



AISB

AMERICAN INTERNATIONAL
SCHOOL OF BUDAPEST

“Your bridge
to the world.”

High School

Community Handbook

High School Community Handbook

Table of Contents

| | |
|--|-----------|
| Mission, Vision, Values | 4 |
| Welcome | 5 |
| General Information | 5 |
| Daily Schedule | 5 |
| Advisory / Activity Block | 6 |
| Sustained Silent Reading | 6 |
| Campus Access | 6 |
| Attendance Policies and Information | 7 |
| Importance of Attendance | 7 |
| Communication of Absences | 7 |
| Types of Absences | 7 |
| Medical Leave Absences | 8 |
| University Visits | 8 |
| Absent Student's Guide to Learning | 8 |
| Excessive Absence Policy and Earned Credits | 9 |
| Academic and Activity Balance | 10 |
| Tardy / Late Arrival | 11 |
| Illness During the School Day | 11 |
| Skipping Class | 11 |
| Academic Policies and Information | 11 |
| High School Curriculum | 11 |
| Diploma Requirements | 12 |
| Creativity, Action, and Service (CAS) Requirements | 12 |
| Standards-Based Grading and Reporting | 12 |
| Assessment and Grading at AISB | 13 |
| AISB Learning Identities | 13 |
| Learning Identities Rubric | 14 |
| AISB High School Achievement Indicators | 15 |
| Grading Boundaries | 16 |
| Home Learning | 17 |
| Importance of Deadlines | 18 |
| Course Requests | 20 |
| Drop/Add Dates | 20 |
| Mid-Semester Transfers | 21 |
| Study Hall | 21 |
| Semester Exams | 21 |
| Failed Classes, Earned Credits, and Graduation | 22 |
| Academic Honesty / Academic Malpractice | 22 |
| Library | 23 |
| Digital Accounts and WiFi | 23 |

| | |
|--|-----------|
| Textbooks and Classroom Materials | 24 |
| Standardized and Norm-referenced Assessment | 24 |
| The International Baccalaureate (IB) | 25 |
| IB Exams | 25 |
| IB HL Extension | 26 |
| Weighted Grades | 26 |
| Academic Awards | 26 |
| Valedictorian | 27 |
| Student Support | 27 |
| Guidance and Counseling Services | 27 |
| Learning Support Services | 27 |
| Academic Improvement Plans | 28 |
| Health Services | 28 |
| Student Health and Safety | 28 |
| Emergency Drill Procedures | 28 |
| Parent Opportunities and Responsibilities | 29 |
| Parent School Association (PSA) | 29 |
| Student Rights and Responsibilities | 30 |
| Student Privacy | 30 |
| Social Responsibility in the High School | 30 |
| Student Health and Non-disciplinary Actions | 31 |
| Communication of Drug Policy Violations | 31 |
| Citizenship Expectation | 31 |
| Reporting Bullying or Harassment | 32 |
| Academic Probation | 32 |
| Disciplinary Actions | 33 |
| Suspension or Expulsion | 35 |
| AISB Disciplinary Procedures | 35 |
| Dress Code: Guidelines for Appropriate Student Dress | 37 |
| Public Displays of Affection (PDA) | 37 |
| Assembly and Audience Behavior | 37 |
| Student Visitors | 38 |
| Personal Property/Theft | 38 |
| Reporting Theft | 38 |
| Student Drivers | 38 |
| Student Card Information | 38 |
| Hungarian Tobacco, Alcohol and Drug Laws | 39 |
| Student Life: Sports and Activities | 39 |
| Importance of Balance | 39 |
| Fall Trips | 39 |
| High School Activities | 40 |
| High School Athletics | 40 |
| Academic Eligibility Requirements | 41 |
| Attendance, Commitment, and Behavior | 41 |

| | |
|---|-----------|
| Hosting | 42 |
| Hosting and Child Protection | 43 |
| Co-curricular Regulations and Expectations | 43 |
| Additional Guidelines for AISB Students who Travel | 43 |
| Guidelines for Sharing Information during a CEESA Event | 44 |
| Co-curricular Awards | 45 |
| Auxiliary Services | 45 |
| Bus Services | 45 |
| Cafeteria and Café | 46 |
| Home and School Communication | 46 |
| Back to School Night and Parent-Student-Teacher Conferences | 46 |
| Website and Parent Portal | 46 |
| Emergency SMS Messages | 47 |
| Communication Specific to your Child | 47 |
| Communication between Students and Teachers | 47 |
| Living Arrangements and Contact Information | 47 |
| Withdrawal from School | 48 |
| School Board Policies | 48 |
| 5.2.4 Tobacco, Vaping, Alcohol and Illicit Drugs Free Environment | 48 |
| 5.3.8 Searches And Questioning on School Premises and at School Sponsored Trips | 49 |
| Institutional Vocabulary | 49 |
| 5.3.5 Academic Probation | 49 |
| 5.3.6 Student Suspension | 50 |
| 5.3.7 Expulsion | 50 |
| Common Acronyms at AISB | 50 |
| High School Faculty and Staff 2020-21 | 52 |
| Appendix A: AISB Responsible User Agreement | 55 |
| Appendix B: AISB Hosting / Child Protection Agreement | 56 |

Mission, Vision, Values

MISSION

The American International School of Budapest prepares its students to be responsible global citizens and inspires in each a passion for knowledge and life-long learning. We are a nurturing and diverse community that instills respect for self and others, develops the whole child, and strives for academic excellence.

VISION

AISB will be a leader among the international schools of Europe, recognized for its outstanding students, dedicated faculty, excellent facilities, and rich and challenging programs for students and the community.

VALUES

- We are an inclusive and involved community of students, teachers and parents.
- We appreciate each member of our community as an individual with unique talents and abilities.
- We embrace the American philosophy of education and its approach to teaching that emphasizes critical thinking skills, creativity and inquiry-based learning.
- We deliver an internationally focused curriculum that encourages open-mindedness, tolerance and cross-cultural understanding.
- We respect our host country's culture, traditions and environment.
- We require personal integrity and ethical behavior.
- We advocate social responsibility and community service.
- We promote an open and caring dialogue in which each voice is heard.

Academic Excellence at AISB

Academic excellence is the maximum development of one's individual capacity and skills, and is demonstrated by:

- Taking initiative and ownership to broaden one's learning, by taking appropriate risks and setting individual challenges to achieve personal growth.
- Applying creativity, knowledge, skills, and teamwork to authentic situations, and local and global problems.
- Reflecting critically on one's work in order to learn from experience and improve future performance.
- Approaching academic pursuits with pride, passion, and integrity.
- Meeting the stated standards and benchmarks as set forth in the AISB curriculum.
- Academic excellence is achieved through the collaborative efforts of the entire school community: students, faculty, parents, and governing board.

Welcome

Whether you are new to the High School or a returning student, you'll find this Handbook has important information that is worth viewing or reviewing.

All communities function best when community members abide by the norms and values of the community. The AISB values and practices can be found in this handbook. In addition, you'll also find the Citizenship Expectations, grading and reporting information, and important information about Academic Honesty. By reading these sections in advance, students will be better prepared for their important high school career.

We wish you a great year!

Graham Maclure,
High School Principal

General Information

Daily Schedule

The school day begins at 8:30 am and ends at 3:30 pm. Athletics and Activities run from 3:45 pm to 5:30 pm. The AISB schedule allows students to enroll in eight courses which each meet every other day. The timetable is on a 6-day rotation so that classes take place at different times every week.

| AISB HIGH SCHOOL SCHEDULE | |
|--|-------------------|
| 8:30-9:45 | Block 1 |
| 9:50-10:15 | Activity/Advisory |
| 10:15-10:30 | Break |
| IB SL - 10:30-11:45 Non-IB - SSR 10:30-10:45 + 10:45-12:05 IB HL - 10:30-12:25 | Block 2 |
| IB SL - 11:45-1:00 Non IB - 12:05-1:00 IB HL - 12:25-1:00 | Lunch |
| 1:00-2:15 | Block 3 |
| 2:20-3:30 | Block 4 |
| 15:40 - Buses Depart | |
| 16:40 Activity Buses First Departure | |
| 17:40 - Activity Buses Last Departure | |

Students should leave the campus at 15:45 unless they are participating in a school activity or are in a designated study area such as the HS Lobby, Workroom, or Library. All students must leave by 17:45 unless they have a prearranged agreement with supervising staff.

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 6 |
|-------|-------|-------|-------|-------|-------|
| A | E | B | F | D | G |
| B | F | D | G | A | E |
| C | H | C | H | C | H |
| D | G | A | E | B | F |

Advisory / Activity Block

Every student has an academic advisor to lend support and help if needed. Advisory offers the opportunity to offer positive support, to monitor academic progress, to promote spirit and group cohesion, to listen, to clarify school norms & rules, to build connections with home and to challenge and support students to be productive learners in the context of fostering relationships between students and between teachers and students. Advisory classes meet every Tuesday.

There is also a structured Activity period on other days during which students may participate in clubs, attend community-building assemblies, or have additional time to seek help from teachers. During Activity Period students may be in designated areas, subject to the day of the week. Typically, students should be engaged in a community activity, or in a designated work or social space. Participating in clubs and activities also helps students fulfill their CAS Requirement. (See “Creativity, Action, and Service Requirements”, below.)

Sustained Silent Reading

Sustained Silent Reading (SSR) is a block of time set aside each day to allow students and teachers to read quietly and independently. The purpose is to help students improve their language/reading skills, boost stamina in preparation for IB and university, and encourage a love of the joy of reading. Research has demonstrated the additional benefit of reading as being a “de-stressing” activity, and free-reading allows student voice and choice. SSR occurs in non-IB classes during second block every day. Please consult the High School *SSR Guidelines* for details and expectations.

Campus Access

AISB is a closed campus from 8:30 am until 3:30 pm. When a student arrives late to school or is required to leave campus before 3:30 pm, he/she must report to the High School office to sign in/out. Students may depart for appointments only with parental permission.

During the day students may not use the parking lot or areas that have been designated for Elementary or Middle School use only. During breaks and at lunch students should be in designated areas.

Seniors who have a Study Hall during the first or last block of the day, and who are in good academic standing after each Progress Report, have the option to leave school early during last block Study Hall or arrive late during first block Study Hall. This needs to be pre-approved by the student's parents and the Dean of Students.

Unauthorized campus departure is a concern for the well-being of our students. Indeed, it is a serious matter and can result in a search that includes Hungarian authorities. The consequence for an unauthorized campus departure is typically an in-school restriction.

Attendance Policies and Information

Importance of Attendance

Attendance at school is extremely important. Absences diminish learning. As a guideline, we are concerned when a student has missed more than four days of school in a semester. These absences generally result in:

- added stress for the student who must learn the material missed
- complications with student relationships when the student is unable to fulfill group work obligations
- gaps in the student's education because they are not receiving the full "educational experience"
- impacting the education of other students when teachers are unavailable because they have to help absent students with missed work

We ask families for their support in making sure that school attendance remains a priority. While every possible allowance is made for students who are absent due to illness, family emergency, religious observance, or participation in a school-sponsored activity, absences resulting from extended vacation and family trips are inappropriate reasons to miss school. Please attempt to schedule medical appointments or driver appointments outside of the school day. The school offers ample time during vacations throughout the year for family travel, and parents are asked to contact the office as far in advance as possible for a foreseen absence. The school reserves the right to require medical documentation related to student absences.

Communication of Absences

Whenever a student must be absent, parents should notify the High School Office (hsabsent@aisb.hu) as early as possible and share the reason for the absence. Students should notify teachers in advance of any planned absence, and check online expectations for assignments and/or material to be learned.

For unplanned absences, notify the office in writing or by phone within three days upon returning with parent permission for the absence so the unexcused absence (UA) can be changed to an excused absence (EA). Absences must be excused by the school within three school days in order for the student to be eligible to receive credit for the schoolwork missed. These terms and consequences are clarified below.

Types of Absences

Absences fall into two categories:

1. Excused Absences (EA) - parental notification of student absences resulting from illness or emergency

2. Unexcused Absences (UA) - classes that are missed when students leave mid-day (skipping) without prior office notification, or classes missed without parental notification within three school days

For excused absences, the student has the opportunity to meet the learning objectives at the teacher's discretion. For unexcused absences, submission of assignments or re-assessment is typically not permitted. AISB includes attendance information, including unexcused and excused absences, on a student's report card, transcript, and letters to future schools.

Medical Leave Absences

Occasionally medical leaves of absence may be necessary for effective management or treatment of a medical or emotional issue. Leaves of this nature may be implemented when requested by a student and his/her parent or when a member of the health services staff, counselor, Principal or Director deem it necessary. Medical leaves can be required by the school for diagnostic evaluation or treatment. A medical leave may also be implemented when a student requires a level of care that surpasses that which is available on school premises. A follow up letter will be sent to the family outlining conditions of medical leave.

University Visits

Ideally, university visits happen during summer months or during holidays. Grade 12 students should remember that the International Baccalaureate Organization (IBO) will select students for moderation during the month of April. At this time the student must be on campus and available to sign documents. Sometimes the window of opportunity to gather signatures is very short.

Absent Student's Guide to Learning

Beliefs:

- Students who are absent from class do not receive the same quality of education.
- Teachers cannot recreate the same learning environment that the student missed.
- Students need to work toward the goal of becoming independent and lifelong learners.
- AISB's online learning is not meant to replace the classroom experience; instead it supports the digital component of coursework.

When absent, the student will:

- Research online (Veracross) to possibly learn topics covered during class, download any online materials, and attempt task(s) prior to the return to school.
- Initiate prompt communication with peers or teachers to collect task materials. If possible this should be done by email before the student returns to school.
- Expect that work or learning that were due on the missed school day are due on the school day that the student returns. Absence is typically not a reason for an extension.
- When students participate in our co-curricular program representing AISB at international events and are absent for two or more school days of representing AISB, he/she will not have a summative assessment during the first class meeting after the event. A student who misses school that day is not given an extension to this time.
- Meet with the teacher on the first day of return to school to ensure learning is on track and determine deadlines and a time to make up assignments.
- Expect that the teacher will give them feedback on their learning. Students should also understand that their work can be graded on a more challenging rubric that

represents the demonstration of the level of mastery that is expected of a student who has additional time if the teacher believes that the additional time has conferred an academic advantage.

- If the student does not understand the task, then the student needs to prepare a written list of specific questions that will structure a conversation with peers or teachers. These questions:
 - cannot be vague and must make references to specific elements of the task.
 - demonstrate that the student has thought about a hypothetical solution.
- Abide by due dates as set forth in this handbook and agreed upon with the teacher.

The student will not expect the teacher to re-teach the lesson.

The teacher will:

- Provide materials that were shared with other students.
- Not answer vague questions, but instead give the student a Socratic reply, thus allowing the student to refine their thinking and to become a more independent learner.
- Answer student questions that are written and demonstrate a review of material and possible solutions.

The teacher will NOT:

- Attempt to re-teach the lesson since this would require a full class and full block of time.
- Do the work for the student.
- Excuse the student from mastery of curricular learning objectives.

Excessive Absence Policy and Earned Credits

For the sake of the policy below, an “Absence” applies to both Excused and Unexcused Absences. School-sponsored absences (e.g., sports trips, field trips) do not count toward the policy described below. However, when academic performance suffers due to significant absences from school-sponsored events, the school reserves the right to counsel or limit participation in such activities.

Consistent with attendance policies from accreditation agencies and the IB, AISB requires certain minimum hours for attendance in classes for credit to be earned. Therefore:

- The Dean of Students or Principal may contact parents about excessive absences.
- Any student who has been absent for eight (8) or more individual classes for any course during a semester shall be referred to a Student Review Committee (described in “Student and Parent Responsibilities” below) to determine if credit should be awarded or withheld. Teachers may be consulted to determine if the absences are causing unsustainable individual instruction, or if student achievement results from advantages. If the student has not sufficiently covered the curriculum, or if the student has had an academic advantage, then a final grade of “incomplete” will be awarded, and course credit will therefore be withheld.
- Students with excessive absences will forfeit their privilege for re-assessment.
- Excessive absences are noted on a student’s transcript.
- Universities that inquire about excessive absences will be notified.
- Repeated incidents of excessive absences can lead to a Conditional Enrollment at AISB, which can result in a student being asked to seek education elsewhere.

Academic and Activity Balance

Because absences have academic consequences (direct or indirect), we strive to help students better understand the time that is involved in the choices they make, both academic and activity, and provide clear guidelines as to the balance we feel would be advisable. We recognize that each student is capable of different levels of involvement, and we also wish to reinforce the general guideline regarding activities and university admissions: seek quality over quantity - a commitment that demonstrates leadership and growth is more meaningful than participating in a large number of activities. Students should consult the yearly calendar, and plan activities (considering the school absences that will result) with the consultation of parents and the counselor / academic advisor.

The following guidelines are used to identify a lack of balance, and not following these guidelines will result in the denial of permission to participate in school trips.

- Guidelines that can not be appealed:
 - A student can not participate in school sponsored travel if they are missing summative assessments.
 - If the student has eight (8) or more absences in any class for the semester, then the student cannot miss classes for a school sponsored trip.

- Guidelines which can have a one-time appeal:
 - No more than four (4) classes absences per subject per semester.
 - No trip should be taken within a month of another trip, with the exception of two trips for the same sports/activity team.
 - Students with IB exams typically cannot miss school for school-sponsored events after the month of March.
 - Repeated incidents of “Late” work, assignments “Not Turned In” or “Incomplete” work or low scores on the Learning Identities on Progress Reports or Report Cards.

- Guidelines for external clubs or teams that are not part of AISB:
 - AISB supports the participation of external clubs and teams and will endorse absences when a student will represent their country at international competitions. We also recognize that some international competitions will have qualifying matches.
 - We request that absences not happen for local events that are during the school day.

Appeal Process: For students who wish to have the guidelines relaxed, a one-time appeal process is possible. To appeal, students should write to the Dean of Students stating the specific request and why they feel able to maintain strong academics even with the increased extra-curricular commitment. The written request must be signed by a parent/guardian. The Dean of Students will base the decision on factors such as:

- Student progress in classes. The timeliness of completing assignments is important as well as grades.
- Past student record of responsible completion of assignments missed from previous absences due to activities.
- Evidence of student stress level and ability/inability to cope with stress.
- Number of absences and the reasons for those absences.
- This appeal will be kept on file, and no additional appeals can be made during the same school year.

The attendance philosophy is not to limit student activity for those who manage a healthy balance with more activities than the guidelines suggest. It is simply to keep academics at the forefront of our planning and decision-making process.

Tardy / Late Arrival

Late arrivals to class, known as "Tardies", are disruptions to the learning environment. Students tardy four or more times for a class per quarter will be required to serve a detention with the Dean of Students. Each subsequent tardy beyond four will receive an additional detention. Chronic tardiness will incur more severe consequences.

Illness During the School Day

A student feeling unwell during the school day must report to the school nurse AFTER notifying the teacher whose class they will miss. The nurse will call the student's parents if she feels it is necessary for the student to go home. The nurse will then notify the High School office that the student has permission to go home.

Skipping Class

A student is deemed to have skipped class if he/she is in school and misses a class without notifying the nurse and/or the High School office. Skipping class is a serious offense as it strikes to the heart of our purpose as a school. In addition to the academic consequences, the incident is documented in the permanent student file, parents are notified, and other disciplinary actions may be taken, including detention and suspension.

Academic Policies and Information

High School Curriculum

The AISB curriculum is based on an American educational model within an international approach and context. We employ engaging, research-based instructional methodologies that highlight critical thinking, inquiry, and creativity. These methodologies give our students the knowledge, skills, and dispositions that will enable them to take their places as leaders in an ever-changing world. The AISB curriculum is firmly grounded in our standards and benchmarks, which include IB learner outcomes at the Diploma Program level. This ensures that students are held to high and rigorous expectations and that their learning is transferable to other institutions of learning.

The vast majority of our graduates continue their educational careers in respected universities in North America, Asia, and Europe. Students who successfully complete those credits necessary for graduation receive an AISB High School Diploma. Seniors need to meet all graduation requirements in order to be eligible to participate in the graduation ceremony.

The IB diploma is recognized as a valid university entrance qualification by many colleges and universities worldwide. The IB diploma program consists of seven courses, studied over the final two years of high school. External exams are given at the completion of the two years. Students may enroll in the program as IB diploma seekers or may elect to take a number of courses for IB certificates.

Diploma Requirements

The minimum requirement for students who have been enrolled in AISB since the ninth grade is to accumulate 24 credits distributed among the subject areas as listed below. A credit is earned for the successful completion of one course that has met for three class periods each cycle for an entire year. A half credit (0.5) may be earned for each single semester course. Students must also actively demonstrate commitment to the school's community service program through demonstration of the CAS (Creativity, Action, Service) Learning Outcomes.

Credits Required for Graduation:

| | |
|---------------------------|-----------|
| Arts | 2 credits |
| English | 4 credits |
| Mathematics | 3 credits |
| Physical Education | 2 credits |
| Science | 3 credits |
| Social Studies | 3 credits |
| World Language | 3 credits |
| Other courses / electives | 4 credits |

Upon review, AISB can transfer credits from other schools and award a score of "Pass". While credits are transferred, the course grades will not be transferred. This includes transferring credits from:

- Previous high schools
- Courses not offered at AISB
- Recovery credits

The responsibility to track graduation requirements is shared between the student, parents and school. By Board Policy 5.1.4, in order to be enrolled, students must demonstrate the potential to graduate before their 20th birthday.

Creativity, Action, and Service (CAS) Requirements

The AISB experience is more than the student accumulation of academic credits. We envision students expanding their horizons, engaging in real-world meaningful projects, and giving something back to the larger community. CAS is a tangible way in which this can occur. AISB offers numerous CAS opportunities, and students can also engage in CAS outside of AISB. The CAS concept originated from the International Baccalaureate Organization (IBO), but it is also a yearly requirement for all AISB students in grades 9-12. Detailed CAS information can be found in the *High School Course Description Guide*.

Standards-Based Grading and Reporting

The reporting of student progress is done through our Veracross platform online. Reporting is completed in two distinct areas: Academic Grades based on adopted standards and the AISB Learning Identities. The reporting of these two areas is ongoing throughout the year, and we have identified important dates when we use our professional judgment to report a current "grade to date" in each area. Please check the calendar for this year's dates.

- AISB uses criterion-referenced grading and reports on a 1-7 scale in both MS/HS. The grade is a reflection of where students are performing relative to expectations for students at that time in the course (i.e., in October students perform differently than in May).

- In **non-IB classes**, students receive separate grades for each reporting criteria AND an overall grade (on the semester report card). Overall grades are determined using the Grading Boundaries (see below).
- In **IB classes**, students ONLY receive an overall grade. NB: In Year 2, the overall grade reflects a student's standing in the 2nd year course (not just the most recent reporting period).

A student's permanent grades are reported at the end of each semester through a Report Card. These grades become part of the student's personal file and will be communicated on the student's transcript upon transfer/graduation. Grades are also made available online via a Progress Report at the mid-semester point. These Progress Reports indicate a student's progress to date and do not represent part of the student's permanent records.

Assessment and Grading at AISB

All divisions in the school use a Standards-Based Grading (SBG) and reporting approach. The goal of SBG is to improve student learning by better communicating what each student knows and is able to do in relation to the topic-specific standards. The feedback that students and parents receive relative to these standards is specific, current, and meaningful, and it paints a more accurate picture of student progress than traditional grading and reporting.

The following beliefs guide our practice when evaluating evidence of learning:

- Grades are determined based on a **body of evidence** of learning related to the standards. This evidence takes multiple forms, including such variety as performances, essays, questions, observations, lab work, sketches, interviews with students, self-assessment, Visible Thinking Routines, etc. Teachers use multiple pieces of evidence to determine a grade.
- There is a distinction between work that is strong evidence of learning and work that is practice. Work that is "practice" in nature is not used to determine levels of achievement / mastery. Teachers use all other assessments that contribute to the body of evidence of learning to determine their professional judgement. Summative (e.g., unit) assessments generally comprise the weight of the evidence, and formative (ongoing) assessments can also influence the outcome, generally in a student's favor.
- Students and parents have continuous access to the gradebook online in Veracross. Minor assignments are typically posted within 5 school days of being turned in. Major projects and tests may take longer before going into Veracross. If there are questions regarding assignment scores, students/parents should check with the individual teacher.
- AISB does *not* average grades, but instead relies on teachers' professional judgment. Grades are based on the most consistent level of achievement with an emphasis on the most recent evidence.
- Student dispositions are not included in academic grades, so behaviors such as participation, completion of homework, and timeliness are assessed and reported within the Learning Identities, in line with each division's practices.

AISB Learning Identities

The AISB Learning Identities are a school-wide set of dispositions and behaviors that enable students to become independent, lifelong learners. These Learning Identities lead to success within and beyond the classroom. Teachers support the development of these dispositions through explicit instruction and providing opportunities for reflection. Demonstrating traits

of our Learning Identities is an AISB expectation, and reflection and feedback regarding these Learning Identities is ongoing, spanning all areas of study.

| AISB Learning Identities | |
|--|---|
| We are Inquirers | We are curious and passionate about learning. We ask questions and investigate using multiple sources. We make authentic connections and take action based on our learning. |
| We are Thinkers | We are problem solvers. We think creatively, critically, and reflectively using different strategies and skills. We are open-minded and consider multiple perspectives. |
| We are Communicators | We exchange ideas effectively and confidently. We actively listen and ask questions to seek understanding. We use languages and other modes of expression to gather information and communicate clearly. |
| We are Contributors | We contribute positively to our learning community. We ensure our words and actions have integrity. We demonstrate global citizenship by showing respect and care for ourselves, others, and the environment. |
| We are Agents of our own Learning | We are proactive. We set goals and manage our time to fulfill our responsibilities and commitments. We take risks, persevere, and learn from our mistakes. We strive to maintain balance in our lives. |

The AISB Learning Identities can be categorized as three types of dispositions: thinking, social, and work dispositions. The thinking dispositions (Inquirers, Thinkers, Communicators) are already assessed throughout the curriculum. The social and work dispositions (Contributors and Agents of our Own Learning) will be assessed and reported on HS Progress Reports and Report Cards with the words “Below, Meeting, Above”. These scores provide feedback to students and parents about achievement on these important dispositions. Scores of “Meeting” or “Above” are a prerequisite for students to enroll in Higher Level (HL) IB classes and, more importantly, are essential to success in both school and in life. Students who score poorly in these areas are demonstrating behaviors which are not in line with our expectations and may also have academic consequences (e.g., loss of opportunities for re-assessment, Academic Improvement Plans).

Learning Identities Rubric

Students who are “Meeting” expectations as a Contributor exhibit these traits:

- The student contributes positively to the learning community.
- The student shows integrity in actions and words.
- The student shows respect for self and others.
- The student collaborates well with others.

Students who are “Meeting” expectations as Agents of their Own Learning exhibit these traits:

- The student is proactive and prepared for lessons.
- The student manages his/her time well.

- The student fulfills responsibilities and commitments (including meeting deadlines).
- The student takes appropriate risks in the classroom.
- The student perseveres when faced with a challenge.

AISB High School Achievement Indicators

The following grades and marks appear on High School Progress Reports and Report Cards.

| Grade | AISB Achievement Descriptors Adapted from the IB MYP |
|--|--|
| 7 Excellent | Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations. |
| 6 Very Good | Produces high-quality, occasionally innovative work with minimal errors. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence. |
| 5 Good | Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations. |
| 4 Satisfactory | Produces good-quality work with few misunderstandings. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations. |
| 3* Limited <i>* A score of "3" or higher indicates a passing grade.</i> | Produces work of an acceptable but limited quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations. |
| 2 Poor | Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills. |
| 1 Very Poor | 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. |

In addition to the 1-7 grades explained above, the following marks may also appear on Progress Reports and Report Cards.

- Incomplete (INC) - Teachers may give a student an incomplete grade if there is insufficient student evidence to determine mastery of the curriculum. For reasons such as doctor certified illness or family emergencies, the student may apply for a time extension. If approved, the student must then complete the evidence of learning within a maximum of ten school days from the end of the semester. Assignments that are not turned in at that time cannot contribute to a student’s evidence towards meeting the standards. In this case, the score of “INC” results in the loss of credit. Absence is not an excuse for not turning in the missing material. Ideally when a student is ill, s/he can arrange with friends or family to have the work delivered to the school at the appropriate time.
- Modified (M) - A “Modified” grade is given to students who are working on a modified academic program as required by a Learning Support Plan.
- Not yet Assessed (NA) - A “Not yet Assessed” indicator is issued in cases where a reporting criteria has not yet been assessed in that reporting period, or in cases where a student may have arrived late in the term.
- No Grade (NG) - “No Grade” is issued for a reporting criteria when a student is working on a pre-arranged Pass / Fail system for one semester (see next bullet).
- Pass / Fail (P/F) - A “Pass / Fail” grade is a pre-arranged grading system used in special situations in special courses. A student may take a class on a Pass / Fail basis with the approval of parents, teacher, counselor, and Principal. This approval must be granted before the grading period in question has started. For some EAL students, a separate Pass / Fail rubric will be introduced for specified courses with a focus on skill development and growth.

Grading Boundaries

In non-IB classes, students receive separate grades for each reporting criteria AND an overall grade (on the semester report card). At the end of the semester, teachers determine an overall grade by considering student achievement in each of the different reporting criteria for the subject. Following are the reporting criteria for each department. Criteria with an asterisk (*) weigh twice as much as others. Criteria with two asterisks (**) weigh three times as much. Please see *HS Grading Boundaries Explanation* for further details.

| English | Science | Physical Education |
|---|--|--|
| <ul style="list-style-type: none"> ● Knowledge and Understanding ● Author’s Choices ● Organization and Development ● Language | <ul style="list-style-type: none"> ● Inquiring and Designing ● Collecting Data and Processing ● Explaining, Applying, and Evaluating ● Communication | <ul style="list-style-type: none"> ● Performance ● Lifelong Fitness ● Engagement and Responsible Behavior |

| | | |
|---|--|---|
| World Language <ul style="list-style-type: none"> • Listening and Reading • Speaking and Writing | Math <ul style="list-style-type: none"> • Knowledge and Understanding** • Communication | Media Arts (Video Production, Yearbook, Programming) <ul style="list-style-type: none"> • Communication • Technology |
| Social Studies <ul style="list-style-type: none"> • Knowledge and Understanding • Critical Thinking • Communication | Visual and Performing Arts <ul style="list-style-type: none"> • Creating* • Performing/Presenting* • Responding and Connecting | EAL <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing |

Home Learning

Home learning is the extension or reinforcement of classroom activities. AISB believes that home learning is useful when it helps students practice for classroom demonstrations of academic standards. Activities that are “practice” in nature are not used to determine levels of achievement / mastery, as they give students the opportunity to try, to fail, and to learn from mistakes without penalty. For this reason, home learning does not always receive a “grade”, but rather provides the most obvious way that students can receive feedback on their attainment of classroom expectations. Please note the following guidelines for home learning:

- Students should have a designated study area, free of distractions (e.g., phone / computer pop-up notifications).
- The following time guidelines are based on native English speakers who work in an efficient and regular fashion. Students who are still developing English language skills, those who have learning differences, students who are distracted, or those with excessive absences will take more time. If you notice your child is spending an extraordinary amount of time on tasks at home, please communicate directly with the relevant teacher.
 - In general, students should expect a maximum of 30 minutes of homework per class between class meetings.
 - HL courses may have a maximum of 45 minutes between classes.
 - Teachers are asked to inform students of the amount of time they anticipate the home learning should take. Time should be allocated for students to ask clarifying questions about the home learning. During the next class teachers might do a “quick check” to gauge the amount of time that students spent on the home learning.
 - These guidelines also apply to weekends and holidays.
- Students who have not completed learning tasks when they are due will be required to work with their teacher or attend Academic Support Time (AST) sessions on the day it was due or not later than the next day in order to ensure that they learn the requisite concepts or complete the task.
- Some teachers will elect to give projects or assignments to cover the home learning for several periods in advance. The school encourages this, where possible, since this gives students more flexibility in time management. Extended projects, essays, or major readings are normal requirements, and students must manage their time accordingly.

- Students should have no more than 2 tests or *major* projects due on the same day. On receipt of notification of a third test on the same day, the student should immediately talk to the teacher concerned and negotiate a new date. If a satisfactory agreement cannot be reached, the matter should be referred to the Principal who will arbitrate. If the student does not contact the teacher giving the third test within a day of it being assigned, the student forfeits the opportunity for consideration under this rule.

Co-curricular practices and rehearsals are an important component of extra-curricular teams, clubs, and activities. Like home learning, practices and rehearsals must generally be undertaken outside the school day. Practices and rehearsals take great commitment on the part of students and coaches / sponsors / directors. At AISB, we encourage students to participate in activities outside the school day, and success in school is required for participation in school-sponsored activities (see “Academic Eligibility Requirements”, below). To help students balance these important parts of life, AISB coaches / sponsors / directors will set practice and rehearsal times commensurate with the demands of the activity using the guidelines for time outlined below.

To help students plan effectively, we offer the following general guidelines:

- High School sports - 8 hours/week (4 practices or games)
- After School Activities - 1.5-3.0 hours/week
- MUN - 2 hours/week
- Music - 2 hours/week
- HS Play/Musical - up to 6 hours/week

In addition, AISB High School students should consider these general daily guidelines:

- Sleep - 8 hours/night
- School and transportation - 8 hours/day
- Exercise / CAS - 2 hours/day
- Home Learning - 1-3 hours/day
- Meals, Family Time, Social - 3-5 hours/day

Importance of Deadlines

Attending to deadlines is an important habit for students and adults alike. At AISB it is important that our students learn the content of our courses AND the habits and dispositions of a responsible, contributing member of our community. We set major deadlines carefully and thoughtfully to help students manage their workload and to reduce stress. Missing a deadline causes difficulties for both the student and the teacher.

Students should expect that missing a deadline can affect their learning experience, as they may not have the same opportunity to receive feedback in a timely manner. For example, a student who does not have a practice activity or reading assignment completed when it is being reviewed / discussed in class will not fully benefit from that review / discussion. If a first draft of an essay is not ready on the day it will be reviewed by peers, the student misses that opportunity to improve his/her writing before submitting the final draft.

Assignments and assessments within an IB course are mandated by the IBO with specified due dates. These assignments have extremely tight timelines to be evaluated by the teacher and sent into the IBO. For this reason, it is imperative that students respect the due dates for these assignments / assessments. Missing a deadline can result in an NTI (Not Turned In) for the assignment / assessment and/or the assignment not being submitted to the IB. This can jeopardize a student’s IB Diploma.

Assignments Not Turned In (NTI), Late Submissions

- Assignments not turned in on the due date will receive a mark of “NTI” (Not Turned In) in the gradebook. Assignments turned in late will receive a mark of “Late” in the gradebook. Both of these marks can lower a student’s Learning Identities grade on the report card.
- In the case where a student no longer has the opportunity to submit an assignment, “ZERO” will be entered in the gradebook (to replace NTI) to indicate that it is no longer possible to submit. Depending on the type of assignment, the student may have lost an opportunity to demonstrate mastery of a standard (see more information below).
- As outlined in “Home Learning” (above), students who do not have an assignment on its due date will be assigned to Academic Support Time (AST) in order to complete it.
- Students who are late with their assignments or who do not turn them in may NOT apply for re-assessment (see more information in “Reassessment”, below).

Missed Assessments and Make Up Opportunities

- Students with an unexcused absence are typically not permitted to make up missed assignments/assessments for that day.
- If there was an "open-book" test (questions given beforehand), and the delay does not provide an academic advantage, then a student is given the opportunity to take the test and receive a grade.
- If the teacher deems the student will have an academic advantage, then the student is entitled to take the test or submit the assignment and receive feedback, but he/she CANNOT receive a grade for that work. The student will have to earn the grade from subsequent assessments, which might not happen until the final exam.
- If the assignment is one that may be sent to IB and the student is deemed to have an academic advantage, then a new assignment may be given, and the student will have to start the assignment anew.
- Students who are absent are expected to check Veracross for assignments due and to return to school with those assignments completed (see “Absent Student’s Guide to Learning”, above).
- When students represent AISB at international events in our co-curricular program and are absent for two or more school days, he/she will not have a summative assessment during the first class meeting after the event. A student who misses school that day is not given an extension to this time.
- To protect test validity, students who need to take a make-up exam should expect to have a different version of the exam. Teachers attempt to administer all make-up exams before exams are returned to other students.
- If a student is going to miss class for a sports/activity trip and has an outstanding summative assessment, he/she must complete it before traveling.
- We expect that students will **complete ALL assessments** so that they are able to learn the concepts and skills necessary for success and so that we have enough evidence of their achievement. Students who do not demonstrate sufficient understanding because of missed assessments will receive a score of “INC” on the Progress Report / Report Card, which may lead to loss of credit for the course (see “AISB HS Achievement Indicators”, above).
- Seniors may have their “Block Pass” privilege (ability to come late or leave early) revoked after the first progress report if s/he is behind in deadlines.
- Grade 11-12 students can also lose their “unmonitored” Study Hall privileges if they are behind in deadlines.

Reassessment

Our goal is for students to demonstrate mastery of the standards. If a student has shown effort but has not yet shown mastery of the expected outcomes, we encourage the student to make the additional effort to master them. It should be noted that students do not have a “right” to reassessment, and that reassessment is typically NOT permitted in the case of unexcused / excessive absences, or when students have not turned in assignments leading up to an assessment. Students are required to consistently demonstrate the effort and progress they have made in order to earn the ability to reassess. Students can do this in the following ways:

- Maintaining Learning Identity scores of “Meeting” or “Above”
- Completing “re-learning” tasks before a re-assessment opportunity in order to demonstrate why the reassessment is likely to be more successful. Students must complete these tasks within a timely period as determined by the teacher.
- A re-assessment may be initiated by the teacher or the student. The decision on the application for a reassessment is at the discretion of the teacher, however.

It should be remembered that demonstrating mastery of outcomes is sometimes possible in subsequent assessments. A retest may not be necessary.

Course Requests

Course selection is done in consultation with students, parents, teachers, and the counselor. Returning students complete their course selection in February or early March. Students new to AISB usually complete their course selection in August and may require placement testing in English, mathematics and world language at the time of enrollment. AISB tries its best to honor all course requests, but this is not always possible. Some students may have scheduling conflicts that require them to select a different course. Students must pass a course to progress to the next level of instruction. Course changes are done within time limits and on a priority basis. Changing a course requires completion of a form that can be obtained from the office. Returning students can not change their course selection until new students have made their course selection.

Drop/Add Dates

AISB works hard to communicate with students and parents to ensure that each student is registered in the most appropriate courses. The first ten (10) school days of the first semester and first five (5) days of the second semester (for courses which begin in the 2nd semester) are the designated Drop/Add deadlines. Students will be able to change courses by following the procedures outlined by counselors. Students must also confer with the IB Coordinator if an IB course is involved in the change. In each case, students and parents should be aware of the grading implications of the course change.

- Beyond this deadline, if a course change is requested, the student must petition the school administration in writing and include the reasons for the change, as well as the proposed course to add.
- The change must be supported by the teacher, parent, counselor, and Principal.
- A notation of “Withdraw Pass” (WP) (if the current grade is a passing grade) or “Withdraw Fail” (WF) (if the current grade is a failing grade) is made on the transcript for the course that is being dropped.
- For the added class, makeup work will be determined on a case-by-case basis by the teacher and administration, depending on the nature of the case and courses

involved. In most cases the student will lose credit for the dropped course and may not be able to earn credit for the added course.

- It is not possible to drop or enter a course within 8 weeks of the end of the semester.
- IB courses are two years in duration; consequently, we do not allow changes to new IB courses after the first semester of the first year. If the student needs to change IB courses and remain a diploma student, we aim to change the level of the existing courses (HL to SL, SL to HL), schedule permitting.

Mid-Semester Transfers

Students arriving in the middle of a semester will be graded according to the following guidelines:

- Students arriving prior to the semester midterm will be graded as full-time student and receive a .5 credit if they have a passing grade (“3” or higher) at the end of the semester. Individual teachers will make decisions regarding whether the student will need to make up and/or be responsible for the material that was missed. This decision is made on a class-by-class basis.
- Students arriving after the semester midterm will be graded within the narrative part of the Report Card. Officially, the student will receive an “NA” (Not yet Assessed) and will not receive the .5 credit.
- In some circumstances, the Principal will either carry forward a previously earned grade and/or specify a level of attainment that is necessary at the end of a semester for the student to earn a .5 credit.

Study Hall

Study Hall provides students with important opportunities to practice time-management and independent learning as they transition to university. Students in grades 11-12 may sign up for one block (semester or year long) of Study Hall.

AISB has high academic standards; Study Hall is a time for students to complete schoolwork, study, or (if possible) meet with teachers to help meet these standards and decrease after-school workload expectations. The school will designate multiple locations where students may work, and students are expected to be in one of these locations. Study Hall is a privilege for students. If a student is not using this time wisely, misses multiple deadlines, or has low grades that make them an academic concern, the school will reschedule a student to a “monitored study hall” until the end of semester, at which time the student may be assigned a new class.

Seniors who have a Study Hall during the first or last block of the day, and who are in good academic standing after each Progress Report, have the option to leave school early during last block Study Hall or arrive late during first block Study Hall. This needs to be pre-approved by the student’s parents and the Dean of Students, and may be revoked if a student is missing multiple deadlines or becomes an academic concern.

Semester Exams

Semester Exams offer unique assessment opportunities because they allow students to demonstrate unassisted work for an extended period of time in a controlled environment. The exam experience is important preparation for IB and university exams. Therefore, students cannot be exempted from a semester exam or IB Mock Exams, even for illness. A doctor’s note is required to postpone a semester exam for a student. In some instances a written appeal can be considered.

In the event that a student will miss a semester exam, the teacher will be asked to create a new exam to ensure test security/validity. In a few instances the newer exam could be more difficult because making new exam questions might require the teacher to test areas that received less instruction. If the student cannot produce a doctor's note to excuse the absence, the school reserves the right to charge the student 100 USD for the creation of a new exam. In some situations make up exams may not receive a grade or may be scored with a more challenging rubric.

Each semester, the High School has semester exams during the last week of school before the winter break and the last week and a half of school in June. Please consult the calendar for these dates and plan to attend for the full session.

Violations of exam rules will be treated as Academic Malpractice and make the exam invalid and without opportunity to make up.

Failed Classes, Earned Credits, and Graduation

AISB will award 0.5 credit per semester for passed courses. If a student fails to gain credit in the first semester of a full year course, a minimum grade of 4 is required in the second semester and, where applicable, a score of at least 4 on the second semester exam for the student to earn one full (1.0) credit in the course. Students who pass the first semester and fail the second semester will only earn 0.5 credit.

When deemed necessary, a student may be directed to pursue an online option to complete the necessary credits for graduation in a particular discipline. The Principal's permission is required for a student to pursue graduation requirements in this way.

A student may repeat a failed course. Any course that is repeated will be given a grade. Students who pass a course can request the Principal's approval to repeat the course for a higher grade; however, a student may only earn 0.5 credits for each semester of the course even if the same course is passed more than once.

For a student to participate in the graduation ceremony, s/he must have obtained the necessary credits. If a student fails a class in May/June of the 12th grade year and is within one credit (1.0) of meeting the requirements, he or she may participate in the ceremony, provided that there is proof of enrolling in a suitable program to complete the credit. In this case, the graduation folder, which is handed out will not contain a diploma. A diploma will be issued upon completion of the credit.

Academic Honesty / Academic Malpractice

AISB is a community of learners and encourages healthy collaboration while also upholding the highest standards of academic honesty. Teachers indicate their expectations to students regarding which assignments are collaborative and which should be completed individually. On tests, quizzes, and many other assignments, students are expected to rely entirely on their own ability and approved resources. At other times, they are welcome to work with or seek help from the teacher, peers, parents, a tutor, or online resource. "Help" means that students honestly attempt the work to the best of their ability on their own, then seek guidance or coaching from others when the assignment permits such help.

High school students need to sign a *Community Handbook* contract each year. This document specifically requires students to collaborate with the school in support of honesty

and academic integrity. Students who have knowledge about violations of academic honesty are to report their information to the Principal or Dean of Students. The *Community Handbook* contract prohibits:

- Sharing or partial sharing of answers to school work so that another student may copy. This includes, but is not limited to, digital, physical and oral sharing of answers to schoolwork.
- Presenting another person's ideas or work, in whole or in part, as your own in draft work or final revisions.
- Paraphrasing material or using an original idea or interpretation that is not properly introduced, rephrased and cited.
- Having another student, parent, tutor or online resource do all or part of the work or collude with a student to do work that is meant to be done independently or only with specified resources.
- Violations of testing or exam procedures including the possession of an electronic telecommunications device or sharing information.
- Gaining an academic advantage by unsubmitting online work and resubmitting.

In cases of suspected academic dishonesty, the burden of proof lies with the student. That is, a student may be required to defend work or demonstrate the same understanding or skills on a similar piece of work provided by the teacher.

The first offense will result in the following consequences:

- the assessment becomes invalid and the opportunity to demonstrate achievement is lost
- notification of parents
- a letter of Academic Malpractice placed in the student's permanent file
- AISB shares violations of Academic Honesty with future schools and universities at the first offense when particularly egregious and as a matter of course if there is more than one incidence
- any subsequent offenses, regardless of the school year, will be assessed by a Student Review Committee and could jeopardize a student's enrollment at AISB.

If the offense involves the IB required Extended Essay, the student's IB Diploma could be in jeopardy. Universities tend to expel students after one offense of plagiarism. Universities also may request information about a student's Academic Honesty record for their admissions process. Students, therefore, need to fully and carefully document all written, verbal, media, and Internet sources. Documentation includes both citations and a works cited page. AISB uses MLA8 formatting. Details can be found on our Library website. Students should apply the documentation theory and format learned and practiced in their classes. AISB subscribes to a plagiarism detection service and will submit student's work for verification at any teacher's discretion.

Library

The library is open and staffed before, during and after school. Students are encouraged to borrow materials and use the library computers and photocopier as needed for school-related work and recreational reading. Patrons are trusted to check out materials. Food and drink cannot be consumed in the library.

Digital Accounts and WiFi

AISB has a Bring Your Own Device (BYOD) program for all students in grades 6-12. Students need a Mac laptop computer as part of this program. Information and details about laptop requirements can be found in the document called *BYOD Parent Communication*. Students must also read, understand, and agree to the "Responsible User Agreement" (RUA) in Appendix A of this Handbook.

All High School students receive a username and password for accessing our course management website, Veracross (online gradebook), and Google apps at www.aisb.hu. These are valid for the student's stay at AISB. Online accounts will be erased one month after the student's departure from the school, and students will be provided with the opportunity to have an AISB alumni address.

Online Course Sites are used to extend courses with a digital component. They are not meant as a replacement for regular class attendance, nor are they a replacement for instructions provided by the teacher in class.

Textbooks and Classroom Materials

Students are responsible for materials checked out to them and are expected to take good care of them. Textbooks, library books, and materials provided by the school must be paid for if lost or damaged. Generally, each student should have the following school supplies: Mac laptop, notebooks, pencils and erasers, pens, textbooks, and a TI-84 Plus calculator.

All students are encouraged to have an assignment diary or another way of staying organized. Students need a change of clothes, clean t-shirt, and shorts or sweatpants for physical education classes. Clean gym shoes are a requirement. Every student has a PE locker and a lock for storage of personal materials.

Standardized and Norm-referenced Assessment

Standardized assessments are administered to students in grades 3-12 in order to evaluate and support student learning. These assessments are only one point of data. When it comes to making instructional decisions, AISB believes in using many points of data such as in-class performance, observation, projects, classwork, and tests to help guide learning. Student data may be transferred electronically to education organizations outside the country for educational purposes only.

- **MAP:** The Measures of Academic Progress (MAP) test is given twice per year to students in grade 9 in order to assess skill levels in reading, mathematics, and language usage.
- **ERB CTP:** The Educational Records Bureau Comprehensive Testing Program (ERB CTP) is administered in the first semester to students in grade 9 in order to compare ability and achievement levels.
- **PSAT:** All students in grade 10 take the PSAT/NMSQT (Pre-Scholastic Achievement Test) in March, and students in grade 11 have the option to take the test again in November. The test is given as an indicator of how students might do on the SAT, which is usually taken by students in grades 11 and 12 who wish to apply to schools in the USA. National Merit Scholarship (NMS) eligibility for US 10th and 11th graders is determined by this test.
- **SAT I-II:** Students who are interested in attending US universities and American international universities in Europe are encouraged to take the Scholastic Aptitude

Test (SAT) I and II which are given throughout the year at the Fulbright Test Center in downtown Budapest. Confirm test dates and times with the Fulbright Test Center (www.fulbright.hu). Students can register for the SAT I and II at the College Board website.

- **ACT:** Some students take the ACT in lieu of the SAT. The American College Test (ACT) assessment is sometimes required by US universities. The ACT is offered in Budapest at the Fulbright Test Center (www.fulbright.hu). Students can register through the [ACT website](#).
- **CEM IBE:** The Centre for Evaluation and Monitoring International Baccalaureate Evaluation (CEM IBE) is given in the fall of 11th grade and helps us support student progress and performance in the IB Programme.
- **TOEFL:** The Test of English as a Foreign Language (TOEFL) is given regularly throughout the school year at the Fulbright Test Center (www.fulbright.hu). The test can be registered for online at www.toefl.org or by calling +31-320-239-540 in the Netherlands.
- **WIDA:** The WIDA Measure of Developing English Language (MODEL) assesses students' English language proficiency within each language domain (speaking, listening, reading, and writing) described by six proficiency levels. EAL teachers use WIDA MODEL scores, in addition to other evidence, to determine a student's overall English language proficiency level. All teachers can use information about a student's proficiency level to design instruction and assessment to meet that student's needs.

The International Baccalaureate (IB)

The International Baccalaureate (IB) Program is a comprehensive and rigorous two-year, pre-university curriculum culminating in either certificate in individual subjects or to a full IB Diploma. Most UK universities and some national universities require the full IB diploma for admission. Colleges in North America, while not requiring the IB curriculum, do recognize the IB Diploma as one of the most challenging international high school curricula in the world when considering candidates for admission.

Students are introduced to their IB options in the fall of their grade 10 year. Students interested in the full IB Diploma program need to submit a registration form identifying the particular courses they would like to study at SL (3 maximum) and HL (4 maximum) levels. Certificate candidates may select up to four IB subjects. Students typically need to have achieved an average of "5" or better in courses during grade 9 and 10 and received marks of "Meeting" or "Above" in the Learning Identities to pursue a course at the Higher Level. Most disciplines will also require teacher recommendation for placement in the appropriate level of courses. If a teacher does not recommend a particular course, a student may still pursue the course after completing a waiver form, signed by the student and parent(s).

IB Exams

IB exams are held at the end of the 12th grade during the month of May. These exams are held within the school day at school with the results posted via the Internet during the first week of July. Families are responsible for a registration fee and for the fees for each individual exam. IB Diploma students are excused from all classes when their IB exams begin in May. However, IB certificate students will continue to attend their non-IB classes until the date established by the Principal. This is necessary for students to satisfy their AISB graduation requirements. Students in IB courses are expected to sit the IB exam for the course. Missing an IB Exam will cause the student to forfeit their IB Course and IB Diploma

until the IB exam is taken in a subsequent IB session. AISB only has IB exam sessions during the month of May.

IB HL Extension

AISB recognizes the need for additional academic time for Higher Level (HL) IB courses. This time is provided via an elongated period before lunch and via an HL Extension class in student schedules. During HL Extension students may receive extra lessons from HL Courses or additional time to work on these courses. This provides students with valuable opportunities to manage their time and workload as they transition to university. Students who have difficulty managing their time may receive additional study structures and locations for this time.

Weighted Grades

AISB does not report a Grade Point Average (GPA), but for internal purposes there are times when a weighting system needs to be utilized. Examples include the Presidential Award or entrance into the National Honor Society. For these internal purposes only, Higher Level (HL) IB courses will each receive an extra point factored into the calculation when determining a student's average grade.

Academic Awards

Awards for Academic Excellence and Improvement are given at the end of the year. Subject-specific awards are presented at the end of the school year according to the school's definition of Academic Excellence. The following awards may be given at an Academic awards ceremony:

- **Academic Excellence / Most Improved** in a subject area: awards are given to students in each discipline according to the criteria for Academic Excellence.
- **CAS Above and Beyond Award:** This award is designed to recognize students in grades 9-12 who have achieved excellence in CAS. This is recognized by both a student's CAS portfolio, including the type of activities they are involved in, and the length and depth of their involvement. It also recognizes students who excel in their reflective work, either oral or written. Students who receive the award embody the AISB definition of "Global Citizenship".
- **AISB Citizenship Award:** The AISB Citizenship award is given each year to one student per HS grade level to recognize his or her ability to create a sense of community within the school. Out of respect for fellow students, faculty and education, the student makes AISB a better place to be.
- **Presidential Award for Educational Excellence:** The US President's Award for Educational Excellence recognizes academic success by either grade point average plus high achievement on state or nationally normed reading or mathematics examinations (or) recommendations of a teacher plus one other staff member. AISB students in grades 5, 8, and 12 can receive this award with the nomination of their teachers.
- **CLASS Award:** The CLASS Award stands for Citizenship, Leadership, Activity, Scholarship and Service. It is an award voted on by the faculty for the student who, during his/her senior year, has most embraced all aspects of AISB life. The recipient of this award also receives \$200 from the Parent Student Association (PSA).
- **ECIS Award:** The European Council of International Schools awards one grade 12 student each year with the prestigious ECIS Award for International Understanding. The award recipient must be a good representative of his or her country, have a positive attitude toward the life and culture of others, be a contributing force in the

life of the school with the ability to bring differing people together into a sense of community, thus furthering the cause of international understanding.

Valedictorian

Each year a fully enrolled senior student is named Valedictorian as determined by the strongest academic average from the student's earned semester grades (1-7) in years 11 and 12 (including second semester of the senior year). This is meant to equalize the playing field for those who come in grade 11 who may have worked in a different system in grades 9 and 10. An additional point is added to all Higher Level courses to acknowledge the difficulty of these IB courses. For example, for the purpose of valedictorian calculation, a student who earned a score of 7 in an HL course would receive a score of 8 before the average is calculated. This additional point is used for the selection of valedictorian process only and not reported elsewhere.

Student Support

Guidance and Counseling Services

The High School employs two counselors who are available for consultations with all students for personal, academic, career and college/university counseling. The counselors work closely with every high school student to advise that he/she is enrolled in the appropriate classes and is obtaining the credits necessary for graduation. The counselors also meet with parents, administrators, and teachers regarding academic and social-emotional concerns of high school students. One focus of the counselors' job is to guide students through the college/university search and application process. A "College Night" is scheduled for students and parents to introduce college-planning concepts.

Counseling Services are designed to provide an additional source of support and intervention for students. Services are available on a limited basis to help students address the many typical challenges of adolescence. Counselors will refer off campus for more serious psychological issues requiring further evaluation and ongoing therapy. Referrals for psychopharmacological evaluations and/or educational testing will be arranged as the need arises.

Learning Support Services

The purpose of Learning Support Services is to provide an environment that fosters the growth of each student academically, socially, and emotionally. Learning Support teachers provide instructional support for students who learn differently or display difficulties that may be a barrier to learning. Generally, students who receive Learning Support Services in the High School must have received an outside educational psychological evaluation.

The Learning Support team assists students in meeting the standards and benchmarks and fulfilling his or her potential at AISB. In order to meet the standards and benchmarks, accommodations may have to be made to the methods of curriculum delivery and assessment of knowledge, understanding and skills for individual students. Accommodations are intended to give all students an equal opportunity to demonstrate their learning. Examples include: extra time on tests, larger print, and use of a computer, having a test read aloud, etc. Accommodations do not affect the grading of an assessment or the way it is reported. Accommodations are different than modifications to the curriculum. If a student needs a modification to the curriculum, details will be arranged with

the student, parents, Learning Support teacher, and Principal, and grades will be reported as “modified”.

Academic Improvement Plans

AISB uses the reporting dates outlined in the calendar to perform “academic checks” for all students to try to identify and support students who are struggling. On the Progress Report, any student who is identified by the teacher as struggling (loosely defined as grades of 3 or below) may be notified. The student may be put on an Academic Improvement Plan and parents are notified. This plan will detail specific actions needed and will be in effect until the date of the next Progress Report (assuming the plan has been in place for at least 15 school days). Students who do not meet the expectations of the Improvement Plan may be placed on Academic Probation or (in severe cases) receive an Expulsion Warning (see “Academic Probation”, below). These individual plans clearly communicate expectations in advance to both students and parents.

Health Services

There is a registered nurse in the Middle and High School nurse’s office every day from 8:15 am to 3:30 pm to attend to student health needs. Any student who has a special medical concern or condition should notify the nurse’s office at the beginning of the school year. Parents must provide home and emergency contact numbers in case of a child’s sudden illness or injury. All medication must be placed in this office if it is to be taken during school hours. It is essential that the school nurse be notified of any changes in medical problems or conditions, as it is her responsibility to notify teachers and keep them up to date.

Students should not come to school if they are ill. If a student must leave during the day because of illness, he/she must first report to the nurse’s office. If the nurse determines the student should go home, she will contact the High School secretary who will contact the parents.

The AISB “Student Medical Information Form” must be submitted upon enrollment to the school. Upon admission and at least every three (3) years thereafter, students will be required to submit the results of a physical examination by a licensed physician. Students participating in the interscholastic sports program are encouraged to undergo an annual physical examination by a licensed physician prior to the first sports season in which they participate in that academic year.

Student Health and Safety

The safety of students will be ensured through the supervision of students in all school premises and through special attention to the following:

- maintaining a safe school environment
- maintaining safe practices on the part of the personnel and students, particularly in those areas of instruction or extra-curricular activities which offer special hazards
- offering safety education for students as germane to personal safety and child protection as well as in particular subjects, such as laboratory courses in science, shop courses, health and physical education
- providing prompt and competent first-aid care for children in case of accident or sudden illness
- having a trained and certified lifeguard when the swimming pool is in use.

Emergency Drill Procedures

If the evacuation alarm sounds, students must leave the building quickly and quietly with their teachers. Once at the designated area, students line up by advisories so that the advisory teacher can take attendance. Directions are posted in each classroom and in the hallways. In the case of an intruder alert, students stay low in the classrooms, away from the windows. Emergency drills are practiced regularly.

Parent Opportunities and Responsibilities

At AISB we value the partnership between parents, teachers, and students. Working together, we can reach our goals for the growth and development of each student. As part of the educational team, parents have certain opportunities as well as a number of obligations:

- Parents may serve as members of the School Board, elected by parents to provide policy governance over the school. Elections are held in the spring and any parent is eligible to stand for election.
- Parents are invited to play a leadership role in the Parent School Association, coordinating activities, projects, and events that support the school community (see more information below).
- Parents may join the Sports Booster Club, a group of parent volunteers who support athletics at AISB by organizing food booths at tournaments and other fundraising and support activities, all designed to serve our sports program.
- Parents are expected to read the Principal Updates on Veracross and shared by the Director's office as well as the Parent Portal regularly to stay abreast of what is happening at AISB.
- Parents play an active role in the education of their children, particularly through participation in the two Parent-Student-Teacher conferences scheduled each year in the fall and spring. At AISB, conferences are a vital part of the educational program, therefore we ask all parents and students to attend both conferences.
- Parents attend informational meetings scheduled throughout the year such as the Back to School Night in the fall, College Night, Course Selection Night, Spring Transitional Meetings (5th Grade, 8th Grade) and other presentations of interest to parents.
- Parents of Middle and High School Students support our student activities and athletics programs by both attending their child's competitions/performances and providing housing for students on visiting teams during tournaments held at AISB. Parents should anticipate being called upon at least once during the school year to host a couple of visiting scholars or athletes. This is a vital aspect of support that is echoed throughout the region, as our neighbors open their doors to our students as well when we travel to their sites (see "Hosting", below).
- Parents may volunteer in their children's classroom and by chaperoning field trips, sharing a talent or experience with the class, or providing other support.

Parent School Association (PSA)

The Board encourages the active cooperation and participation of the Parents in the School. In order to facilitate the participation of the Parents, the Parent-School Association ("PSA") has been established by the Board. All Parents or legal guardians of students (together: "Parents"), and the Faculty are automatically members of the PSA. The purposes, objectives,

and by-laws of the PSA are approved by the Board and must comport to the Constitution and policies of the School.

The PSA is an active and vital part of our school life. The PSA organizes activities during the year, sponsors events that encourage communication within our school community, and supports the school in maintaining the best possible educational environment for students. The PSA has a *Welcome Booklet* that outlines their roles and responsibilities. This is available for all parents to view on the portal. They are also a wonderful support group for new parents. All parents are encouraged to become involved in our PSA. The PSA meets each month. Contact the PSA President at hspsa@aisb.hu for more information about how to contribute your energy and talents to this worthwhile organization.

Student Rights and Responsibilities

Student Privacy

In order to protect student privacy and in compliance with the European General Data Protection Regulation (GDPR), AISB only uses student information as necessary: to perform our legal obligations, with consent or express consent, and when there is a legitimate interest. Please see AISB's *Data Protection Policy* (GDPR) on our website www.aisb.hu.

For the smooth operation of the High School and for the optimal benefits of our students, we use programs, applications and media for which we need parent and student consent. Each year, we will share an electronic document that seeks your explicit permission for the programs and platforms we use for learning.

Social Responsibility in the High School

Responsible global citizenship is at the heart of the AISB Mission and Values. AISB faculty aim to build caring relationships with their students. These relationships are the cornerstone for building a level of trust to model and educate appropriate behaviors. Inappropriate behavior is dealt with by both of the following means:

1. notifying the student of behaviors and implementing consequences that aim to be progressive and relevant
2. using the incident as a learning experience by allowing students to work with school faculty and staff to recognize ways to remedy the situation and develop the skills to make better future decisions.

AISB is a learning environment for everyone, and appropriate school conduct is guided by considerations of safety, integrity and respect.

Clear Expectations:

- Respect everyone's right to learn
- Obey the reasonable requests of staff/faculty
- Be on time and prepared for class
- Be rested, fed, and alert
- Give your best effort
- Do your own work
- Use appropriate language
- Demonstrate mutual respect in your social interactions with students and adults
- Be honorable, truthful and trustworthy

- Clothing should respect the Dress Code (see below)
- Team with our community, share relevant information and work toward our common mission and values

For typical consequences for infractions, please see Disciplinary Actions.

Student Health and Non-disciplinary Actions

Non-disciplinary actions may be employed to address individual student health concerns and to aid students toward non-use while a member of the school community. These may be initiated based on individual faculty member, parent, or administration referral or student self-referral. Non-disciplinary proceedings can include requests to a student and his/her parent for mandatory meetings with school counseling staff and/or outside substance use evaluation.

Communication of Drug Policy Violations

In the event of a violation of AISB's Drug Policy, parents can expect communication to the appropriate audience and at the appropriate juncture while respecting students' and families' right to privacy within our community. The divisional Principal is responsible for the application of the appropriate consequences for violation of School Drug Policy. Appeals will be decided by the Director.

Citizenship Expectation

Each of us plays an important role in upholding a school environment that is safe and secure for all students. We expect students, as citizens of our school community, to practice the ideas of tolerance and acceptance in their interaction with others.

As empowered citizens who play a part in determining the daily culture of AISB, we expect students to be familiar with and work towards preventing any interactions in which students are being bullied or harassed by others. **Bullying and harassment are wrong.** There are no exceptions to this statement. It is every student's right to come to school and feel comfortable and safe. For the sake of this handbook, bullying/harassment are defined as flagrant and/or repeated actions - violent and/or nonviolent, verbal and/or nonverbal - that cause fear, distress or harm, committed by an individual or group towards another individual or group.

Bullying and harassment can take place in any setting: classroom, hallway, locker rooms, outside of school, or through the use of technology. In short, if it affects the AISB community, it falls under the umbrella of this policy. Bullying and harassment can include:

- Being the target of uninvited or unwanted physical action or the threat thereof
- Being teased in a hurtful way
- Being singled out and/or having hurtful things said about a specific attribute such as appearance, race, gender, religion, sexuality, abilities, or family background
- Having lies or untrue rumors spread
- Having their property taken, damaged or hidden
- Having their friends turned against them
- Being threatened or forced to do hurtful things in order to become part of a group
- Being blackmailed
- Cyber-bullying (further defined below)

Cyber-bullying is repeatedly being cruel to others by sending or posting harmful material or engaging in other forms of social cruelty using the Internet or other digital technologies. Cyber-bullying can take different forms, including:

- Online “fights” using electronic messages with angry and vulgar language
- Harassment. Repeatedly sending offensive, rude, and insulting messages
- Denigration. “Dissing” someone online or in some other public forum. Sending or posting cruel gossip or rumors about a person to damage his or her reputation or friendships. This includes sharing “opinions” about students, teachers, or school in public forums
- Impersonation. Breaking into someone’s account, posing as that person and sending messages to make the person look bad, get that person in trouble or danger, or damage that person’s reputation or friendships
- Outing and Trickery. Sharing someone’s secrets or embarrassing information or images online. Tricking someone into revealing secrets or embarrassing information, which is then shared online
- Exclusion. Intentionally excluding someone from an online group
- Cyber-stalking. Repeatedly sending messages that include threats of harm or are highly intimidating. Engaging in other online activities that make a person afraid for his or her safety
- Cyber-threats are either direct threats or distressing material that raises concerns or provides clues that the person is emotionally upset and may be considering harming someone, including harm to self

The policy does not include opinion statements made to friends verbally or critical opinions made online or in print that are made in an appropriate and respectful manner in a proper forum. For a more detailed explanation of cyber-bullying and appropriate online behavior, consult the “AISB Responsible User Agreement” in Appendix A.

Reporting Bullying or Harassment

Harassment and bullying are serious actions that threaten the safety of our school community. All reported acts of bullying will be investigated and acted upon. The school expects all members of the school community to report incidences of bullying. Students should be able to trust and confide in teachers, administrators, siblings and parents who in turn can help the student report the matter. The school understands that students are often afraid to report and will implement protective measures. The identity of the student who reports the incident of bullying will be protected during follow-up.

Depending on the nature and severity of the incident reactive measures may include counseling, parent involvement and a full range of possible consequences including expulsion. In some cases, the school may be required to alert the proper legal authorities about the incident.

For the purpose of this handbook, bullying and harassment do not include:

- the legitimate exercise of an individual’s supervisory or instructional authority
- the expression of complaints, whether orally or in writing, if communicated in a manner consistent with the intent of the guidelines above
- naturally occurring, occasional conflict, which is an inevitable part of social interaction.

Academic Probation

The purpose of the probation process (both Academic and Disciplinary) is to identify students who are having difficulty meeting the requirements necessary for continued enrollment in grades 9-12 and to ensure that additional support is provided to those students and their parents. The aim is to identify these students early enough and to work as a team with parents to provide the necessary help for students to be successful at AISB.

A student will be placed on Academic Probation when he or she has a number of grades of 3 or lower combined with Learning Identities indicators that suggest the student is not putting forward their best effort.

Procedure:

1. Parents will be informed by means of a letter from the high school principal that the student has been placed on academic probation, and the parents and the student will be required to meet with the principal and/or the counselor to discuss the conditions of academic probation.
2. Students on academic probation may be required to stay after school or complete regular self evaluations to help with academic or organizational issues.
3. The Academic Probation period will be specified by the school, usually consisting of at least a full academic quarter. At the end of each reporting period, the principal and designated staff review each student's grades and probationary status.

Students who fail to meet the conditions of Academic Probation or whose academic performance is much below meeting expectations, will be placed on an Expulsion Warning. In this case, a student is in serious jeopardy of not being allowed to continue their studies at AISB. At this point, a contract detailing the conditions for continued enrollment will be drawn up and signed by the Principal, parents, and student.

Disciplinary Actions

Issues will initially be dealt with at the classroom level. Problems that exceed these bounds may be brought to the Office and are handled through progressive consequences, which can include working with students through counseling, self-reflection, problem-solving, parent notification/dialogue, detentions, extended-restrictions, and documenting instances within a student's file or in letters to future schools or universities.

A few sample consequences are provided below (unless extenuating circumstances apply to a given situation).

| Infraction | Typical Consequence |
|--|---|
| Use of digital device (e.g. phone, iPod, tablet, laptop, earphones / headphones) in class when it was not initiated or approved by the teacher | <u>1st violation</u> - apologize to teacher, infraction recorded by office <u>2nd violation</u> - leave device with office for two school days (8:30 - 3:30). Parents notified, infraction recorded by office <u>3rd violation</u> - device retained by office and will be returned to parents rather than the student, infraction recorded by office |

| | |
|--|---|
| Skipping class | <p><u>1st violation</u> - parents notified, letter in student file, student receives detention</p> <p><u>2nd violation</u> - parents notified, letter in student file, one day In-School Restrictions</p> <p><u>3rd violation</u> - Two days In-School Restrictions, Disciplinary Probation for one semester, and possible Student Review Committee</p> |
| Unauthorized campus departure | In-School Restrictions |
| Violations of AISB Academic Honesty (Please see the section entitled "Academic Malpractice" for additional information) | <p><u>1st violation</u> - letter in student file, notification to parents</p> <p><u>2nd violation</u> - both incidents of malpractice are added to the student's transcript which goes to future schools</p> <p><u>3rd violation</u> - Student Review to determine enrollment status, with expulsion as a possible consequence</p> |
| Failure to obey a reasonable request | In-School Restrictions |
| Fighting, harassment (including verbal and cyber-bullying), possession of dangerous articles, theft / vandalism | Home-study pending outcome of Student Review Committee. Likely Suspension. |
| Gambling or the impression of gambling, with or without money, detracts from the academic climate that we are trying to foster | In-School Restrictions |
| Violation of AISB's Drug Policy (SB Policy 5.2.4) on the school Premises, school field trips or school sponsored events | Home-study pending outcome of Student Review Committee |
| Distributing drugs on or off campus | Expulsion |
| Use/ Possession of Drugs/ Alcohol/ Tobacco/ vaping/ ecigarette off campus and unrelated to school | Typically, parental notification |
| Use/ Possession of Drugs/ Alcohol/ Tobacco/ vaping/ ecigarette off campus which negatively impacts the school's reputation | Parental notification and Student Review Committee |

For more serious matters, excepting those that could lead to Suspension or Expulsion, the consequences of concerns brought to the Dean of Students are decided in collaboration with the Principal. Typically, one of two sanctions are enacted depending on whether or not the student is deemed a disruption to the learning environment:

- **Disciplinary Caution:** A student may be given a Disciplinary Caution in cases where a student has not met our behavioral expectations either through multiple minor infractions, or a single major infraction of our school rules. Participation in co-curricular activities may be restricted and presence on campus after school and on weekends may be denied. The caution is typically for a fixed period of time. If the student is found in violation of school rules again, they may be referred to the Student Review Committee that makes decisions about Disciplinary warning, Out-of-school Suspensions and Expulsion. Typically, if a student's behavior is exemplary during the caution period, the disciplinary caution status is removed.
- **In-school Restrictions:** The student loses the right to attend classes and to participate in after-school activities for a designated period of time. The student attends school but completes schoolwork in a separate setting. There is no academic penalty for being absent from class.

Suspension or Expulsion

Disciplinary procedures that could lead to Suspension or Expulsion are outlined in the section below, "AISB Disciplinary Procedures." The most serious disciplinary issues may include repeated infractions of school rules, including issues of Academic Honesty, or the infraction of a major school rule that impairs the safe and harmonious functioning of the school. Such infractions are managed in accordance with the AISB Disciplinary Procedures outlined below. The Student Review Committee that administers the Disciplinary Procedures may issue students with a formal warning, a suspension, or a combination of other restrictions, or expel a student.

- **Suspension:** a suspension represents a serious disciplinary consequence. Suspensions become part of the student's record. The student loses the right to attend classes and to participate in after-school activities for a designated period of time. For attendance purposes, suspended days are marked as "Suspended". Out-of-school suspensions are primarily used in severe cases where student safety is an issue. (There will be no grade deductions resulting from the suspension itself.)
- **Expulsion:** The termination of the relationship between the student and the school. The student continues his/her education elsewhere.

AISB Disciplinary Procedures

Students whose behaviour violates the rules of the school, or interferes with the educational program and/or whose behaviour results in the destruction of school property may be expelled from the School.

The student must be provided a hearing on at least one occasion during the procedure. Minutes shall be taken at the hearing.

The disciplinary procedure shall ensure that students have the right to be accompanied by their parents or other legal guardians (hereinafter: parents). If the student or his/her parents cannot participate at the hearing they are entitled to submit their comments in writing.

The student and his/her parents shall be informed about the hearing at least two working days before the hearing. The notice of the school shall disclose the nature of the complaints against the student and any document which will be used in the procedure.

Stage 1 – Decision of the first instance

The Student Review Committee - which consists of at least three Faculty Members - has the first instance authority regarding student expulsion.

If the Student Review Committee concludes that the student's behaviour violates the rules of the school, but they see the opportunity for improvement, they will inform the student about a timeframe within which the improvement is expected. In that case, the Student Review Committee issues only a notification of warning. This warning will remain in force for a period of up to six months from the date of the hearing. The decisions of the Student Review Committee as well as the warning shall be recorded in writing.

If the Student behaviour violates the rules of the school within the above period, the Student Review Committee is entitled to hold a second hearing, where they can decide on the Student's expulsion.

The Student must be notified of his/her right to appeal.

Stage 2 – Decision of the second instance

A Student shall have the right to submit a request for revision against any first instance decision. The Student may file such a request with the Director of the School within fifteen days as of the date of disclosure of such decision. The Disciplinary Committee shall forward all documents relating to the first instance decision to the Director immediately, but no later than two working days from the date of filing of the request for revision. The Director shall proceed concerning the application.

Over the course of the procedure, the Director may take the following second instance rulings:

- turn down the application;
- modify the first instance decision;
- annul the first instance decision and may order to repeat the first instance procedure.

The Director shall decide on whether the decision could be implemented immediately. The Director may order the immediate execution of the second-instance decision if justified by the best interests of other Students attending the educational institution.

The decision must be recorded in a form of resolution and justification must be provided. The final, second instance decision passed shall be final upon its communication. A final decision may be enforced.

The Student may challenge the final second instance decision before the court within 30 days from its disclosure.

Please note, AISB provides future schools and universities with information about serious disciplinary consequences that could include suspensions, disciplinary warnings, or expulsions, depending on the seriousness of the incident. Students who engage in Academic Malpractice should also understand that AISB communicates with future schools about such malpractice if it has occurred more than once.

Dress Code: Guidelines for Appropriate Student Dress

Student dress and appearance should contribute to the positive climate of the High School. AISB is a true international community and with this in mind, clothing and accessory choices by students and their parents must be respectful of our culturally and politically diverse school population.

The safety of both students and adults is a major consideration at school, and students and their parents are asked to consider safety when making decisions about clothing and accessories to be worn/brought to school.

Clothing for both male and female students that exposes undergarments or that is excessively revealing is not appropriate for our professional learning environment or on school trips, because it does not recognize the seriousness of academic purpose. More specifically, students are asked to leave hats and sunglasses in their lockers from 8:30-3:30 and not to wear them in school buildings. Shorts, skirts and dresses should be long enough not to expose undergarments or bare skin. Images and print messages on clothing must be free of profanity as well as references to violence, drugs and/or alcohol.

The AISB High School dress and appearance standards will be communicated and monitored by High School teachers and the High School Dean of Students. In cases where students require additional guidance, communications will be managed respectfully and on an individual basis. We kindly thank students and parents for supporting these guidelines for appropriate dress at school.

Public Displays of Affection (PDA)

It is important that students demonstrate an attitude and behavior regarding interpersonal relationships that would be acceptable to people of various cultural, ethnic, and social backgrounds. AISB recognizes that genuine feelings of affection exist between students; however, intimate public displays of affection on campus are not acceptable. Anything beyond holding hands or a short quick kiss is considered PDA.

Assembly and Audience Behavior

To foster a sense of community the High School holds assemblies. The primary purpose of an assembly is to celebrate our successes, and to showcase student leadership and performances in a supportive environment. The role of the audience is to respect, encourage and support peers and presenters by engaging in the presentation or event. Inappropriate audience behavior will result in a detention and/or restrictions at future assemblies.

Here are ways that you can help our assemblies run more smoothly:

- Be seated quickly and with your advisory.
- Socializing is encouraged until the audience is called to order. Unless directed otherwise, there should be no talking while a speaker is at the microphone or a

presentation is in progress. Talking is permitted during some “spirit building” presentations, at which time an announcement will be made to relax this guideline.

- Turn off and put away all electronic devices, or they will be confiscated.
- Leave food and drink outside of the theater.
- Use the rows for access/egress (without climbing over seats/rows).
- Be respectful at all times; the theater is a classroom, and all AISB classroom rules should apply. Encourage performers through engagement and applaud when appropriate. Avoid slouching and sleeping as such actions communicate disrespect.
- Treat visiting schools/speakers/artists with the utmost respect. Our behavior reflects on AISB as a whole, and we want people to leave feeling as if they were appreciated and respected.
- Honor our tradition of allowing Seniors to be dismissed first.

Student Visitors

Students may bring guests to school for a maximum of one day provided they have a guest form (available from the office) signed by each teacher visited, and returned to the High School Principal for approval at least one day prior to the visit. The hosting student will accompany the guest and assume responsibility for the guest's actions.

Personal Property/Theft

The school cannot assume responsibility for valuables that are either lost or stolen on campus or on school trips.

- Always keep your belongings with you or in your locker
- Ensure your lockers are locked and your combination number private
- Put names on personal belongings
- Never bring to school more money than is necessary
- Never tamper with other people's belongings, even as a joke
- Electronic devices such as phones, music players, earphones or headphones and tablets may not be in use during class-time, unless initiated by the teacher

Reporting Theft

- Report ASAP to Security Office in main lobby of Building B
- Security will investigate
- Help prevent theft by looking after your belongings and contributing to a community of trust.

Student Drivers

Students may drive to and from school if they have an official driver's license which is valid in Hungary and recognized by Hungarian law. The privilege to drive to school may be revoked if a student is not in compliance with the guidelines. Students are asked to park outside the gates recognizing the shortage of parking on campus. The privilege may also be revoked at the Principal's discretion if the student has violated other school rules or for academic reasons. Drivers wishing to take passengers must obtain written permission from the passenger's parents and also the school office. Driving lessons should be scheduled to not interfere with school time. We ask students and parents to schedule these at the most appropriate times.

Student Card Information

Students of our school are entitled to receive a Student Card, an official Hungarian document. Holders of Student Cards are entitled to a number of discounts:

- Monthly Budapest travel pass for students
- 50% discount on domestic rail and bus fares
- 50% discount on HÉV (suburban railway) fares
- 50% discount on museum tickets (on one of the weekend days most of the museums provide free entrance to children and two accompanying adults)
- 50% discount on library enrollment fee
- Commercial discounts offered by companies accepting Student Cards, discounts in range of 5% to 30%, e.g. theater and cinema tickets.

For more information, please see Mr. Péter Deák at the reception of Building B.

Hungarian Tobacco, Alcohol and Drug Laws

Hungary has a single law to deal with all illegal drug related issues. Drinking and purchasing distilled liquor has a minimum age requirement of 18. Purchasing tobacco has a minimum age requirement of 18. The laws include use, distribution, and sale.

- The maximum penalty for illegal drug usage is 2 years prison and a criminal record.
- The penalty for the distribution and selling illegal drugs is imprisonment between 2 and 8 years.
- Appeals can be requested to enter a drug treatment program in lieu of prison: one who produces, acquires, or posses a small quantity of narcotic drugs for his/her own consumption will not be punished if he/she admits his/her act and verifies that he/she has been treated for drug addiction, or has been participating in drug rehabilitation or a preventive-consulting service relating to dependency for at least six months.
- Foreigners risk their resident's permit and having the criminal record sent to their home country where there could be further punishment (e.g., loss of passport).

Student Life: Sports and Activities

Importance of Balance

AISB is proud of its strong academic program. Academics, however, are but one important part of the holistic education on offer. AISB values a rigorous, relevant curriculum, and we also value the relationships that students forge here through their participation in Fall Trips, through sports, and through the arts. While students may, at times, feel they have limited time to participate in co-curricular activities, our underlying belief is that they do not have the time to miss them.

AISB offers a range of sports over three seasons, a drop-in wellness program for those participating in the IB diploma as juniors and seniors, and an extensive activities and arts program that takes place during the school day and after school. The co-curricular program, in addition to allowing students to develop a myriad of skills, including time management, is also a huge source of enjoyment and connection to others in the community.

Fall Trips

The goals of fall trips are:

- to build strong friendship bonds between peers and teachers
- to acquaint students with the cultural features of the region they are visiting
- to provide students with leadership opportunities and to promote self-reliance
- for students to participate in challenging outdoor physical activities

- Participation in fall trips is compulsory unless there are documented medical reasons that preclude participation. Typically, unless otherwise stated, tuition covers the entire cost of the fall trip. The school does not have individual health policies for each student, so parents are advised to consult their policies for applicability during this week. Parents are also responsible for securing any visas that may be required for their child.

Please be reminded that all school rules and policies apply on fall trips. Misbehavior may result in a student plan, travel ban, exclusion from co-curricular participation, suspension, and possibly expulsion. Students will, if feasible, be sent home at their parent's expense if their behavior justifies a travel ban.

Prior to the fall trip, all students will be required to sign a declaration saying that they have read the handbook and that they agree to abide by all of the rules. In addition, the Principal will designate chaperones who may make a reasonable search of a student if there is reasonable belief that the student has in his/her possession an item that is contrary to school rules and/or dangerous. The search will be conducted in the presence of a third party.

Destinations Include:

| | |
|----------|---|
| Grade 9 | Hungary |
| Grade 10 | Poland |
| Grade 11 | Croatia |
| Grade 12 | Action: Slovenia Service: Romania or Hungary Creativity: Vienna |

High School Activities

The High School activities program offers a variety of clubs and other opportunities. Most clubs meet primarily during the Activity block, and many are student-led. Some of these programs offer opportunities for student travel and collaboration or competition with other schools, most notably as a part of the CEESA school network of activity programs, as well as the Model United Nations (MUN) program. Students receive information about clubs and activities before the sign-up period. Examples of club offerings include: Magyar Service Club, Psychology Club, Global Issues, Amnesty International, Habitat for Humanity, Interschool Coalition, Talent for Joy, and National Honor Society, among others. Being involved in a service club is one way for students to fulfill their CAS requirement (see “Creativity, Action, and Service Requirements”, above.)

High School Athletics

The athletic program at AISB offers numerous opportunities for our students to experience an array of sports, such as soccer, volleyball, cross-country, basketball, swimming, tennis, track, golf, and softball.

AISB is a member of several competitive groups, such as CEESA, SCIS, and DVAC in order to provide opportunities and tournaments for each sport. Athletes who are selected as part of the traveling team have the opportunity to compete in these local and international tournaments.

Academic Eligibility Requirements

During the year, student academic performance is monitored using Veracross in order to determine eligibility for co-curricular trips for sports and/or clubs in order to ensure all students are meeting basic academic expectations before representing our school at events (see “Academic Improvement Plans”, above). Students who do not meet minimum requirements for academic eligibility may be restricted from traveling with a club/team if the student does not make sufficient improvements prior to the trip.

Students who are assigned to an “Academic Improvement Plan” must follow this academic support process to be eligible for travel. Failure to follow this process will make them ineligible for travel. Students who have been excluded from co-curricular participation are not allowed to miss school to travel to co-curricular events outside of Hungary.

Students are responsible for maintaining a satisfactory academic standing while participating in our co-curricular program. Participation includes practicing, competing, and traveling. Students are responsible for making up any work they miss while participating in co-curricular activities (please see “Missed Assignments and Make Up Opportunities”, above). It is the student's responsibility to be proactive, meet with teachers in advance of any planned absence, and determine what needs to be done in advance or made up upon return. Most students choose to do some school work while on their trip in order to be ready to return to class. Typically work can be done while in transit and during the evening with the host family.

Students are encouraged to participate in co-curricular activities to fully experience all that AISB has to offer. The academic support process outlined above is meant to encourage participation, provide support to students in managing their time and prioritizing demands, and recognize that our primary purpose is academic. Students are eligible to participate in co-curricular activities if their achievement and work habits are not a concern during the school's regularly scheduled Progress Reports (described earlier).

Attendance, Commitment, and Behavior

Students may try out for several sport activities at the beginning of each season, but then must choose one sport. This policy seeks to avoid conflicts in practice times and matches and enhances the quality of commitment to each sport we offer.

Once chosen to represent AISB in a program or as a member of a team that entails travel, we assume and expect that student to participate fully in all games, tournaments, competitions, festivals, workshops, and conferences. Please note the following expectations:

- Students who are absent during the day of a scheduled practice, tournament or game may not practice or participate in a local game or tournament unless there is written and substantiated proof that the student was absent due to official business. Official business include visits to an embassy to procure a visa or a medical appointment. Students who are absent on the day of co-curricular travel may be prevented from traveling unless they can provide written and substantiated proof that they were conducting official business. Any exception must receive the written approval of the Principal.
- AISB team uniforms and warm-ups are not to be worn except when representing AISB at a sanctioned match or event.
- A student dismissed from a team for disciplinary reasons may not participate on another team that season.

- Please also see “Academic and Activity Balance”, above.

Hosting

Parents of Middle and High School Students support our student extra-curricular activities and athletics programs by both attending their child's competitions/performances and providing housing for students on visiting teams during tournaments and events held at AISB. Housing visiting athletes or scholars is a vital aspect of support that is echoed throughout the region, as our neighbors open their doors to our students when they travel to their sites. Plan on being asked to open up your home to a couple of visiting athletes or scholars.

Our relationships with other international schools have developed over many years. This ongoing exchange of ideas, participation in each school's co-curricular programs, and development of shared events and workshops are a great asset to AISB and its families. In order to make these opportunities possible, tournaments, workshops, and festivals may require that the host school provide housing for between 30 and 180 students at any one time for up to seven events in a single school year. Hosting student guests is an enriching and rewarding experience for everyone, especially for our students.

Please note that housing is a compulsory and integral part of participation in our after-school activities and sports program. Every student involved in our MS or HS extracurricular activities and athletics program is expected to house two students up to two times during the school year.

Every effort will be made to match the visiting students with host families whose children participate in the same event. However, it is not always possible to achieve this optimum match. Families may be asked to host for activities in which their children are not participating. We ask for your understanding and patience if this occurs. Perhaps a family will host your child under the same circumstances in another city. We will try our best to accommodate your choices, nevertheless, we appreciate any flexibility on your part.

When you are with a group of AISB students and their guests, make sure personal wishes and guidelines are not being overruled or violated. If your student guest does not want to participate, you should stay with her or him and find another way to spend the evening.

All visiting students must comply with the AISB Co-Curricular Regulations and Expectations as outlined in the following section. Do not allow them to convince you to the contrary. Neither host families nor students may negotiate changes in regulations for students with respect to curfew, housing arrangements, the use of tobacco, alcohol, drugs, or any other rules or provisions set forth by the host school.

For the duration of the hosting event, AISB parents carry parental responsibility for their visiting student guests. It is important that we give them the same care, consideration, and supervision our children receive. Parents are expected to abide by the Hosting policy. Middle School students must be supervised at all times.

Please arrange suitable transport as necessary. Normally this is expected to be a private car to and from events. Please provide a bag lunch for the student(s) during the competition and for the return journey to their home city. Alternatively, you may give the student(s) money to purchase a meal.

Hosting and Child Protection

Parents are expected to abide by the school's Hosting and Child Protection Policy. As a homestay parent, it is important you know your responsibilities with regard to child safeguarding. Please see Appendix B for AISB's Child Protection Agreement.

Co-curricular Regulations and Expectations

In addition to all AISB school rules, the following regulations also apply to AISB traveling students and visiting team members. These regulations apply to the entire visit, including the journey to and from the site of the event. If you are hosting a visiting student who does not abide by these guidelines, please contact either the sponsor in charge of the event or the principal.

- Students and chaperones should understand that on every trip all participants must meet these guidelines. Individual sponsors may distribute additional guidelines and rules specific to their activity.
- When traveling, students serve as diplomats for the school and their country. We consider school-related travel to be a privilege, and for this reason we always reserve the right to restrict students from traveling. Restrictions may be applied due to low academic standing, poor behavior or teacher recommendations.
- If the responsible official of the host school has made housing arrangements, they may not be changed.
- If housed, students must be in the home of the host parent by the curfew hour of 10:00 pm (unless otherwise specified by the tournament director).
- When housing students, the host family must always accompany Middle School students.
- Smoking or any other use of tobacco, the drinking of alcohol, and the use of non-prescription drugs are not permitted.
- At times, AISB may require that students no longer participate in a field trip due to discipline, injury or other circumstances. In this case, AISB will communicate with the parent to arrange transportation details. AISB chaperones may not be able to accompany your child and parents will need to be responsible for picking up their child or authorizing independent return travel.

The consequence of non-compliance with any of these rules may result in removal from the tournament, festival, conference, etc. This will be determined on an individual basis. In some cases, parents will be responsible for the cost of early transportation home due to extreme circumstances. These circumstances may include, but are not limited to, the student causing harm to others or breaking the law.

Any AISB student who commits an offense for which the normal consequence would be suspension or expulsion, may incur a travel ban if the offense took place while participating in or hosting a co-curricular activity. The travel ban may in place for the remainder of the season in which the offense took place, and the entire season following the offense. Students may be sent home at their parents' expense if their behavior justifies a travel ban.

Additional Guidelines for AISB Students who Travel

In addition to the Co-Curricular Regulations and Expectations, which apply to both AISB and visiting students, each AISB student traveling with his/her team should also follow these guidelines:

- To promote school spirit and pride, there is a dress code for students traveling to and from school-related events. Coaches will make clear dress code expectations.

- Have an adequate amount of money; it might be needed for extra meals, public transportation, telephone calls, etc.
- Always pack a small gift for your hosts.
- It is an expectation to always wear seat belts when traveling on school trips.
- Make contact with your host as soon as possible after arrival at the host school. Be willing to take some initiative in this matter. Discuss after-game arrangements, meals, and transportation with your host. Be sensitive to your host's wishes and express your own; communication avoids misunderstanding. If you feel uncomfortable with what your host or host family wants you to do, please contact your coach or chaperone immediately.

We want parents to be aware that chaperones and/or coaches will not be with students all the time on trips. Their supervision extends to travel and the actual time surrounding the events. Much of the time the students are under the supervision of host families.

Some trips are planned well in advance, in which case parents will be given detailed information about their child's schedule, contact numbers for the hosting school, its officials and her/his own program leaders. Sometimes, however, this information will only be given to us upon arrival at the destination. We ask parents to stress to their child how important it is that she/he keeps this information. Students should also carry with them the number(s) at which you can be reached during the trip should an emergency occur.

Students are expected to travel to and from the event with their team or group. Any exceptions to this rule for special circumstances must be requested in advance by contacting the Athletic Director, Activities Coordinator and/or the Principal. If a request is approved, a parent must accompany the student.

Guidelines for Sharing Information during a CEESA Event

All schools that are CEESA members, regardless of their geographical location, are required by CEESA to abide by GDPR regulations. It is important that all personal information of our community members be secured both at rest and while in transit. AISB aims to ensure that the exchange of data necessary for the organisation of a tournament or event is GDPR compliant, necessary, and minimal. AISB's Data Protection Policy can be found at www.aisb.hu.

- Personal information about participants should be kept in a secure location at all times. This means hard-copy information should be locked when not attended. Digital versions must be shared directly with those who need it and no one else.
- Personal information transmitted electronically shall be secured.
- All such information should be deleted within one month of completion of the event.
- Hard copies should be destroyed within a week of the event when there is an electronic copy available.

ROSTERS

The following general information is collected: Name, Grade, Gender, Nationality, Dietary requirements, Medical information, Shirt Size, Requested Housing Partner. Depending upon the event, there may be additional information required, such as instrument played etc.

HOMESTAYS

Information should be shared on a need to know basis only to ensure the well-being, safety and personal data protection of participants. Parents consent to this collection and sharing of necessary data for the purpose of housing and tournament/event organization. That is, when you are hosting, your name, email and phone number will be shared with the coach and, in case of an emergency or due to a specific dietary or medical concern, with the family of the child you are hosting at their request. When your child travels, your information will be provided to the family that hosts your child in case of an emergency.

The following information is shared with visiting teams individually: Host family surname, host family email contact, host family phone number, and allocated students.

The following information is shared with homestay families individually: only the names of students they are hosting, their grade/s and relevant dietary/medical information.

Livestream/Programs/Event Website and Photographs

- Prior to each CEESA event, participants should be made aware that there will be coverage of the event on livestream and photos will be taken.
- Participants' personal information will not be shared publicly and students not identified personally.

Co-curricular Awards

AISB sponsors an awards ceremony at the end of each of the three sports seasons. Students who fully participate on a team or activity may earn recognition for their commitment and ability, upon the recommendation of the coach, sponsor, director, or advisor. The following guidelines help determine who is eligible for receiving an award:

- Full participation, along with a significant contribution to their team or group with regard to playing time and impact. Full participation is defined as attending all practices, rehearsals, matches, and meetings
- Demonstrated spirit, cooperation, sportsmanship, and adherence to AISB co-curricular regulations and expectations
- Hosting visiting students from other schools and additional activities in support of their team.

Specific athletic awards include, but are not limited to:

- Participation Award: This is awarded to all student-athletes who participated fully in the program
- Most Valuable Player: This is awarded to the student-athlete who contributed most significantly to the success of the team or group due to her/his skills and/or leadership
- Most Improved Player: This is awarded to the student-athlete who demonstrated the most improvement during the season or from the previous year
- Outstanding Athlete: AISB coaches nominate candidates who personify leadership, teamwork, work ethic, and athletic prowess. Presented to one male and one female at the end of the school year.

Auxiliary Services

Bus Services

Parents who would like to opt for a school bus provider can contact either Capital Bus or Sargent Bus, which have been transporting our school community for many years. For

student safety, students must scan their ID card when they board the bus. All school rules apply on Capital and Sargent buses.

Cafeteria and Café

AISB cooperates with a local, private operator for providing our school with delicious hot and cold lunches. All of the food is cooked fresh, on-site and includes a variety of choices. Middle and High School students may choose from pre-paid options or choose from an a la carte menu. The cafeteria and café are open to students before school, at morning break, at lunchtime and after school. The café has limited space and can only accommodate customers, which includes visitors and parents. Students should not use the café as a place to hang out. Students are encouraged to keep healthy snacks in their locker for quick nutrition breaks between classes. To demonstrate respect for teachers, for colleagues and for the learning process, students are not permitted to go to the cafeteria or café during class time.

Home and School Communication

Back to School Night and Parent-Student-Teacher Conferences

A Back to School Night is scheduled in the fall to allow parents an opportunity to meet the teachers and learn more about the content, home learning and assessment expectations of individual courses. Parent-Student-Teacher Conferences are also scheduled in the fall and spring to provide personalized updates on student progress and achievement. Students are encouraged to attend with their parents to be part of these important conversations.

Website and Parent Portal

On the public pages of our website both prospective AISB families and our current community will find general information about the school and a detailed description of our curriculum. The AISB Parent Portal pages allow us to securely restrict information to the current community of parents.

The AISB Parent Portal is a virtual bulletin board where news and announcements, calendars, resources, links and multimedia content can be viewed. We have grouped information by divisions so that you can easily access the information that pertains both to your child and to you as a parent. Login details are sent to each parent via the email address specified at enrollment.

The AISB Parent Portal also serves as a gateway to our information services. Veracross is our student information system, including an online directory of AISB families and faculty, as well as grade and attendance information. Veracross links to course management sites for Middle and High School students. As a result of the integration of school systems, the AISB Parent Portal provides a single sign-on to all services; in other words, once logged in to the Parent Portal, a further login is not required if you click on the links within the Portal.

User guides for the Parent Portal and Veracross as well as step-by-step guides on how to change passwords, contact information, control visibility of contact information and calendar synchronization are available in the "All School" tab of the Parent Portal.

The High School updates student/parent announcements daily through the Veracross portal. Parents and students must be logged in to the Parent / Student Portal in order to

view these announcements. Each Friday, via the Director's Weekly, important information is shared with home via divisionally-specific weekly updates for parents and students. Parents are reminded to ensure that the school has the correct email address in the Veracross system to help facilitate communication.

Emergency SMS Messages

The school will send emergency information via email and SMS message. Parents need to ensure that the school's Veracross system contains a correct phone number.

Communication Specific to your Child

Sometimes what parents hear at home does not exactly match what they might find out from talking to the teacher the next day. What was starting to grow as a concern could have really been a communication failure, quickly remedied with a parent-teacher conversation. Direct communication is the most effective way for a parent to handle a concern about his or her child's education. Direct communication means that the parent should approach the person most closely connected to resolving the concern, which with most academic issues, is the teacher. Contact can be made at Parent-Student-Teacher conferences, by letter, email (teacher email addresses are located in the back of this handbook), phone, or in a face-to-face meeting.

If, after discussing with the teacher, it is felt the matter is still unresolved, the parent may inform the teacher of their concerns and request a meeting with the principal. If it is still felt a resolution is not reached with the Principal, the parent may inform the Principal of their continued concern and request a meeting with the Director. In this case, the Director's decision is final. Parents may not direct a grievance to the Board. This process not only provides the most direct route to resolving a problem, it also opens up the all-important communication channel between parent and teacher.

Communication between Students and Teachers

All of our interpersonal communications are guided by a sense of mutual respect, and for students, "being a student" is your current profession. As such, email communications between you and your teachers should be structured in a "business-style" that demonstrates that you can write professionally. This means that your emails should include a salutation (Dear Ms. Smith), a body and a closing. Emails are not text messages and should, thus, never be one line. Check your emails for politeness, grammar and style.

Living Arrangements and Contact Information

For safety and legal reasons, parents/guardians are required to notify the school if there is any change to the guardianship or living arrangement of a student during the course of the year. If a parent/guardian will be leaving a child at home without adult supervision for a duration exceeding two days, parents should notify the school and communicate an emergency contact. Those in regular violation of this agreement will be asked by the school to remedy the situation or potentially lose the right to attend AISB.

Throughout their attendance at AISB, all students must live with parents, or appropriate guardians who must furnish proof of power of attorney. The high school office must have the correct address and telephone numbers at home and at work. In addition, a second telephone number is necessary so that parents can be contacted in case of emergency. If there is a change to the address or telephone, parents should update their information in Veracross.

Withdrawal from School

To make transitions as smooth as possible from AISB into your next school, please give attention to the following steps at least two weeks prior to the last day of your attendance at AISB:

1. Notify Admissions, the Finance office, and your divisional office.
2. Complete and return the Clearance Form provided by the divisional secretary.
3. Return all school materials (textbooks, instruments, library books, sports uniforms, locks, etc.).
4. Check with the school cashier for payment or reimbursement due to you.
5. Pick up your Leaving Package. In high school, families will receive **two copies** of the high school transcript to date and the Certificate of Attendance, and MAP testing data (for grade 9) as well as a school profile. One package will be in a sealed envelope. Should the seal be broken the package is no longer classified as official.

Parents requiring additional copies and/or supplemental documents may request them. There is a fee of \$5.00 USD per additional packet or supplemental document (plus shipping when necessary) should a family request more than eight copies.

Once final academic reports have been published, these additional copies can be obtained from the divisional secretary and may take up to 8 days to process.

School Board Policies

5.2.4 Tobacco, Vaping, Alcohol and Illicit Drugs Free Environment

The School is committed to establishing a safe and secure environment for Students free from harmful substances. In order to protect the Student's well-being, health, safety and welfare, the School does not tolerate the use, possession, purchase, and/or distribution of tobacco, vaping from e-cigarettes or similar device, alcohol and Illicit Drugs by Students, on the School Premises, School-Sponsored Trips, Field Trips and School events.

Toward this end, the School's program will inform Students about those substances detrimental to the health and well-being of the individual, disruptive to the community and incompatible with the purpose and objectives of the School such as tobacco, vaping from e-cigarettes or similar device, alcohol and Illicit Drugs. It will make Students aware of the consequences of their use upon both their mental and physical health as well as the legal consequences as defined by Hungarian law.

The Director shall ensure that all Middle School and High School Students and Parents are aware of the School Drug Policy and the consequences of breaching such policy as outlined in the Middle School and High School Division Handbooks. Parents and students shall indicate such awareness by signing a letter of acknowledgement.

Each Principal is responsible for the application of the appropriate consequences for violation of School Drug Policy. Appeals will be decided by the Director.

There are times when Student choices in regards to tobacco, vaping from e-cigarettes or similar device, alcohol or Illegal Drugs that occur off-campus may negatively impact the Student's well-being, in-School Student behavior, the School's climate, the School's

ability to carry out its Mission or the School's reputation. These instances may result in non-disciplinary and/or disciplinary actions at the discretion of the Administration.

5.3.8 Searches And Questioning on School Premises and at School Sponsored Trips

1. **AUTHORITY TO SEARCH STUDENT:** Members of Faculty may make a reasonable search of a Student on the School's Premises, on School field trips or on a School-sponsored trip if there is reasonable belief that the Student has in his/her possession an item or substance that is contrary to the School's rules. The search shall be made by a person of the same sex as the Student and in the presence of one (1) Faculty Member.
2. **AUTHORITY TO SEARCH SCHOOL:** If there is a Suspicion that items, kept in the Student's locker and/or belongings, may be in violation of AISB's Drug Policy and/or may endanger the well-being, health, safety and security of the School community, a member of the Administration or his/her designee and a Faculty Members may make a reasonable search of the Student's locker and/or belongings. The Student should be present at the search unless there is a direct danger to the well-being, health, safety and security of the School and the School community.

Institutional Vocabulary

- Administration – shall mean the School Director, Divisional Principals and Associate Principal or Directors of Teaching and Learning
- Distribution – shall include selling, trading, bartering, giving alcohol or Illicit Drugs
- Illicit Drugs – shall include marijuana, cocaine, narcotics, hallucinogens, and other illegal substances. The term also includes the use of prescription drugs by persons other than the person for whom the prescription was written and the use of commonly available substances (such as glue) for mind-altering purposes. The term also includes drug paraphernalia: all equipment, products, or materials designed or intended for packaging, storing or using controlled substances
- Possession – shall include possession on one's physical person, backpacks, purses or other personal effects brought on School Premises as well as one's dedicated spaces, such as a locker.
- Suspicion – shall mean that a School Official believes that the search will result in evidence of a violation of school policy, rules, and/or Hungarian law.
- The School or AISB – shall mean the American International School of Budapest
- School Official – shall mean the School Director, Divisional Principals, Associate Principal, Dean of Students or Counselor. The Director or the Divisional Principal may designate any other member of Staff as a "School Official" if circumstances warrant such an action
- School Premises – shall mean the School campus including the School's external parking area and immediate vicinity of the School including an area of extending 15 meters beyond the School's property boundaries.

5.3.5 Academic Probation

The Middle and High School Principals will maintain procedures for academic probation. Such procedures shall be designed to ensure Student success. Regular and formal communication between Faculty and Parents will be the keystone to this process. Administrative procedures regarding academic probation are shared in this handbook separately.

Students who successfully complete the guidelines for academic probation will be considered as regular Students again and will be able to participate in activities as normal. Students who are still unsuccessful at the end of the probationary period will face the following consequences:

- Any High School Student failing three (3) core courses with scores of 2 or lower or failing two (2) core courses and carrying two scores of 3 in other core courses at the end of the Academic Year will not be readmitted to the School unless the Student Review Committee recommends readmission.

5.3.6 Student Suspension

Students whose behavior violates the rules of the School, interferes with the educational program and/or whose behavior results in the destruction of School property may at the discretion of the Principals or Director, be suspended from School for a period of up to ten (10) days. Suspension from School may be either in school or out of school at the discretion of the Principals and/or Director. Before any case of suspension a Student will be informed of the reason(s) for suspension and a written notice of the reason(s) for suspension will be sent to the Parents. The Student shall have the right to an explanation of the evidence supporting the reason(s) for suspension and an opportunity to present the Student's side of the story. A Student whose presence in the School poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process may be removed immediately from the School.

Upon termination of the suspension period the Student may return to the School as normal after the Parent has had a conference with the relevant Principal or the Director.

5.3.7 Expulsion

Students whose behavior violates the rules of the School, interferes with the educational program and/or whose behavior results in the destruction of School property may be expelled by the Director upon the recommendation of the relevant Principal.

If the Student denies the charges leading to expulsion, the Student shall have the right to an explanation of the evidence supporting the charges and an opportunity to present the Student's side of the story. A Student whose presence in the School poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process may be removed immediately from the School. The Director has final and sole authority regarding Student expulsion.

Common Acronyms at AISB

- **BTSN:** Back To School Night; an annual fall event for parents to meet teachers and learn about their child's school program.
- **DP:** Diploma Program; High School International Baccalaureate program
- **DTL:** Director of Teaching and Learning. One in the Elementary School and one in MS/HS oversee curriculum development and teacher professional growth in collaboration with the Principals.
- **EC:** Early Childhood; Multiage and Kindergarten
- **EAL:** English as an Additional Language; a program for students who are working towards academic fluency in English
- **ELL:** English Language Learners; students who are working toward academic fluency in English

- **ES:** Elementary School; Multiage through grade 5
- **GDPR:** General Data Protection Regulation; a European regulation designed to protect personal data
- **GLL:** Grade Level Leader; a teacher leader of a grade level team in HS
- **HoD:** Head of Department; the leader of a department/subject area in grades 6-12
- **HS:** High School; grades 9-12
- **IB:** International Baccalaureate program
- **IB DP:** International Baccalaureate Diploma Program candidate
- **IT:** Information Technology
- **LSS:** Learning Support Services; ES/MS/HS programs where students obtain learning assistance
- **MAP:** Measures of Academic Progress; tests taken by AISB students at the beginning and end of the year in grades 3-9 to assess academic progress
- **MPR:** Multi Purpose Room, Building A
- **MS:** Middle School, grades 6-8
- **PD:** Professional Development; advanced training and education for teachers and administrators
- **PSA:** Parent School Association; all AISB parents are members
- **PTC:** Parent Teacher Conference
- **RUA:** Responsible User Agreement; a contract students and their parents sign regarding appropriate student use of AISB's information technology systems
- **SLT:** Senior Leadership Team; consists of the School Director, Principals, ES Assistant Principal, Directors of Teaching and Learning and Business Manager; meets biweekly to collaborate and discuss School issues
- **SLC:** Student Led Conference; 3 times/year meetings in grades 1-5 between a student, his teacher, and his parents
- **S&B:** Standards and Benchmarks; objective criteria used to assess student progress
- **SBG:** Standards Based Grading; the grading system in the Middle and High Schools which is based upon standards and benchmarks for each subject. Grades range from 1-7.
- **SST:** Student Support Team
- **SSR:** Sustained Silent Reading
- **TL:** Team Leader; a teacher leader of a grade level team in MS
- **UE/LE:** Upper Elementary (grades 3-5) / Lower Elementary (grades 1-3)

High School Faculty and Staff 2020-21

Principal

Mr. Graham Maclure

gmaclure@aisb.hu

Director of Teaching and Learning

Dr. Tami Canale

tcanale@aisb.hu

HS Counselors

Ms. Erin Hawken

ehawken@aisb.hu

Mr. Robert Herald

rherald@aisb.hu

International Baccalaureate Coordinator

Mr. Ray Lewis

rlewis@aisb.hu

Dean of Students

Mr. Michael Campbell

mcampbell@aisb.hu

Athletic Director

Mr. Matt Fleming

mflaming@aisb.hu

Activity and CAS Coordinator

Mr. Marc Lavoie

mlavoie@aisb.hu

Office Staff

Ms. Ildikó Bak

ibak@aisb.hu

Ms. Katalin Czibolya

kczibolya@aisb.hu

Ms. Gabriella Drommer

gdrommer@aisb.hu

Arts Department

Mr. Adam Gaensler (Music)

agaensler@aisb.hu

Mr. Karl Gray (Yearbook)

kgray@aisb.hu

Ms. Melissa Lyons (Band)

mlyons@aisb.hu

Mr. Louis Schalk (Visual Art)

lschalk@aisb.hu

Ms. Tabatha Waller (Visual Art)

twaller@aisb.hu

Ms. Tina Wojtysiak* (Theatre Arts)

twoitysiak@aisb.hu

English Department

Ms. Jacqueline Hughes

jhughes@aisb.hu

Ms. Sheila MacDonald

smcdonald@aisb.hu

Ms. Jennifer Root*

jroot@aisb.hu

Mr. Doug Rudnicki

drudnicki@aisb.hu

Ms. Chilla Tamas

ctamas@aisb.hu

Ms. Karen Taylor

ktaylor@aisb.hu

English as an Additional Language

Ms. Sheila Macdonald

smacdonald@aisb.hu

Ms. Annette Malten

amalten@aisb.hu

IB Skills

Dr. Géza Marácz

gmaraczi@aisb.hu

Technology

Mr. Mike Campbell
Mr. Bill Farren
Mr. Karl Gray (Digital Art and Photography)
Dr. Emese Rozsályi

mcampbell@aisb.hu
wfarren@aisb.hu
kgray@aisb.hu
erozsalyi@aisb.hu

Learning Support Teacher

Ms. Pia Gardner

pgardner@aisb.hu

HS Intern

Ms. Julia Mccartney

jmccartney@aisb.hu

Library Media Center

Ms. Karen Macmeekin
Ms. Amy Ragan
Ms. Ágnes Stéger

kmacmeekin@aisb.hu
aragan@aisb.hu
asteger@aisb.hu

Mathematics Department

Mr. András Antal
Dr. Jonathan Gilbert
Mr. Jacob Johanssen*
Mr. Kirk Jones
Dr. Emese Rozsályi
Mr. Bence Szamosfalvi

aantal@aisb.hu
jgilbert@aisb.hu
jjohanssen@aisb.hu
kjones@aisb.hu
erozsalyi@aisb.hu
bszamosfalvi@aisb.hu

Nurses

Ms. Zsófia Cseke
Ms. Szilvia Ramsay

zcseke@aisb.hu
sramsay@aisb.hu

Physical Education Department

Mr. Martin Murray*
Ms. Stefanie Wainwright

mmurray@aisb.hu
sainwright@aisb.hu

Science Department

Ms. Tamkin Aslanli
Ms. Elise Cockerill
Ms. Nickie Hansen
Mr. Ryan Lafferty
Ms. Fiamma Lajli
Mr. Brett MacRury

taslanli@aisb.hu
ecockerill@aisb.hu
nhansen@aisb.hu
rlafferty@aisb.hu
flajli@aisb.hu
bmacrury@aisb.hu

Social Studies Department

Ms. Julie Arnold
Mr. Kevin Hughes
Mr. Ray Lewis
Mr. Reed Miller*
Ms. Maree Spraggon
Ms. Karen Taylor
Dr. Laura Vas

jarnold@aisb.hu
khughes@aisb.hu
rlewis@aisb.hu
rmiller@aisb.hu
mspraggon@aisb.hu
ktaylor@aisb.hu
lvas@aisb.hu

World Languages Department

Ms. Laura Bajáky (German)

lbajaky@aisb.hu

Mr. Juan Luis Castro Alvarez (French)

Ms. Delinka Fabiny (French)

Ms. Olga Füzési (German)

Ms. Claudia Kill (German)

Dr. Katalin Pálincás

Mr. Jose Ramos (Spanish)

Mr. Francois Stalder (Spanish)

Ms. Julie White* (Spanish)

lcastro@aisb.hu

dfabiny@aisb.hu

ofuzesi@aisb.hu

ckill@aisb.hu

kpalinkas@aisb.hu

jramos@aisb.hu

fstalder@aisb.hu

jwhite@aisb.hu

*Department Head

Appendix A: AISB Responsible User Agreement

Digital learning tools are an amazing resource for learning. Access to such tools is a privilege, and we have responsibilities to ensure that using tech is done in a safe and responsible way for all. This document describes your responsibilities and obligations when using school Information and Computer Technology (ICT) resources. Use it in conjunction with the [AISB BYOD Guidelines](#).

When Using Technology at AISB:

| | |
|---|--|
| Respect Yourself | Protect Yourself |
| <p>I will show respect for myself through my actions. I will select online names that are appropriate. I will carefully consider what personal information about my life, experiences, experimentation, or relationships I post and the impact that it will have on me in the future.</p> | <p>I will ensure that the information I post online will not put me at risk. I will not publish my personal details, contact details, or a schedule of my activities. I will report any attacks or inappropriate behavior directed at me. I will protect passwords, accounts, and resources. I will strive to achieve a healthy balance between online and offline activity.</p> |
| Respect Others | Protect Others |
| <p>I will show respect to others. I will not use electronic mediums to, bully, harass, or stalk other people, as outlined in this handbook. I will show respect for other people in my choice of websites. I will not visit inappropriate sites. I will not enter other people's private spaces or areas.</p> | <p>I will protect others by not forwarding inappropriate materials or communications. I will protect others by reporting abuse of which I become aware.</p> |
| Respect Intellectual Property | Protect Intellectual Property |
| <p>I will ensure I have permission to use others' intellectual property and I will properly cite the creator of the original work any time I use media from any source. I will use and abide by the fair use rules.</p> | <p>I will act with integrity. I will only use software and media others produce with their permission. I will use free and open source alternatives rather than pirating software. I will purchase, license, and register all software. I will purchase my music and media, and refrain from distributing these in a manner that violates their licenses.</p> |
| Respect Property | Protect Property |
| <p>I will respect the property of others, including school IT properties such as networks, hardware, software, or other user's files and data. This includes, but is not limited to, the creation, uploading, or downloading of computer viruses or other malicious software and abuse of bandwidth through the likes of peer-to-peer file sharing and multiplayer online gaming.</p> | <p>I will follow all AISB BYOD Guidelines so that I am prepared to learn every day. This includes, but is not limited to, coming to school with a fully charged battery, carrying my laptop in the school approved case, not leaving my laptop unattended, and backing up my data on a regular basis.</p> |

Please understand that communication systems and use of the school's networks should not be considered confidential and may be monitored by the school at any time to ensure reliability, integrity, security, and appropriate use. Use of peer-to-peer (P2P) file-sharing software, torrent downloads, and any other application that can be used to transmit illegal content and/or jeopardize internet access for all members of the AISB community is unacceptable.

Appendix B: AISB Hosting / Child Protection Agreement

Thank you for being a homestay parent! As a homestay parent, it is important you know your responsibilities with regard to child safeguarding.

AISB and all CEESA schools make child safeguarding a priority. As a homestay provider, you have a duty of care to provide your student/s with an adequate level of protection against all reasonable foreseeable risks or injury or abuse.

The AISB Child Protection policy defines abuse as follows:

- Physical abuse - non-accidental injury including burns, human bites, and beatings which have been intentionally inflicted;
- Sexual abuse - where a child is used for the sexual gratification as in obscene conversation, exposure to pornographic material, exhibitionism, molestation, incest, rape, or sexual exploitation;
- Emotional abuse - unreasonable demands in an excessive or aggressive manner such as habitual and inappropriate teasing, verbal abuse that demeans and belittles the child, bullying, and lack of love, support or guidance.

Protective Practices for You

As a homestay provider you are providing a family experience. You therefore have a responsibility to provide a level of protection against harm. You are expected to maintain appropriate behaviour in your interactions with children/young people. Your duty of care responsibilities also extends to reporting inappropriate behaviour of others towards children/young people.

As a homestay parent, I will:

- Treat every child with respect, patience, integrity, courtesy, dignity & consideration
- Use positive reinforcement rather than language that degrades or belittles students and exercise care with my use of language in my hosting capacities
- Maintain appropriate physical boundaries at all times and touch children when necessary, only in ways that are appropriate, public and non-sexual
- Report all suspected child abuse or neglect to a Counselor or a Divisional Principal or School Director and cooperate fully in any investigation of abuse or neglect of students
- Maintain confidentiality in regards to child protection issues, and cooperate fully in any investigation of abuse of children.

I will not:

- Touch or speak to a child in a sexual or other inappropriate manner
- Intentionally expose a child to embarrassment or disparagement
- Give a student tobacco, alcohol or drugs
- Enter a bathroom/bedroom without knocking and being invited in
- Accept intimate and elaborate gifts or give private gifts to students without the knowledge of their parents/guardians and school principal
- Engage in private communications with students using social media in ways that are outside my homestay relations with students. All communication with students should maintain appropriate adult-child boundaries.

I understand that, as per the CEESA code of conduct, **students will:**

- Obey all reasonable instructions given to them by their host parents and their coaches as if these instructions were given to them by their own parents. This applies to all activities, irrespective of location undertaken during the period of the CEESA sponsored event
- Refrain from smoking or any other use of tobacco, from drinking alcohol and from using drugs. Students involved with CEESA activities may not go to bars or nightclubs

- Abide by a 22:00 curfew. Schools and families may set earlier curfew times. Students must be in the home of the host parent by this time. Families may *not* extend curfew times.

Please note that visiting students in Grades 6, 7, and 8 are *not allowed out of the host's care unless chaperoned by a host parent* when they are not at AISB or with their coaches.

Neither host families nor students may negotiate changes to the CEESA regulations for students with respect to curfew, housing arrangements, the use of tobacco, alcohol or drugs or any other rules or provisions set forth by the host school. These regulations apply to all students - both those from the host school and those visiting throughout the event's duration and for visiting students. Violation of these regulations will be reported to the responsible CEESA official and to the student's chaperones and or/advisor. Students are expected to abide by these guidelines. Please expect the sponsors/chaperones to call the visiting students every night to check in with them, as this is a CEESA expectation and requirement.

The core message is that you should enjoy your interactions with young people and know that we value you in your role as as homestay parent.

- Any concerns you have regarding the health and well-being of your student and/or the young people you interact with should be referred to the school as soon as possible.
- If concerning personal information is shared with you, respond in a supportive way and refer it to the school as soon as possible.
- Confidentiality is critical in these circumstances: Share your concerns with a school counsellor or administrator who will report back to you the steps that were taken.

CONTACTS:

Ms. Felina Heart, MS Counselor
Designated Child Protection Lead

+36 70 586 9495
fheart@aisb.hu

Ms. Magda Gray, Director of Advancement
Designated Child Protection Lead

+36 30 651 7789
mgray@aisb.hu

American International School of Budapest

P.O. Box 53

Nagykovácsi 2094, Hungary

Telephone (+36) 26-556-023, (+36) 26-556-000

Fax: (+36) 26-556-040

www.aisb.hu