season 3: 12 Unexcused Absences

Students who have any instances of truancy at any point in the school year will be placed on a LoC.

## **TARDIES AND ATTENDANCE ELIGIBILITY FOR ATHLETICS**

### **ATTENDANCE**

- Any student who accumulates two or more absences within a single week will be ineligible to participate in athletic activities for the remainder of that week.
- Students who are absent from school on the day of a scheduled game or competition may not participate in that event.
- Students with extended medical absences or play for a Kuwait National Team will be reviewed on a case-by-case basis by the principal to determine eligibility.

### **TARDIES**

Students need to demonstrate punctuality to be eligible to join a team or participate in an activity. Students must maintain at least a 90% on time to class to tardies ratio in each assigned class to remain eligible for participation in sports and activities. The Dean of Students will monitor attendance rates and report them to the Athletic Coordinator.

This procedure reflects AIS's commitment to ensuring that athletic participation complements academic engagement and fosters a culture of responsibility and consistency.

### **GRADES**

Any student who has 2 failing grades when the roster is submitted will be placed on a LoC. Students found to be failing 2 classes at any point during the season/activity will be placed on a LoC. Students with 2 or more failing grades at the end of the season/activity will not be eligible to participate in NESAC or the final activity (including any team travel). Failing grades are defined as:

High School: Grades below 60%

Middle School: Grades below a 3

Any student failing 3 or more classes is not eligible to participate during the season.

Students on academic probation will be ineligible for participation in extracurricular activities until deemed eligible.

1. The decision of eligibility will be based on official grades, progress reports, attendance records, and behavior.
2. The coach or advisor will inform students of any requirements/expectations specific to a particular sport or activity. This includes attending all practices and games, team meetings, and submitting all required paperwork and fees. If a student fails to meet these requirements or expectations, they risk being removed from the team or not being allowed to participate until in good standing.
3. Any report of grave misconduct by a student will result in the ineligibility of that student for one or more events, up to the remainder of the activity for the entire year.
4. Any student transferring from another school in the middle of the year must have their eligibility reviewed by the administration before participating in an event.
5. One week before traveling, students must complete the student missed work form. This form must be signed by all their teachers and the coach before leaving for NESAC. See Appendix F. Summative assessments cannot be assigned for the students for the day they return to school.
6. Students will be responsible for following all expectations of teachers and AIS regarding school and classroom protocol, procedures, and assessments and for not to draw negative attention from any AIS personnel.
7. Coaches are expected to support the expectations of teachers and AIS and to hold their students accountable with regards to their behavior, academic performance, and attendance.
8. If a student is not meeting the expectations in the handbook as well as those set by the coach, the Athletics/Activities Coordinator will set a meeting with the Dean of Students to sign a letter of

commitment (Appendix E). This contract will be signed by the students' parents and returned to the Dean of Students. If the student has not fulfilled the expectations outlined in the contract, the student will not be allowed to travel on a NESAC trip. If the letter of commitment is not followed, the principal makes the final decision of removal (or re-instatement) of a given student's eligibility on a team.

9. If a student is removed from a team or chooses to quit a team, they may not be allowed to participate in activities or athletics for one calendar year. This decision will be made by the Athletics Coordinator in collaboration with the MS Administration.
10. If the family appeals the decision, the division principal will make the final determination about the student's continued participation.
11. Students at the JV/Varsity level may participate in one sport per season. A student who wants to request participation in two sports within the same season, he or she must meet with both coaches, the Athletics Coordinator and the Dean of Students. Their decision is final.

Season 1: Volleyball, Football, and Swimming,

Season 2: Basketball and Band and Choir

Season 3: Badminton, Track and Field, Speech and Debate

Activities: MUN, , AIS Musicals, SLC, and Academic Games

## 7.2. Process For Handling Eligibility Concerns

Eligibility is on official grades, progress reports, attendance records, and behavior.

**Step 1:** Dean of students receives travel rosters 5 weeks out from the NESAC competition from Athletics Coordinator. The Dean of Students will then check grades, attendance and behavior.

**Step 2:** Meeting with the Dean of Students, Athletics Coordinator and Divisional Principal to discuss the students who may be ineligible.

**Step 3:** Meeting with the student:

- Athletics Coordinator will schedule a meeting with students who are not eligible to travel, or who have broken their letter of commitment contracts.
- If the student cannot travel based on more than one failing grade, the Dean of Students will contact the teacher to see if the student can improve the grade. If there is an opportunity for a passing grade, the student may remain on the travel roster if acknowledge in writing that the trip is non-refundable. If the grade is not passing (60% or higher) 14 days from the date of travel, the student will not be permitted to participate in NESAC.

**Step 4:** The decision to remove a student-athlete from a team can only be taken by the Athletics Coordinator and division principal. A meeting with the students' parents Athletics Coordinator, and divisional administration must take place prior to removing a student athlete from a team. **Coaches cannot remove a student-athlete from a team without consulting the Athletics Coordinator first.**

## 7.3. Athletic Eligibility

- Eligibility for AIS athletic teams

Eligibility for AIS athletic teams is determined by the policies of the two athletic conferences in which AIS holds membership, KASAC and NESAC.

- Eligibility for U12 Teams

All student-athletes wanting to participate in the U12 (Youth Sports) division must be under 12 years of age on September 1<sup>st</sup> of the current school year or year of participation.

- Eligibility for U14 Teams

All student-athletes wanting to participate in the U-14 division must be under 14 years of age on September 1<sup>st</sup> of the current school year or year of participation.

- Eligibility for JV Teams  
All student-athletes wanting to participate in the JV division must be under 16 years of age on September 1st of the current school year or year of participation.
- Moving up a School Division for Athletic Competitions  
Students in the Elementary Division are not permitted to try out or play for an U14 athletic team. Opportunities exist in the Elementary Division for students to participate in clubs and intramurals. AIS is committed to provide students of all ages with opportunity to experience inter-school athletics. Students in Middle School are not permitted to try out or play for any Junior (JV) or Varsity (V) athletic teams with the following exceptions: Both swimming and track and field are sports that have students from the U14, JV, and Varsity levels practicing and competing together. During KASAC and NESAC meets in swimming and track and field students from U14 will be permitted to compete at a higher level only if a JV team cannot fill its roster, or the athlete's time trial meets the minimum standard to compete. Both students and parents must consent to the student competing at a JV level. Varsity can be selected from any grade level. Students in Middle School may be invited by the coach to join the tryout. Note, students who compete at the Varsity level would be ineligible to compete in U14 and JV for that sports season.
- Overlapping Athletic Seasons  
Students are permitted to play for two sports that run simultaneously throughout the year subject to agreement between the Athletics Coordinator and the Dean of Students. The criteria allowing such a move will be: 1) few players have tried out for each team and 2) the student(s) in question have a record of strong academic/behavior. If permitted it is the responsibility of the Athletics Coordinator to the best of his or her ability, schedule practice times that do not conflict between the overlapping sports. It is the responsibility of the coaching staff to communicate and work together to ensure their players have equitable time in both sports. There is an understanding that competition will take precedence over practice for the purpose of fielding a full team in either sport.
- Athletes Playing in More than One Division in the Same Season  
It is the policy of AIS and the KASAC conference that an athlete may not play on two teams in different divisions in the same season. For example, they may not play for the JV and Varsity Boys Soccer team in league or tournament play.

#### **7.4. AIS Athletic Code of Conduct**

- a. All AIS student-athletes fall under the AIS Code of Conduct as detailed in the Student/Parent handbook. Disciplinary infractions will be addressed in accordance with the AIS division handbooks and Athletic Department guidelines. The KASAC and NESAC regulations as well as the AIS guidelines and requirements for students are the official policy of the AIS Athletic Department for all regular season and tournament competition.
- b. Student athletes and parents must sign the AIS Statement of Rules for Athletes and placed on file with the Athletics Coordinator before any athlete can participate in any competition.
- c. If an athlete violates the AIS Athletic Code of Conduct or any KASAC/NESAC regulations, disciplinary measures will be applied. The following disciplinary measures may be applied.
- d. The student-athlete will be suspended from future competition until a meeting is held with the Athletics Coordinator and the coach.
- e. The athlete may receive a warning, be suspended for a determined number of competitions or be removed from the team for the remainder of the season.
  - Serious violations may result in a ban on participation in Athletics/Activities for a set period of time up to and including one year. The Dean of Students will participate in any meeting to address serious violations.

## **8. HEALTH & SAFETY**

### **8.1. Health**

- a. The Health Office at AIS offers health care Sunday through Thursday from 7:00 AM to 3:00 PM. There is a nurse on duty during this time period.
- b. Each student must have a health history form completed by a parent on file in the Health Office. This form includes health and immunization information as well as parental permission to administer first aid and non-prescriptive medication.
- c. Students are not to carry medication on their person. All medicines are to be dropped off at the Health Office. The student must have a note from the parents stating when and why they are taking the medication. Prescription medications brought to school by the students must be left in the Health Office with instructions on dosages and times to be administered.
- d. Students who feel unwell during the school day must alert their classroom teacher. The nurse will be called to minister to the student in medical emergencies. After arriving at school, a student may not leave campus for health reasons unless the school nurse or divisional principal has granted permission.

### **8.2. School's Clinic**

In the event that a nurse is required:

The student will request the Nurse Pass from the teacher, then go directly to the office, then to the nurse. The nurse will determine whether the student will return to class, be sent home, or need external medical attention.

If a student returns to class – they must present the nurse's return-to-class pass.

Excessive visits to the nurse may result in administrative intervention.

If there are specific needs, parents should notify the nurse with a doctor's note. Administrators and teachers will be informed accordingly.

### **8.3. Food Allergies**

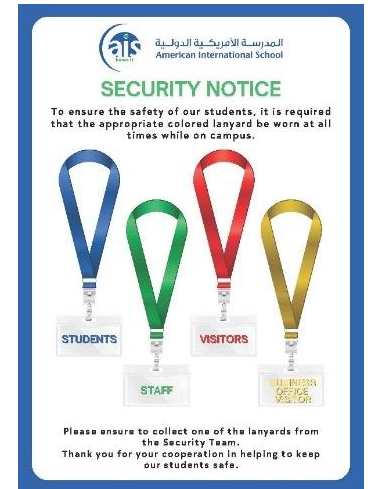
The American International School Kuwait is an Allergy Aware school. Food allergies including peanut/tree nut allergies, are a significant health concern within the school environment. Allergic reactions can range from mild symptoms to life threatening reactions. Ensuring a safe environment for all students and visitors is a primary focus for the administration and staff at AIS. Your assistance and support in helping us maintain a safe environment for every student, staff and visitor is greatly appreciated. In an attempt to raise awareness and prevent unnecessary exposure during school hours, AIS is implementing the following steps to address food allergies. These include:

- a. A letter or note is required from the student's physician identifying the nut/food allergy and given to the school nurse.
- b. A Food Allergy Emergency Care Plan will be established for those students with documented food allergies, signed by the parent and the physician.
- c. Epi-pens will be stored in the classroom, main office, and/or clinic and are required to be supplied by parents.
- d. Students may carry additional epi-pen on their person (when developmentally appropriate).
- e. Substitute teachers will be informed of any students with life-threatening food allergies by having a copy of the Food Allergy Emergency Care Plan with student picture in the "Sub Folder".
- f. The student with a food/nut allergy will only eat food brought from home and be restricted from sharing food with other students.
- g. No tree nut/peanut products are sold in the canteens.

- h. Whenever food is used as part of students' curriculum, teachers will assure that foods used will allow for full inclusion of all students in a classroom.
- i. Parents of students with food/nut allergies will be asked to provide alternative treats OR provide explicit permission (email is acceptable) for their child to fully participate in special events.

#### 8.4. Visiting AIS Campus

For everyone's security, color-coded lanyards must be worn and visible on campus. Students and staff wear their assigned lanyards every day. All visitors must check in and leave their Civil ID with Security to receive a visitor lanyard before entering learning spaces. We're also committed to child safeguarding: if you see or hear anything that worries you about a student's safety or wellbeing, please tell a teacher, counselor, or the office immediately. Thank you for helping us keep AIS safe and welcoming for every child.



## **9. COMMUNICATION PROTOCOLS**

### **9.1. Student Learning**

Teachers communicate student learning throughout the school year in a variety of ways. The most common forms of communication to be expected are:

- Phone Calls
- Emails
- Parent-Teacher Conferences
- 3 Way Conferences
- Term Report Cards
- Scheduled Meetings
- Content Showcases

### **9.2. Parent – School Communication**

When a problem concerns your child and their work in school, the best person to see is their subject teacher. An appointment to see an middle school teacher may be made by e-mailing the teacher or phoning the Middle School Office. Questions about student academic performance should be discussed first with the teacher, and concerns of a personal nature discussed with the teacher and/or counselor as applicable. Direct and timely communication is appreciated and the easiest way to address concerns. If the concern remains unsolved, parents may wish to speak with the Assistant Principal by appointment. If parents wish to speak with the principal, appointments may be requested by contacting the Middle School Office.

### **9.3. Interruption of Class**

**When a parent feels it is necessary to communicate with a teacher, please do one of the following:**

- Send a note with your child or write a note to the teacher.
- Call the middle school office and schedule an appointment to speak with the teacher during his/her preparation time, or before or after school as available.
- Send the teacher an e-mail.
- If parents need to deliver an item to a child at school, they must report to the Middle School Office first.

### **9.4. AIS Calendar**

The Middle School Division operates on a weekly schedule (Sunday-Thursday). Parents may locate the AIS calendar on our school website, [www.ais.edu.kw](http://www.ais.edu.kw).

### **9.5. The AIS Website**

Visit the AIS site regularly to stay informed with what is happening in the school:

[www.ais.edu.kw](http://www.ais.edu.kw)

## **10. COUNSELING SERVICES**

### **10.1. Guidance**

The counselors will collaborate closely with DOS, AP and Principal to ensure that our school maintains clear norms, values, and expectations for all students. Their collective efforts will help create a positive and inclusive school culture where every student feels supported and valued. The counselors' expertise in social and emotional well-being will be instrumental in identifying and addressing the root causes of poor behavior, fostering a nurturing environment that promotes healthy development and positive relationships.

As one of the coordinators of the SST process and academic probation, MS counselors will guide students, teachers and families through interventions and support programs aimed at promoting growth, personal responsibility, positive behavior, and academic excellence.

Counselors' responsibilities include:

- Supporting student achievement and social adjustment.
- Providing short-term counseling services to students and staff.
- Providing small group and individual counseling in the areas of relationships, responsibility, study skills, and self-esteem.
- Referring and coordinating with outside agencies for ongoing support services.
- Supporting individual teachers in:
  - o Student referrals.
  - o Test interpretation and subsequent accommodations.
  - o Information requested for special learning needs.
  - o Communicating as liaison between administration and parents.

## **11. HOMEWORK GUIDELINES**

### **11.1. Homework**

Purpose - Homework is an opportunity for students to consolidate their learning, receive feedback from a teacher and extend learning experiences beyond the classroom (in becoming an independent learner). Students should check AIS Hub to access grades and Teams for resources. Students should regularly use their Teams calendar to keep track of assignments and deadlines.

## **12. TECH & DEVICE USE**

### **12.1. Information and Communication Technology Use**

At AIS, technology has the power to connect us to the world and expand our international-mindedness. We believe that use of technology carries the responsibility of being accountable for our actions. We believe that respectful and responsible behavior is essential for cooperation and collaboration.

### **12.2. Laptop and Internet Usage**

1. Students may use technology in the classroom when invited by the classroom teacher.
2. Students are expected to bring ONLY a laptop to school. Please see MS Technology expectation on our website.
3. Electronic communication from any location, including the student's home, regardless of time, including weekends and holidays, is within the purview of the school if, in the opinion of the school, it impacts its smooth operation or the well-being of any of its students or teachers.
4. Students bring laptops to school entirely at their own risk. The school assumes no responsibility for student owned devices that are damaged, lost or stolen while they are at school or at school events. In the event damage or theft occurs from another student, it is expected that his/her family compensates for damages.
5. Taking photographs or videos is prohibited on campus without the approval of a teacher or administrator.
6. Taking photographs of other people, even after teacher permission has been given, is not allowed without the express consent of the person or persons being photographed.
7. Violating the privacy or dignity of any individual using electronic means (photographing, recording, eavesdropping, or broadcasting electronically) shall be considered grave misconduct and subject to suspension and confiscation of the equipment involved. Depending on the gravity of the situation the violation could result in the loss of privileges (such as participation in graduation) or a recommendation of expulsion from school.

## 13. LIBRARY

### 13.1. Learning Commons and Library/Textbooks

- a. The MS/HS Library with Learning Commons B is available for students from 07:15 AM to 3:00 PM Sunday through Thursday.
  - Students may only visit the library during breaks with their AIS ID, unless they have a pass from a teacher. Teachers may send no more than 3 students during class time, as long as they have sent an email to the librarian ahead of time (ms.hs.librarian@ais.edu.kw) with the names of the students and their purpose. Food, cellphones and backpacks are not allowed in the library.
- b. Students should visit the space with purpose such as reading, studying and/or working with a librarian. The bathrooms in the library are for those studying in the space and nearby classrooms.
- c. For library news, catalog, databases and other resources, students may access the library [website](#) via the AIS Website. This site is accessible from home and school.
- d. Students may also access the chatbot LEOBOT on the library home page for information about library services, events, research skills and academic integrity. LEO will also help you create citations for your resources.
- e. The Librarians are available, when free, to assist with locating resources and assisting with appropriate use of Artificial Intelligence (AI) and tools as well as MLA 9<sup>th</sup> model format and citations.
- f. Students with no overdue library books may borrow up to 3 books.
- g. Students with no overdue textbooks may borrow textbooks as needed by subject. Students borrow textbooks and novels via scheduled visits to the storeroom with their subject teachers.
- h. Students MUST have their AIS ID with a visible photo in order to check out library books from the library or textbooks from the storeroom.
- i. Books more than 60 days overdue will automatically be marked lost and charged a fine in Destiny and HUB. Report cards will be withheld until all overdue library/textbooks have been returned or payment is received to replace lost or damaged books. This will be refunded if the book is returned in good condition within the same school year. Fines are paid by link via the business office and visible on the HUB account for each student.
- j. Lost book fees are as follows: Softcover 5KWD and Hardcover 20KWD. Textbooks and novels have individual prices, based on the subject and condition. A new replacement copy will also be accepted in place of the lost book fee.

## 14. MISCELLANEOUS INFORMATION

### 14.1. Deliveries for Students

- a. Items delivered to school during the day from home such as clothing, homework and class projects must be properly labeled with the student's name and grade.
- b. Delivered items can be given to the guard who will forward them to the office. Students are not to go to security to retrieve delivered items.
- c. Students must pick up the item between classes. Items will not be delivered directly to the classroom.
- d. No outside deliveries are permitted for students. Students may bring lunch from home or purchase from the canteen. Any food deliveries for special occasions must be requested by the teacher and must be approved by the administration the day before.

## **14.2. Canteen Etiquette**

- a. Students may purchase food items from the canteen in the early morning before school starts, during Nutrition break or during MS lunchtime, and after school. They are not allowed to go to the canteen while on leave from class.
- b. The canteen will only take cash or debit cards. Students are not permitted to use their phones for payment.
- c. Students are to clean their own tables and place all refuse in the garbage bins.
- d. Water may be purchased in the MS canteen during breaks and may be taken to class. Food, juice, soft drinks, snacks, and candy are not permitted in the classrooms.
- e. Water and food cannot be purchased during class time.
- f. Cutting in line or asking others in line to make purchases is not allowed.

## **14.3. Lockers, Valuables and Textbooks/Instruments**

- a. All students will be given an assigned locker. Students must have a lock to secure their belongings. If students want to rent a lock for 4 KD, they can get one from the MS Office. It is the student's responsibility to secure his/her valuables. KD4 will be returned to your child once their locker has been cleaned out and the rented lock has been returned.
- b. Students are responsible for returning the same combination lock at the end of the year. Lost locks will be billed to the student (3 KD).
- c. It is the responsibility of the student to keep textbooks in good condition. The textbooks are on loan to the students.
- d. Lost or damaged textbooks or library books will be paid for by the student: soft cover 20 KD and hard cover 30 KD.
- e. Money will be refunded if a misplaced book is found and returned in good condition.
- f. Expensive jewelry or other unnecessary valuables are not to be brought to school. The school will not assume responsibility for any valuables that are damaged, lost or stolen.
- g. In the interest of security and student health and safety, the school reserves the right to inspect lockers at any time.
- h. Students taking Band will be charged a 40 KD rental fee for their instrument rental. Students are responsible for the daily maintenance of their instruments. Damaged or lost instruments will result in a replacement fee for the rented instrument.
- i. Report cards will be held until the replacement fee is paid.

## **14.4. Backpacks/School Supplies**

- a. Backpacks shall not be carried from class to class, they should stay in student lockers.
- b. Backpacks left around school hallways will be collected and brought to the MS Office for documentation. Repeated behavior may be considered refusal to follow school expectations which could result in disciplinary actions.
- c. Supply lists for the following school year are provided to students on the AIS website. Students are requested to choose an organizational system that will help them organize and be prepared for work in school and at home.