



المدرسة الأمريكية الدولية
American International School

**Middle School
Parent-Student Handbook
2025-2026**

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1. AIS MISSION, BELIEFS, AND CODE OF ETHICS

AIS MISSION STATEMENT

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

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

BELIEFS

Holistic Development

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

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

Collaboration and Growth

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

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

Adaptability

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

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

CODE OF ETHICS

The purpose of the code of ethics:

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

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

Stakeholders to Stakeholders

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

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

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

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

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

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

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

All stakeholders will maintain professionalism and confidentiality.

All stakeholders shall promote global citizenship.

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

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

Administration

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

Students

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

Parents

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

Parent School Protocol

Guiding Principles

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

Parent Responsibilities

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

School Responsibilities

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

2. IB PROGRAMS & LEARNER PROFILE

IB MISSION STATEMENT

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

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

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

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

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

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

Together, AIS and the IB are preparing students for success. For more information about the school or the programmes please visit the American International School www.ais-kuwait.org and the International Baccalaureate Organization www.ibo.org



IB LEARNER PROFILE OF THE GRADUATES

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

IB learners strive to be:

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

3. STUDENTS' RIGHTS AND RESPONSIBILITIES

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

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

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

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

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

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

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

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

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

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

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

Expectations of the Student

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

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

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

Expectations of the Parent

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

Parents are expected to promote punctual and regular school attendance.

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

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

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

4. SCHOOL SCHEDULE & ATTENDANCE

4.1. Student Schedules

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

a. Schedule changes:

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

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

Schedule changes are subject to the following:

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

b. Grade 8 Math Extended

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

4.2. Attendance And Tardiness

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

a. K-12 Student Tardy Procedures

3 Tardies = 1 Unexcused Absence

3 تأخيرات = غياب دون عذر

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

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

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

b. Gate Procedures

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

c. Gates Drop-Off and Arrival

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

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

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

Suggested Gates Per Division:

Gate #	Division
1	No entry for any division before 8 AM
2	EC, ES
3	Bus Gate(for bussed student only)
5	All Divisions
7	MS, HS

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

d. Gate Timings

Regular Days

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

Early Dismissal Days

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

e. Late to First Block

1. Students not in their scheduled classroom at 7:40 am are late and must report to the middle school office to receive a time-stamped admit slip.
2. Students must proceed from the main office to their scheduled class, in a timely and direct manner. Failure to attend class promptly will be considered truancy and subject to further intervention.
3. An email will be sent to parents about their child's tardies before their 3rd, 4th and 5th tardy that will remind them of their consequence for the next day.
4. Consequences for students not in their class by 7:40 am (tracked weekly):
 - 3 tardies = immediate recess detention
 - 4 tardies = immediate in school suspension
 - 5 tardies = immediate 1 day out of school suspension

f. Late to Class (Blocks 2-6)

Students not in their scheduled classroom at the start of class, according to the bell schedule, are late.

Late to class will be tracked in the AIS Hub and managed by classroom teachers according to classroom agreements. Students will receive their first redirect; a third redirect will result in a lunch reflection.

When a pattern of lateness is identified, progressive measures to encourage on-time arrival to class will include:

- teacher phone-call home to parents
- teacher-parent-student meetings
- administrative intervention

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

g. Permission to Leave School

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

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

and the division secretary will handle any further communication with the parents. If the student still wishes to leave, they will be required to provide a medical note.

10. Students may not leave the building after 2 p.m.

h. Excused Absences

Excused absences are limited to:

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

i. Unexcused Tardies

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

j. Consequences for Excessive Absences

1. 3rd absence: Parents are contacted, and student receives a warning.
2. 6th 10th absence: Parent meeting and student contract.
3. 15th absence: Kuwait Ministry policy requires students to not exceed 15 days absence or students will not receive no credit for course.
4. If absences exceed 15 days in the academic year, this may result in further disciplinary actions.

k. Truancy

1. Absence from school without parental permission or knowledge is truancy. Parents will be notified in the case of truancy.
2. Students who are not in their scheduled class, without a hall pass or teacher permission, will be considered truant (skipping class).
3. Excessive tardiness to class may be considered truancy (which will result in a consequence at the discretion of the MS Office Administration).
4. Truancy will be considered Grave Misconduct and result in administrative intervention.

l. Attendance Related to Outside School Activities

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

7. Attendance on the days before and after a KASAC/NESAC event is mandatory; however, students will be exempt from completing assessments-they will be rescheduled to a later date.

m. Work Missed During Absences

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

n. Hall Passes

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

5. REPORTING AND ASSESSMENT

5.1. MYP Grading System

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

5.2. Reporting of Student Learning

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

Report Cards and Parent Conferences

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

5.3. Approaches to Learning skills (ATLs)

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

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

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

5.4. MYP General Grade Descriptors

MYP general grade descriptors

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

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

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

5.5. Determining Achievement Levels – Best Fit

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

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

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

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

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

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

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

5.6. Assigning a MYP Overall Mark

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

Key points to remember:

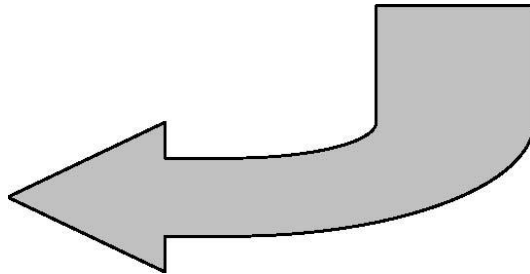
- Assessment is based on observations of what a student *can do* and is carried out on a continuous basis.
- The teacher assigns the mark which corresponds with the level reached consistently.
- All marks are based on students' work and can be supported with evidence.

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

For Example:

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

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



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

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

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

5.8. Academic Concern

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

5.9. Student Retention

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

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

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

The following applies to students in Grade 5-8.

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

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

5.10. Late Assessments

- Teachers will communicate to parents that students have not turned in an assessment on the same day. The MS office will be cc’d on this communication.
- Teachers will inform students and parents that students will have 2 academic days to turn in the late assessment without penalty.
- If the student has not turned in the assessment within the given extension, the student will need to complete the assessment during lunch or after school, based on the teacher's availability.
- Parents will be contacted and made aware that this is the final due date, and all work will be collected and graded.

5.11. Missed Assessments

Students who missed one or more assessments should be prepared to perform the assessment(s) upon their return to school based on an agreed date and time with the teacher. Student should complete formative work before sitting for the missed assessment.

5.12. Academic Distinction

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

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

- a. Honor Roll: Grades 5, 6, 7, and 8: Minimum Overall MYP Total of 58+ in all subjects.
- b. Principal's List: Grades 5, 6, 7, and 8: Minimum Overall MYP Total of 65+ in all subjects.

For students in Grade 5 – 6 (Character Ed) - (Maximum possible points = 63):

- a. Honor Roll: Grades 5, 6, 7, and 8: Minimum Overall MYP Total of 52+ in all subjects.
- b. Principal's List: Grades 5, 6, 7, and 8: Minimum Overall MYP Total of 59+ in all subjects.

To receive an Academic Distinction Award, students must also successfully complete:

- **Interdisciplinary Unit (IDU):** Applicable for **Grades 6-8 students**.
- **MYP Community Project (CP):** Applicable for **Grade 8 students ONLY**.

Grades for these components must be a **3 or higher** to qualify.

- a. IB Learner Profile Trait Award celebrations will occur during the school year at assemblies for Grade 5, 6, 7, and 8 students who display the profile traits.
- b. Science and Engineering Fair Awards (Grade 8) for students who scored the most points (or move on to Round II).
- c. Most improved MAP score in Math, Reading, and Science (comparing Fall to Spring RIT score) - one student from each grade level will be identified.
- d. Highest achieving MAP score in Math, Reading, and Science – one student from each grade level will be identified
- e. Presidential Award for Grades 6, 7 and 8.

5.13. Academic Integrity

- a. Students must do their own work in order to be assessed properly by teachers. Student behavior that obscures or invalidates fair evaluation of individual progress or achievement is academic misconduct.
- b. Students may be asked to turn in assignments via the plagiarism-checking website turnitin.com when completing digital based assessments. Individual departments will determine cases of academic misconduct informed by the results of this website.
- c. Misconduct is defined as behavior that results in, or may result in a student or any other student gaining an unfair advantage in one or more assessment components. Misconduct includes, but is not limited to:
 - Plagiarism: this is defined as the representation of the ideas or work of another person as the candidate's own.
 - Collusion: this is defined as supporting misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another.
 - Duplication of work: this is defined as the presentation of the same work for different assessment components.
 - Any other behavior that gains an unfair advantage for a student or that affects the results of another student (for example, taking unauthorized material into an examination room, misconduct during any assessment or the use of AI text writing applications without teacher permission).
- d. AIS uses the MLA 9th edition for format and citation. Information and support on citation can be obtained from the Librarians and the Library Home Page.

6. STUDENT CODE OF CONDUCT

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

6.1. Student Code of Conduct Overview

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

6.2. Misbehavior

Misbehavior examples may include but are not limited to:

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

6.3. Consequences of Misbehavior

Consequences may include but are not limited to:

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

6.4. Grave Misconduct

Grave misconduct examples may include but are not limited to:

- a. Persistent misbehavior.
- b. Non-compliance or defiant, argumentative, or oppositional behavior toward teachers or administrator.
- c. Truancy (skipping class).
- d. Possession or use of vaping device, tobacco, drugs, and/or alcohol.
- e. Possession or distribution of pornographic material.
- f. Stealing or being in possession of stolen goods.
- g. Fighting, inciting violence, bullying, harassing, intimidating or issuing threats.
- h. Making verbal or written statements that are bigoted, racist, sexist, or defamatory toward a person or group.
- i. Using foul or profane language.
- j. Violating the privacy of others or subjecting them to ridicule in any way including the use of electronic means such as email, texts, photography, video, or audio recording.
- k. All forms of vandalism, including graffiti.
- l. Possession of a weapon or any behavior that could jeopardize the health and safety of others.
- m. Any form of plagiarism or cheating on an internal or external assignment or exam.
- n. Multiple suspensions.
- o. Other behaviors which in the opinion of the school constitute grave misconduct.
- p. Missing a detention may result in a suspension.
- q. Any action that jeopardizes the safety of the school community

6.5. Consequences for Grave Misconduct

Consequences may include but are not limited to:

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

6.6. Addressing Bullying

Bullying is a form of repeated intentional and aggressive behavior directed at an individual or individuals that causes fear or distress and/or harm to a person's body, feelings, self-esteem or reputation. Bullying includes but is not limited to physical harm, intimidation, rumors and gossip, and can occur on campus, off campus or through social media. When bullying occurs outside of school, and has an impact in school, administration will take disciplinary action.

All staff are responsible to educate and raise awareness about bullying prevention.

When a student, staff or family member becomes aware of bullying, it is imperative that they report to the counsellor or administration. The Dean of Students and/or AP will then conduct an investigation.

Consequences for bullying will follow consequences for grave misconduct (6.5.).

6.7. Behavior Probation

Students who have consistently been involved in incidents of misbehavior, grave misconduct, and/or Tier 2 Behavior Plan may be placed on behavior probation. Behavior probation will involve a series of interventions designed to help students make better choices in addition to multiple parent meetings. If the student is unable to modify his/her behavior to match the student code of conduct, the school will seek Ministry support and/or encourage student to seek placement at another school. Students on behavior probation are ineligible for after school activities and are required to leave campus at 2:30pm.

6.8. Rules of Conduct for Bus Riders:

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

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

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

6.9. AIS Uniform Procedures

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

Middle School Grades 5-8

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

Non-PE Days

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

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

PE Days

Students must wear AIS Logo PE attire:

- AIS PE t-shirt (short or long sleeve) and AIS PE shorts/joggers
- Non-marking sports shoes suitable for physical activity

- A designated sports bag to carry a change of clothes and deodorant

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

Spirit Days & Game Days

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

Out-of-Uniform Procedure

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

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

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

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

Not Allowed:

- Hats, caps, or hoods inside the building (unless approved by PHE staff during outdoor activity)
- Sunglasses inside the building, unless approved for medical reasons or during outdoor PHE
- No rainbows on any items of clothing

6.10. Cell Phones

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

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

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

As a result, cell phones and other technologies such as smartwatches and earphones will be by invitation only.

1. Cell phone use on campus is only appropriate before 7:40 am and after 2:35 pm.
2. Cell phones may not be used as an internet hotspot.
3. If cell phones are seen, including in pockets, any teacher will confiscate the phone and give it to the office. Confiscated cell phones must be picked up from the MS Office by a parent. Repeated infractions will result in progressive consequences.

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

General Expectations

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

Communication and Emergencies

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

Medical Exceptions

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

Classroom Use and Technology

- **Cell phones are not permitted for class activities.** Students should use school-approved devices (e.g., laptop, iPad, tablet) to record music for Vocal class, take photos of artwork, or document projects in Design class.

Violations and Consequences

If a phone is seen or heard during restricted hours, it will be confiscated and sent to the office.

- 1st offense – warning
- 2nd offense – Parents or Guardian must come and collect it

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

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

6.11. Detention Procedures

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

6.12. Suspensions and Expulsion

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

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

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

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

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

7. ATHLETICS AND ACTIVITIES

7.1. Athletics And Activities Eligibility

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

ATTENDANCE

Any student who has accumulated two or more absences within a single week will be ineligible to participate in athletic activities for the remainder of that week.

Students who are absent from school on the day of a scheduled game or competition may not participate in that event.

Students with extended medical absences or play for a Kuwait National Team will be reviewed on a case-by-case basis by the principal to determine eligibility.

TARDIES

Students need to demonstrate punctuality to be eligible to join a team or participate in an activity.

Students must maintain at least 90% for attendance and tardies in each assigned class to remain eligible for participation in sports. The Dean of Students will monitor attendance rates and report them to the Athletic Coordinator

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

Expectations

The coach or sponsor will inform students of any requirements/expectations specific to a particular sport or activity. This includes attending all practices and games, team meetings, and submitting all required paperwork and fees. If a student fails to meet these requirements or expectations, they risk being removed from the team or not being allowed to participate until in good standing.

Any student transferring from another school in the middle of the year must have their eligibility reviewed by the administration before participating in an event.

Teachers are responsible for informing the Athletics Coordinator and Dean of Students (MS/HS) of substandard performance in class of a student on a current team. At this point the coach and the Athletics Coordinator will become involved in monitoring the student's standing on the team.

Summative assessments cannot be assigned for the students for the day the student returns to school. Students will be responsible for following all expectations of teachers and AIS regarding school and classroom protocol, procedures, and assessments and for not to draw negative attention from any AIS personnel.

Coaches are expected to support the expectations of teachers and AIS and to hold their students accountable with regards to their behavior, attendance, and academic performance.

If a student is removed from a team or chooses to quit a team, he or she will not be allowed to participate in activities or athletics for one calendar year.

If the family appeals the decision, the division principal will make the final determination about the students continued participation.

Students may participate in one sport per season. A student who wants to request participation in two sports within the same season must meet with both coaches, the Athletics Coordinator and the Dean of Students. Their decision is final.

Season 1: Volleyball, Swimming and Academic Games
Season 2: Basketball, Football and Band and Choir
Season 3: Badminton, Track and Field, Speech and Debate
Activities: MUN, NHS, AIS Musicals, SLC, Senior Committee

7.2. Process For Handling Eligibility Concerns

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

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

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

Step 3: Meeting with the student:

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

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

7.3. Athletic Eligibility

- Eligibility for AIS athletic teams
Eligibility for AIS athletic teams is determined by the policies of the two athletic conferences in which AIS holds membership, KASAC and NESAC.
- Eligibility for U14 Teams
All student-athletes wanting to participate in the U-14 division must be under 14 years of age on September 1st of the current school year or year of participation.
- Eligibility for JV Teams
All student-athletes wanting to participate in the JV division must be under 16 years of age on September 1st of the current school year or year of participation.
- Eligibility for Varsity Teams
Eligibility for AIS Varsity athletic teams is determined by KASAC/NESAC policies and by AIS Athletic Department and school policies. All student-athletes wanting to participate in the Varsity division must be under 20 years of age on September 1st of the current school year, be currently enrolled in AIS, and may not participate after graduation from twelfth grade (grade 12).
- Moving up a School Division for Athletic Competitions
Students in the Elementary Division are not permitted to try out or play for an U14 athletic team. Opportunities exist in the Elementary Division for students to participate in clubs and intramurals. AIS is committed to provide students of all ages with opportunity to experience inter-school athletics.

Students in Middle School are not permitted to try out or play for any Junior (JV) or Varsity (V) athletic teams with the following exceptions: Both swimming and track and field are sports that have students from the U14, JV, and Varsity levels practicing and competing together. During KASAC and NESAC meets in swimming and track and field students from U14 will be permitted to compete at a higher level only if a JV team cannot fill its roster, or the athlete's time trial meets the minimum standard to compete. Both students and parents must consent to the student competing at a JV level. Varsity can be selected from any grade level. Students in Middle School may be invited by the coach to join the tryout. Note, students who compete at the Varsity level would be ineligible to compete in U14 and JV for that sports season.

- Overlapping Athletic Seasons

Students are permitted to play for two sports that run simultaneously throughout the year subject to agreement between the Athletics Coordinator and the Dean of Students. The criteria allowing such a move will be: 1) few players have tried out for each team and 2) the student(s) in question have a record of strong academic/behavior. If permitted it is the responsibility of the Athletics Coordinator to the best of his or her ability, schedule practice times that do not conflict between the overlapping sports. It is the responsibility of the coaching staff to communicate and work together to ensure their players have equitable time in both sports. There is an understanding that competition will take precedence over practice for the purpose of fielding a full team in either sport.

- Athletes Playing in More than One Division in the Same Season

It is the policy of AIS and the KASAC conference that an athlete may not play on two teams in different divisions in the same season. For example, they may not play for the JV and Varsity Boys Soccer team in league or tournament play.

7.4. AIS Athletic Code of Conduct

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

Serious violations may result in a ban on participation in Athletics/Activities for a set period of time up to and including one year. The Dean of Students will participate in any meeting to address serious violations.

8. HEALTH & SAFETY

8.1. Health

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

8.2. School's Clinic

In the event that a nurse is required:

The student will request the Nurse Pass from the teacher, then go directly to the office, then to the nurse.

The nurse will determine whether the student will return to class, be sent home, or need external medical attention.

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

Excessive visits to the nurse may result in administrative intervention.

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

8.3. Food Allergies

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

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

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

9. COMMUNICATION PROTOCOLS

9.1. Student Learning

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

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

9.2. Parent – School Communication

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

9.3. Interruption of Class

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

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

9.4. AIS Calendar

The Middle School Division operates on a weekly schedule (Sunday-Thursday). Parents may locate the AIS calendar on our school website, www.ais-kuwait.org.

9.5. The AIS Website

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

www.ais-kuwait.org

10. COUNSELING SERVICES

10.1. Guidance

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

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

Counselors' responsibilities include:

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

11. HOMEWORK GUIDELINES

11.1. Homework

Purpose - Homework is an opportunity for students to consolidate their learning, receive feedback from a teacher and extend learning experiences beyond the classroom (in becoming an independent learner).

Students should check AIS Hub to access grades and Teams for resources. Students should regularly use their Teams calendar to keep track of assignments and deadlines.

12.TECH & DEVICE USE

12.1. Information and Communication Technology Use

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

12.2. Computer/Tablet/Internet Usage

1. Wi-Fi is provided by AIS so that students have safe and filtered internet. Therefore, the issue of personal hotspots, routers or biscuits is highly discouraged.
2. Students may use technology in the classroom when invited by the classroom teacher.
3. When invited to use technology, students are to use IT approved devices and access the internet in a responsible manner that is in keeping with the Student Code of Conduct.
4. Electronic communication from any location, including the student's home, regardless of time, including weekends and holidays, is within the purview of the school if, in the opinion of the school, it impacts its smooth operation or the well-being of any of its students or teachers.
5. Students and their parents must sign the Acceptable Use Agreement before the student can use IT devices on the school internet.
6. Students who do not abide by the Acceptable Use Agreement will be subject to consequences ranging from temporary loss of use, to suspension, or recommendation for expulsion.
7. Students bring electronic devices to school entirely at their own risk. The school assumes no responsibility for student owned devices that are damaged, lost or stolen while they are at school or at school events. In the event damage or theft occurs from another student, it is expected that his/her family compensates for damages.
8. Taking photographs or videos is prohibited on campus without the approval of a teacher or administrator.
9. Taking photographs of other people, even after teacher permission has been given, is not allowed without the express consent of the person or persons being photographed.
10. Violating the privacy or dignity of any individual using electronic means (photographing, recording, eavesdropping, or broadcasting electronically) shall be considered grave misconduct and subject to suspension and confiscation of the equipment involved. Depending on the gravity of the situation the violation could result in the loss of privileges (such as participation in graduation) or a recommendation of expulsion from school.

13. LIBRARY

13.1. Learning Commons and Library/Textbooks

- a. The MS/HS Library with Learning Commons B is available for students from 07:15 AM to 3:00 PM Sunday through Thursday.
 - Students may visit the library during breaks, with their AIS ID If they are visiting during a class, they need to have a teacher's email sent ahead of time.
 - There is no food, phones or backpacks allowed in the library. There is a cubby shelf just inside the entrance to safely store backpacks.
- b. Students should visit the space with purpose such as reading, studying and/or working with a librarian. The bathrooms in the library are for those studying in the space and nearby classrooms.
- c. For library news, catalog, databases and other resources, students may access the library [website](#) via the AIS Website. This site is accessible from home and school.
- d. Students may also access the chatbot LEOBOT on the library home page for information about library services, events, research skills and academic integrity. LEO will also help you create citations for your resources.
- e. The Librarians are available, when free, to assist with locating resources and assisting with appropriate use of Artificial Intelligence (AI) and tools as well as MLA 9th model format and citations.
- f. Students with no overdue library books may borrow up to 3 books.
- g. Students with no overdue textbooks may borrow textbooks as needed by subject. Students borrow textbooks and novels via scheduled visits to the storeroom with their subject teachers.
- h. Students MUST have their AIS ID with a visible photo in order to check out library books from the library or textbooks from the storeroom.
- i. Students will be reminded of overdue books by emails from the Library and MS Office before end of year report card times. Report cards will be withheld until all overdue library/textbooks have been returned or payment is received to replace lost or damaged books. This will be refunded if the book is returned in good condition within the same school year. Fines are paid by link via the business office and visible on the HUB account for each student.
- j. Lost book fees are as follows: Softcover 5KWD and Hardcover 20KWD. Textbooks and novels have individual prices, based on the subject and condition. A new replacement copy will also be accepted in place of the lost book fee.

14. MISCELLANEOUS INFORMATION

14.1. Deliveries for Students

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

14.2. Canteen Etiquette

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

14.3. Lockers, Valuables and Textbooks/Instruments

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

14.4. Backpacks/School Supplies

- a. Backpacks shall not be carried from class to class, they should stay in student lockers.
- b. Supply lists for the following school year are provided to students on the AIS website. Students are requested to choose an organizational system that will help them organize and be prepared for work in school and at home.