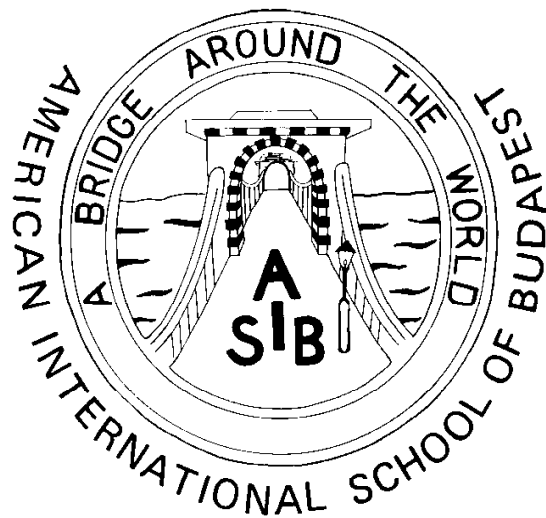


**American International
School of Budapest**



**High School
Student-Parent Handbook
2009-2010**

American International School of Budapest

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

By 2012 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 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 asset forth in the AISB curriculum.

Academic excellence is achieved through the collaborative efforts of the entire school community: students, faculty, parents, and governing board.

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GENERAL INFORMATION

THE SCHOOL

The American International School of Budapest was founded in 1973 and is a private co-educational, not-for-profit day school. The medium of instruction is English. It serves qualified international and Hungarian students in grades pre-kindergarten through 12 and culminates in an AISB High School Diploma and for some students, the International Baccalaureate (IB) Diploma.

HIGH SCHOOL CURRICULUM

The curriculum of the high school has a highly academic focus and serves to prepare students for university or college. 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, which are studied for 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.

SCHEDULING AND SELECTION OF COURSES

The academic scheduling of courses is done in consultation with the students, parents, teachers, and counselor. Students new to AISB may require placement testing in English, mathematics and world language at the time of enrollment. Students must pass a course to progress to the next level of instruction.

DAILY CLASS SCHEDULE/HOMEROOM

The day begins at 8:30 am. and ends at 3:30 pm.

The AISB schedule allows students to enroll in eight courses which each meet for 420 minutes over two weeks. Most IB students enroll for seven (7) courses.

There are four double block lessons of eighty-five minutes in duration, and a fifty-minute lunch. There is a break from 10:05 until 10:20. Lunch is at 1:15 pm. Every student has an academic advisor to lend support and help if needed. Students meet with their academic advisor once a week for 40 minutes during a period which rotates through the Wednesday schedule.

BELL SCHEDULE

8:30 – 10:00 Block 1
10:00 - 10:15 Morning Break
10:15 – 11:40 Block 2
11:45 – 13:10 Block 3
13:10 - 14:00 HS Lunch
14:05 – 15:30 Block 4

CAS (Creativity, Service, and Action)

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 a 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 a yearly requirement for all AISB students in grades 9-12. More CAS information can be found in [High School Program of Studies: Courses and Requirements](#)

ASSEMBLY

The high school holds assemblies as needed during the Academic Advisory time. The primary purpose of an assembly is to celebrate and showcase student performance.

BACK TO SCHOOL NIGHT

A Back to School Night is scheduled to allow parents an opportunity to meet the teachers and find out more about the courses content, homework and assessment expectations. Fall trip information meetings are held at the conclusion of this evening.

GUIDANCE AND COUNSELING

Mr. Ben O'Brien - Grade 9/10 Counselor and

Mr. David Spencer - Grade 11/12 Counselor

The guidance counselors 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 ensure that he/she is enrolled in the appropriate classes and are obtaining the credits necessary for graduation. The counselors also meet with parents, administrators and teachers regarding academic and socio-emotional concerns of high school students. A focus of the Grade 11/12 counselor's job is to guide students through the college/university search and application process. A "College Night" for students and parents to introduce college-planning concepts. Visits of individual and groups of admissions directors speak to students and parents about the opportunities at their particular colleges and universities throughout the year.

GRADE LEVEL LEADERS

Each grade has a grade level leader. These grade level leaders meet on a bi-monthly basis with the principal and counselors in order to address matters pertaining to the student's academic progress. The grade level leaders hold regular meetings with the teachers to discuss solutions to academic, and/or social problems of the students.

HEALTH SERVICES

The AISB "Student Medical Information Form" must be submitted upon enrollment to the school. Sports physicals are required annually and must be on file before a student may participate on a team. Parents must provide home and emergency contact numbers in case of a child's sudden illness or injury. The nurse is on duty every day from 8:15 a.m. to 3:30 p.m. Any student, who has a special medical concern, or condition, should notify the nurse's office at the beginning of the school year. 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.

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. Materials must be checked out and a security system is activated if checking out procedures have not been followed. Food and drink cannot be consumed in the library.

LIVING ARRANGEMENTS AND CONTACT INFORMATION

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 your address or telephone number changes, please inform the office immediately.

WITHDRAWAL FROM SCHOOL

Any student withdrawing from school must complete a student clearance form before school records may be released. Clearance forms certify that a student has returned all their materials and books. Generally, students complete this form during their last week attendance. If students are leaving before the end of the year, please notify the school as early as possible so that the necessary paperwork may be completed.

COMMUNICATIONS

The publication, "Wednesday Weekly" is updated every Wednesday on the school's web site, www.aisb.hu. Frequently during the year, pictures are included on various school websites. If you do not want your student's picture and/or name used on a school website, please notify the High School Principal. Direct communication is the most effective way for a parent to handle a concern about his or her child's academic (or other) program. 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, phone, or in a face-to-face meeting. If the parent and the teacher cannot agree upon a resolution, or if the agreed upon actions are not carried out, parents are welcome to bring the issue to the attention of the principal. 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. Sometimes what parents hear at home does not exactly match what they might find out from talking to the teacher the next day, and what was starting to grow as a "concern" could have really been a communication failure, quickly remedied with a parent-teacher conversation.

EMERGENCY DRILL PROCEDURES

If the emergency alarm sounds, students must leave the building quickly and quietly with their teachers. Once at the designated area, students line up by homerooms so that the homeroom 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 regularly scheduled

STUDENT RESPONSIBILITIES

SOCIAL RESPONSIBILITY IN THE HIGH SCHOOL

AISB staff 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 progression and relevant;
- 2) using the incident as a learning experience by allowing students to work with school staff to recognize ways to remedy the situation and develop the skills to make better future decisions.

CLEAR EXPECTATIONS

- Respect your right to learn.
- Be on time and prepared for class.
- Be rested, fed, and alert.
- Give your best effort.
- Do your own work.
- AISB is a learning environment for everyone
- Use appropriate language
- Show respect in your social interactions with students and adults
- Run and roughhouse outside
- Clothing should respect the Dress Code (see below).

CITIZENS OF THE AISB COMMUNITY: BULLYING AND HARASSMENT

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 flagrant and/or repeated actions - violent and/or nonviolent, verbal and/or non-verbal - 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 even 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.
- Cyberbullying (which is further defined below)

Cyberbullying is 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. Cyberbullying can take different forms, including:

- Flaming. 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, like a “buddy list.”
- Cyberstalking. 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.
- Cyberthreats 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.

It 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 Cyberbullying and appropriate online behavior, consult the AISB Moodle site.)

REPORTING PROCESS AND CONSEQUENCES

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 safety of the student who reports the incident of bullying will be addressed by the student being part of the decision-making process as it relates to future action.

Depending on the nature and severity of the incident reactive measures will 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.

SUSPENSIONS (Procedural)

In severe or repeated cases of inappropriate behavior, a suspension represents a serious disciplinary consequence. Suspensions can take two forms which are outlined below. All suspensions become part of the student record. The student has lost the right to attend classes and participate in after-school activities for that period of time. Suspended days are marked as "Excused Absences" but will have consequences on a student’s grade.

In-School Suspensions

Students placed on In-School Suspension will be placed in a workroom to complete schoolwork. In some cases, students will receive a grade of zero for some assignments (see: Late Work, Including Absences / Make Up Work, #1). However, in most cases, the student will be able to complete work while in school and if these assignments are turned in on time there will be no grade deductions resulting from the suspension itself.

Out-Of-School Suspensions

Out-of-school suspensions are primarily used in severe cases where student safety is an issue or at the principal’s discretion. With an Out-Of-School Suspension, a student has lost the right to attend school. During Out-of-school suspensions, students will not report to school and all assignments that were due to be completed in school or turned in during the days of suspension will receive a zero.

ACADEMIC/DISCIPLINARY PROBATION AND CONDITIONAL ENROLLMENT

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.

Students will be placed on Academic Probation according to the criteria outlined in the section (below) under Academic Eligibility.

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 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 are expected to complete a weekly AISB Self-Evaluation and are given:
a) weekly feedback from teachers regarding the student's progress via the AISB self-evaluation process;
b) weekly checks by the academic advisor during academic advisory time.

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 counselor review each student's grades and probationary status.

Student who repeatedly meet the conditions of Academic Probation , or whose academic performance is severely missing expectations, will be placed on a **Conditional Enrollment**. 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 is drawn up and signed by the principal, parents and student.

DISCIPLINARY PROBATION

Students who exhibit repeated inappropriate behavior, including issues of repeated academic honesty, will be placed on Disciplinary Probation with procedures that parallel the ones listed above. In severe cases, a Student Review Committee (below) will be assembled to future conditions of enrollment and/or determine consequences, including a recommendation to the Director for expulsion.

STUDENT DISCIPLINE AND STUDENT REVIEW COMMITTEE

Discipline issues will initially be dealt with at the classroom level; problems that exceed these bounds may be referred to the principal. In such cases, the principal will decide which sanction is most appropriate. If the planning process is not effective in changing student behavior, then detentions or suspensions, may be considered.

If severe or repeated disciplinary are apparent, a Student Review Committee may be convened to determine appropriate consequences. This Committee will not meet until parents have been notified. These consequences can include suspension or expulsion. The Review Committee will consist of at least four (4) members. When possible, the Committee will consist of the principal, counselor(s), and staff members who are not involved in the particular incident. The Committee will:

- a) allow the student (and parent) to hear the details of the incident(s)
- b) allow the student (and parent, if desired) to make statements regarding the incident
- c) weigh the evidence and produce a written response including consequences within two school days.

LATE ARRIVAL AND EARLY DEPARTURE

When a student arrives late to school or is required to leave campus before 3:30 p.m. must report to the high school office to sign in/out.

CLASS SKIP

A student is deemed to have skipped class if he/she was 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 (receiving zeros), the incident is documented in the student file and other disciplinary actions may be taken, including suspension.

DRESS CODE

Students, teachers, and administrators all conform to a common ethos with regards to dress that shows respect for the community in which they are working. Clothes are chosen which are practical, comfortable, and sensible for the activity undertaken. Clothing should be clean, not ripped/torn, and undergarments should not be exposed. Clothing messages should be free of profanity, political insensitivity or references to drugs. The principal will be the final arbiter in matters of judgment.

PUBLIC DISPLAYS OF AFFECTION

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 may exist between students; however, intimate public displays of affection on campus are not acceptable.

Anything much beyond holding hands or a short quick kiss is considered PDA.

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 prior to the visit.

ATTENDANCE PROCEDURES

STUDENT ATTENDANCE, HIGH SCHOOL

Attendance at school is extremely important. Absences will affect 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 has to catch up with their work
- 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.

Student/Family Expectations

- Notify teachers in advance of any planned absence, check Moodle expectations for missed work and/or material covered
- For unplanned absences, notify the office in writing or by phone within three days upon returning with parent permission for the absence.
- For excused absences, students should:
 - Expect that homework (or an exam) that was due on the missed school day is due on the school day that the student returns. Absence is no reason for an extension.
 - Find out about missed assignments, notices, and content
 - Communicate with teacher to determine deadlines and a time to make up quizzes/tests.

GENERAL ATTENDANCE BELIEFS

Each AISB course has Learning Objectives that are measured by individual teachers. Students who are absent will have missed out on the development and/or assessment of these objectives which will likely affect grades. As young adults, it is the responsibility of the student to learn the missed material. This can be done through checking on the teacher's Moodle website, consulting fellow students or meeting with the teacher.

AISB teachers will determine an appropriate manner to present and/or assess the learning objectives. This lies within the individual teacher's discretion and may or may not be identical to the manner in which the material was presented/assessed to all students.

While every possible allowance is made for students who are absent due to illness, family emergency, religious observation, or participation in a school-sponsored activity, absence resulting from extended vacation, and family trips are inappropriate reasons to miss school. Please attempt to schedule doctor's visits 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 principal as far in advance as possible for a foreseen absence. The school reserves the right to require medical documentation related to student absences.

TARDY VS. ABSENT

A student shall be considered tardy if he/she reports to class within 15 minutes of the starting time. Students reporting to class beyond 15 minutes are considered absent. Tardies or absences can be considered either excused or unexcused (see below).

TYPES OF ABSENCES

Absences fall into two categories

Excused Absences - illness, emergency, school trips, etc.

Unexcused Absences – classes that are missed when students leave mid-day (skipping) without prior office notification, 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, the teacher reserves the right to mark all missed work with a grade of zero.

Suspensions are considered excused absences where assignments can usually be completed. But in some cases, specific elements of the classroom experience (class discussions, participation, peer editing, etc.) cannot be made up. In these cases, the suspended student will receive a zero.

ATTENDANCE POLICY AND EARNED CREDITS

For the sake of the policy below, an "Absence" is considered an Excused or Unexcused Absence. School

sponsored absences (sports trips, field trips, etc.) 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.

Any student who has been absent for eight (8) or more school days in any individual class for any semester shall be referred to a Student Review Committee (described above).

The purpose of the Review Committee (for attendance issues) shall be to explore the extent to which the student has demonstrated the Learning Objectives of the course in order to receive credit for the semester.

In preparation for the meeting:

- The teacher will share the Learning Objectives that are in question and comment upon the student's work toward meeting these objectives
- The student / parent will be able to present a written statement (to be shared at the meeting) explaining the nature of the absences as well as any evidence / explanation regarding the student's effort and/or attainment of the Learning Objectives in question.

Possible outcomes of this meeting could include:

- Action steps for supplemental course expectations, or
- Loss of credit for the course

LATE WORK, INCLUDING ABSENCES/MAKE UP WORK

Student work will be assigned due dates, and late penalties for late work will be shared by individual teachers. The guidelines are offered to provide more specific examples to the classroom policies.

1. Small tasks given as homework preparation for the following class which must be completed prior to the required class (for example, written work that is then further worked on during class time) which are not completed can automatically receive a zero for that task.

2. Late work will be penalized, but the philosophy outlined below represents the idea that we value the demonstration of learning outcomes versus the day that it was handed in. Generally, the penalty is a 10% deduction per school day (not class day). This guideline does not apply to IB assessments/assignments *

Tasks submitted later than five school days after the due date will get no more than 50% of the total available marks. All assignments must be turned in no later than 30 school days beyond the due date (or within the same academic semester). After this point, all assignment scores will become marks of zero.

* Assignments and assessments within an IB course are mandated by the IBO with specified due dates. These assignments have extremely tight timelines before being evaluated by the teacher and sent into the IBO. For this reason, it is imperative that students stick to the due dates for these assignments/assessments. Late grades on these assignments/assessments will have a stronger penalty which will be shared by individual teachers. This can include an immediate zero for the assignment/assessment.

3. Excused absences of less than one week, result in no change of due date for large tasks as the due date would have been known prior to the absence. Students are responsible for meeting with teachers the first day back to school (not the first class back) to come to an agreement on when the homework and/or quizzes missed are due. Otherwise a late grade can apply. Excused absences of 3 days or more will be given the same number of days to make up work. For example, if you miss four days, you will have four school days after your return to make up the assignments missed. Beyond that, penalties in #2 will then be applied.

It is the student's responsibility to organize any make-up work with the teacher in the time frame above.

In some cases, an assignment cannot be duplicated or made up. For excused absences, the student will receive a No Grade (NG) for these assignments, at the teacher's discretion. All work that is missed due to unexcused absences will receive a zero in the grade book, which can be changed if the absence is changed to an excused absence within the timeline noted above.

"In exceptional circumstances, teacher discretion may be used to modify the guidelines above."

ATTENDANCE: ACTIVITY / SCHOOL BALANCE

Given the fact that 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, but we also wish to reinforce the general guideline regarding activities and university

admissions: seek quality over quantity - a commitment(s) that demonstrates leadership and growth are more meaningful than participating in a large quantity 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.

AISB states the following guidelines to help students / parents in the planning process.

1. No more than six (6) days away from school 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.
2. Students with IB exams will be required to submit an appeal for any travel in April 2010 or commitment to any activities that take a lot of time (e.g. major productions, varsity sports.)

The philosophy of this guideline 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.

For students who wish to have the guidelines relaxed, an appeals process is possible. Students should: Write to their counselors 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 counselors will base their recommendation on factors such as:

- a) Student progress in classes. The timeliness of completing assignments is important as well as grades.
- b) Past student record of responsible completion of class work missed from previous absences due to activities.
- c) Evidence of student stress level and ability / inability to cope with stress.
- d) Number of absences in general.

The counselors will make a recommendation to the Principal who will make the final decision.

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 a student has permission to go home.

PERSONAL PROPERTY

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

- Always keep lockers 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.
- Cellular phones may not be in use during class-time.
- Walkmans, Discmans, iPods and MP3 may not be in use during class-time, unless teacher approval is granted.

STUDENT DRIVERS

Students may drive to and from school, and on campus, if they have an official driver's license, which is valid in Hungary and recognized by Hungarian law. The privilege to drive on campus may be revoked if a student is not in compliance with the guidelines. The privilege may also be revoked at the principal's discretion if the student has violated other school rules or for academic reasons. A form must be kept on file in the high school office, which confirms the driver's commitment to follow these guidelines, signed by both the driver and the parents. Student may NOT miss classes to attend driving lessons.

CAMPUS LIMITS

This is a closed campus from 8:30 am. until 3:30 pm. Students may depart for appointments only with parental permission and must sign out in the high school office. Students may not use the parking lot or areas that have been designated for upper elementary use only. During high school lunch the students may be in the following areas: Cafeteria, library, tech lab, main lobby, gym, courtyard, field, or in a classroom with a teacher.

ACADEMIC POLICIES AND PROCEDURES

REQUIREMENTS FOR AISB HIGH SCHOOL DIPLOMA

The minimum requirement for students who have been enrolled in AISB since the ninth grade is to accumulate 24 credits distributed among the academic departments as listed below. A credit is earned for the successful completion of one course that has met for five class periods each week for an entire year. A half credit (0.5) may be earned for each single semester course. An additional graduation requirement is computer literacy that may be obtained through a semester computer course. Students also complete the high school health curriculum, which is integrated in the P.E. and science courses. Students must also actively demonstrate commitment to the school's community service program through demonstration of the CAS (Creativity, Action Service) Learning Outcomes.

AISB HIGH SCHOOL GRADUATION CREDIT DISTRIBUTION (24 CREDITS + Computer Literacy)

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
Computer Literacy	0.5 credits

REPORT CARDS

Grades are reported to parents on semester report cards. Typically, the actual grade will be an average of daily homework, projects, reports, presentations, quizzes, and tests. High school students' grades are reported in letter grades. In addition to the academic grade, letter codes are used to record behavior and effort. The first, second, and third quarter report cards are given to the students to take home; however, the final year's grades are mailed approximately one week after the last day of school. Parents are encouraged to contact the school with questions concerning a student's performance, and may request a conference at any time during the year by contacting the school. In addition, parent-student-teacher conference days are scheduled in the fall and spring. It is recommended that all parents attend these conferences along with their student.

LETTER GRADES AND PERCENTAGE VALUES

A 93-100	C 73-76
A- 90-92	C- 70-72
B+ 87-89	D+ 67-69
B 83-86	D 60-66
B- 80-82	F Below 60/Fail
C+ 77-79	P Pass

LETTER CODES FOR EFFORT AND BEHAVIOR

O	Outstanding
G	Good
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

DEFINITION OF AISB LETTER GRADES

A Academic Performance that

A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.

B Academic Performance that

A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate. The student occasionally demonstrates originality and insight and usually produces quality work.

C Academic Performance that

An adequate understanding of the required knowledge and skills, and the ability to apply them. The student is occasionally demonstrates evidence of analysis, synthesis and evaluation, and sometimes produces quality work.

D Academic Performance that

Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and rarely applies them fully

F Very limited achievement against all of the objectives.

The student has clear difficulties in understanding the required knowledge and skills and does not apply them fully.

SEMESTER GRADES

For each semester of study corresponding grades are awarded. Teachers may give a final examination at the end of the semester.

DROP / ADD DATES AND GRADING

- The first ten (10) school days of the first semester and first five (5) days of the second semester are the designated Drop / Add deadlines. Students will be able to change courses by following the procedures outlined by the 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 "WP" (if the current grade is a passing grade) or "WF" (if the current grade is a failing grade) is made on the transcript for the course that is being dropped. If dropped between the 15th and 30th school day of the semester the WF will not affect the GPA or probation status. After 30 days, it will affect both.
- 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 will not be able to earn credit for the added course.
- Courses dropped after 30 days will receive a WP or WF on the transcript. The WF will affect the student's GPA at this point.
- It is not possible to drop or enter a course within 8 weeks of the end of the semester.

MID-SEMESTER TRANSFERS

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

- Students arriving prior to the end of the 1st or 3rd quarter will be graded as full-time student and receive a .5 credit if they have a passing grade (over 60%) 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 during the 2nd or 4th quarter will be graded within the narrative part of the Report Card. Officially, the student will receive a NG (No Grade) 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.

REPORT CARD GRADES

In addition to the A-F grades communicated on the AISB Report Card, the following marks may also appear.

Incomplete (I)

Teachers may elect to give a student an incomplete grade for reasons such as illness or family emergencies. The student must then complete the work within a maximum of twelve school days from the end of the quarter / semester. Work that is not turned in at that time is scored a zero and the quarter/semester grade is calculated accordingly. 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.

No Grade (NG)

A No Grade is issued in cases where it is inappropriate to give a student a grade in a given course. A No Grade is pre-arranged and the most common use of the NG grade is for late arriving students who enter a class with less than eight (8) weeks remaining in the grading period. The NG does not affect the student's GPA. In most cases, although the official grade is listed as NG, the school will do its best to provide educational feedback by estimating a grade to the student within the narrative comments section of the grade report.

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 ESL students, a separate Pass/Fail rubric will be introduced for specified courses with a focus on skill development / growth.

ACADEMIC STUDENT SUPPORT

There are a number of structures built into the AISB system to allow students to benefit from additional support if desired. Examples of these structures include teachers' Office Hours, the student self-evaluation process that is part of the Academic Probation process, the Academic Advisory period, and teaching support given within our Learning Resource Center program. Whenever possible / appropriate, classroom teachers will present material in a manner that meets individual student needs. The assessment of such material can occur in one of two ways.

1. **Accommodation** - A change in the design or administration of an assessment in response to the special learning or language needs of a student. The change does not substantially alter what the assessment measures, but is intended to give all students equal opportunity to demonstrate their learning. Typical accommodations include: more time on a test, larger print, having a test read aloud, use of a computer to write, or access to an English language dictionary (when appropriate). When accommodation occurs, it does not affect the grade nor the way in which the grade is reported since the learning standards have not changed.

2. **Modification** - A change in the performance expectation on an assessment in response to special learning or language needs of a student. The change does alter what the assessment measures in order for the student to realize some level of success. A grade earned by a student under such circumstances should be accompanied by an explanation of the modification. Modifications do not occur without the approval of parent(s), student, counselor, and principal. A modification on one assignment means that the total grade for the course is denoted as "modified" on the Report Card and transcript, and the modification is described.

Students receiving Learning Resource Support may or may not receive modified assessments. The pre-approval steps above would still need to be followed.

STUDY HALL

Students in grades 11-12 may sign up for one block (semester or yearlong) of Study Hall. AISB has high academic standards; study hall is a time for students to complete school work, 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, the school reserves the right to reschedule a student.

MID-QUARTER AND INTERIM REPORTS

Mid-term reports will be sent home approximately four weeks into each quarter to inform parents if a student's academic progress is not satisfactory, or a noticeable change in behavior or achievement is exhibited. Mid-quarter and interim reports may also be written to comment upon improvement, or sustained excellence. An interim report may be sent home when a student is not completing assignments, or if any other drop in the teachers have noted performance or behavior.

ACADEMIC HONESTY

All high school students will need to sign a Plagiarism Contract each year. This document will be kept on file. Plagiarism is the deliberate copying or paraphrasing of another person's words or ideas without proper citation of the source. The first offense will result in the following consequences:

- A zero on the assignment
- Notification of parents
- A letter placed in the student's permanent file

Any subsequent offenses will be assessed by the high school principal and school director and could jeopardize a student's status 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 regarding plagiarism of our seniors. Students, therefore, need to fully and carefully document all written, verbal, media, and Internet sources. Documentation includes both citations and a bibliography. The AISB Style Guide illustrates our high school's documentation format. 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.

DIGITAL ACCOUNTS

All HS students receive an account (username and password) for accessing the school's LAN, Moodle (our course management website) and an email and google apps account. These are valid for the student's stay at AISB. Online accounts (Moodle and email) will be erased after one month of the student's departure from the school.

AISB ACCEPTABLE USE POLICY FOR USERS OF TECHNOLOGY AND INFORMATION

Goal: The goal of this AUP is to ensure that student academic education is prioritized when using technology and information at AISB. Through correct usage of technology and information AISB can enhance student learning experiences. This goal will require all members of our school to work together.

The technology facilities at AISB are provided for students and staff to use for school-related activities. Students should not use technology to isolate themselves from our magnificent setting and multicultural environment. Students may use these IT resources for class work, research, the preparation of assignments, and the development of skills using the computer.

AISB makes every effort to maintain the school technology, but there are rare occasions when the technology might not always work. Students should not use any failure of school technology as an excuse for late or missed work. By planning ahead students can prevent technology problems from impeding deadlines.

Activities not specifically related to school work will be permitted only under circumstances where it does not interfere with school-related activities.

The following items are intended as a guideline for the acceptable use of AISB technology. If a student is in doubt, she/he should ask a faculty member before proceeding.

Unacceptable uses of technology and Information include, but are not limited to:

- Visiting inappropriate (those of a sexual, pornographic, racist, or otherwise offensive nature) web or ftp sites or newsgroups.
- Downloading files without permission from the supervising teacher.
- Using technology or the internet for social or recreational purposes when this disturbs, displaces or otherwise prevents student usage for educational purposes. Social/recreational use is at the discretion of the supervising teacher.
- Using a telecommunication service/device to harass another person or communicating in a way that could be regarded as offensive.
- Providing personal information about yourself or other people on-line.
- Invading the privacy of another person or group. Do not share your login and passwords or access files that are not designated for your use.
- Using technology inappropriately to make multiple postings, mass mailings (spam), sending flames, or other inappropriate or offensive mailings or postings.
- Not following digital copyright laws.
- Installing or attempting to install any software.
- Altering, damaging or hacking the school's computers.
- Environmentally unfriendly mass printing. Always ask a teacher if you need help with printing or are unsure of printing guidelines.
- Leaving a technology workspace or workroom untidy.
- Refusing to leave a technology workspace or workroom when requested by a teacher.
- Doing anything that is contrary to the rules and policies of the school.
- Doing anything illegal.
- These rules apply to personal technology that students bring onto campus, and to AISB technology that is accessed either remotely or on campus. Faculty and/or staff members may examine personal technology at any time for the purpose of verifying that it is in compliance with this agreement.

The school reserves the right to further define terms such as "unacceptable", "inappropriate", "offensive". Persons who are in violation of this policy, whether on campus or remotely, may be excluded from using some, or all of the school facilities. Attempting any of the above, or being in the presence of someone who is will be considered a violation of the policy and will be dealt with in the same manner. Through working together we can ensure successful and ongoing use of technology at AISB.

HONOR ROLL

Students who earn a 3.5 grade point average for the overall semester average, and whose conduct and effort grade is at least "Satisfactory" qualify for the honor roll. At the end of each semester, students who have earned the distinction of honor roll receive that recognition.

WEIGHTED GRADES

All Year 1 IB courses (SL and HL) are given an additional .5 in the GPA calculation. In year two of IB, all IB standard level courses receive .5 extra and all IB higher-level courses receive 1 full point extra to reflect their increased rigor and academic difficulty. Weighted grades are not reflected in the actual grade on the report card or transcript. Instead, the weighting is used in each semester's calculation of the GPA (grade point average).

VALEDICTORIAN

Each year a senior student is named Valedictorian as determined by the highest weighted grade point average (GPA) highest percentile based upon the students' grades in grade 11-12. This calculation will include grades from the second semester of the senior year.

HOMEWORK

Homework is the extension or reinforcement of classroom activities. AISB believes the homework is useful if it helps students practice for classroom demonstrations of academic standards. Therefore, homework may be assigned by teachers but not always graded. In no way should this be understood that homework is not important. Homework provides the most obvious way that students can receive feedback on their attainment of classroom expectations.

AISB HS students should expect 1.5 - 3 hours of homework a night, provided that the student works in an efficient and regular fashion. This may increase for ESL or IB diploma students. Of course, at times when extended projects or essays or major readings are required, a student must allocate time accordingly so that not all the work is left until too near the deadline.

Some teachers will elect to give projects or assignments to cover the homework for several periods in advance. The school encourages this, where possible, since this gives students more flexibility in time management. Teachers are asked to provide an estimated time of completion when assigning homework to provide students an indication of how much time will be needed to complete the homework or project. Similarly, teachers should estimate the amount of time necessary to study prior to examinations and take such time into consideration when planning homework.

Co-curricular Practices and rehearsals are natural and necessary parts of extra-curricular teams, clubs and activities. Like homework, practices and rehearsals must be undertaken (usually) outside the school day. Practices and rehearsals take great commitment on the part of students and coaches/conductors/directors. At AISB, we encourage students to participate in activities outside the school day, but success in school is required for participation in school-sponsored activities (see Co-curricular Eligibility). To help students balance these important parts of life, AISB coaches/conductors/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 per week (4 practices or games)

ASAs = 1.5-3.0 hours per week
MUN = 2 hours per week
Music = 2 hours per week
Drama/Musical = Up to 6 hours per week

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: notebooks, pencils and erasers, pens, textbooks, and a TI-83 Plus or TI 84 Plus calculator. Students also need a supply of computer discs.

All students are encouraged to have an assignment diary. Students need a change of clothes, clean T- shirt and shorts or sweat pants, for physical education classes. Clean gym shoes are a requirement. Every student has a P.E. locker and a lock for storage of personal materials.

TESTING

PSAT

All grade 10 and 11 students take the PSAT/NMSQT (Pre-Scholastic Achievement Test) in the third week of October. 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. 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 SAT I and II which are given throughout the year at the Fulbright Test Center in downtown Budapest. www.fulbright.hu/advising The test dates for the 2008-2009 school year are:

Test Dates:

Registration Deadlines:

October 10, 2009 SAT & Subject Tests

September 9, 2009

November 7, 2009 SAT & Subject Tests	October 1, 2009
December 5, 2009 SAT & Subject Tests	October 30, 2009
January 23, 2010 SAT & Subject Tests	December 15, 2009
March 13, 2010 SAT only	February 4, 2010
May 1, 2010 SAT & Subject Tests	March 25, 2010
June 5, 2010 SAT & Subject Tests	April 29, 2010

Students are encouraged to register for the SAT I and II on Collegeboard.com/reg

TOEFL

The Test of English as a Foreign Language (TOEFL) is given regularly throughout the school year at the Fulbright Test Center. The test can be registered for on-line at www.toefl.org or by calling +31-320-239-540 in the Netherlands.

ACT

The American College Test (ACT) is a test sometimes required by US universities, but more often is replaced by the SAT I and II. The ACT is offered in Budapest at the International Christian School. Students can register by contacting ICSB.

THE INTERNATIONAL BACCALAUREATE

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 the most challenging international high school curriculum 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 need to have achieved an 80% (average in all courses during grade 9 and must maintain this average during their pre-IB grade 10 year in order to qualify for the IB program in grades 11 and 12. Most disciplines will also require teacher approval for placement in the appropriate level of courses.

IB EXAMS

International Baccalaureate exams are held at the end of the 12th grade during May. These exams are held within the school schedule at school with the results posted via the Internet during the first week of July.

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

STUDENT ACTIVITIES

The school strongly recommends students be involved in activities, but encourages them to make realistic choices taking into consideration the time demands of family, friends, and academics. It is our hope that this knowledge will allow students to make commitments they will be able to keep to and be satisfied with throughout the year. However, the school reserves the right to counsel students pertaining to participation in co-curricular events in the event that there is a discernible connection between poor grades, co-curricular participation and related absences.

CO-CURRICULAR REGULATIONS AND EXPECTATIONS

- All AISB school rules apply to AISB traveling students and visiting team members.
- 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 prevent students from traveling.
- If housing arrangements have been made by the responsible official of the host school, they may not be changed.
- If housed, students must be in the home of the host parent by the curfew hour of 10:00pm (unless otherwise specified by the tournament director).
- Students and chaperones should understand that on every trip taken all participants must meet the guidelines outlined above. Individual sponsors may distribute additional guidelines and rules specific to their activity.
- Smoking or any other use of tobacco, the drinking of alcohol and the use of non-prescription drugs are not permitted.
- These regulations apply to all students, to those from the host school, as well as to those visiting. 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 taken all participants must meet the guidelines outlined above. In addition, sponsors may distribute additional guidelines and rules specific to their activity. The consequence of non-compliance with any of these rules is removal from the tournament, festival, conference, etc. This will be determined on an individual basis. In some circumstances, 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 could be in force for the remainder of the semester in which the offense took place, and the entire semester following the offense. Students will, if feasible, be sent home at their parent's expense if their behavior justifies a travel ban. Students who have been excluded from co-curricular participation are not allowed to miss school to travel to co-curricular events outside of Hungary.

ACADEMIC ELIGIBILITY FOR PARTICIPATION IN CO-CURRICULAR ACTIVITIES

Students are responsible for maintaining a satisfactory academic standing as defined below 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. However, the school reserves the right to counsel students not to participate in co-curricular events in the event that there is a discernible connection between poor grades, co-curricular participation and related absences. It is the student's responsibility to be pro-active, meet with teachers in advance of any planned absence, and determine what needs to be done in advance or made up upon return.

Students are eligible to participate in extra-curricular activities if (s)he is meets all of the criteria below at the time of one of the school's regularly scheduled Grade Check Dates (see below)

- an overall percentage (all classes) average of less than 70%
- one or more grades below 60%
- two or more grades below 70%

Students who are Academically Ineligible will have the following consequences related to extra-curricular participation.

1st instance in an academic year - the student is not allowed to play in games or miss any school as a result of the activity. (If this is the first time of the student has been placed on Academically Ineligible in an academic year, the student may make a one-time appeal. See the counselor or principal for more information on this process.)

2nd instance in an academic year - the student is not allowed to practice or participate on the team / activity.

3rd instance in an academic year - the student is placed on Academic Probation (see Probation and Conditional Enrollment)

A student who is Academically Ineligible will remain until the next Grade Check Date at which time the grades will be re-evaluated.

See the section on Academic Probation in this handbook for more information.

The Grade Check Dates for 2009-10 are listed below. The grade at 3:30 pm of that day will be used.

1st Quarter (mid-quarter)	September 29
End of 1st Quarter	October 16
2nd Quarter (mid-quarter)	December 1
End of 2nd Quarter	January 22
3rd Quarter (mid-quarter)	February 18
End of 3rd Quarter	April 2
4th Quarter (mid-quarter)	May 13
End of the school year	June 16

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 would 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.

ATTENDANCE, COMMITMENT AND BEHAVIOR

Students may try-out for several different activities at the onset of each sports season, but will be allowed to

participate in SCIS or CEESA events with only one sports team per season. This policy seeks to avoid conflicts in practice times and matches, reduce the high family costs of participating in numerous competitions and tournaments per season, and enhance a quality commitment to each sport.

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. A student dismissed from a team for disciplinary reasons may not participate on another team that season. AISB team uniforms and warm-ups are not to be worn except when representing AISB at a sanctioned match or event.

AWARDS

AISB will sponsor 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.

SPORT AWARDS

- 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.
- Sportsmanship Award

The following awards may be given at an awards ceremony:

- Outstanding Service Award: CAS Coordinator nominates candidates who demonstrated extraordinary commitment to service throughout the school year.
- AISB Citizenship Award: high school faculty nominates candidates who exhibit citizenship during the course of the school year. One award is given to a student from each grade level 9-12.
- C.L.A.S.S. Award: The High School faculty selects one senior who exhibits "high standards" in the following categories:

C - Citizenship
L - Leadership
A - Attitude
S - Scholarship
S - Service

This award is presented on behalf of the PSA.

- ECIS Award: "Awarded to a student who is a good representative of his/her own country, with a positive attitude toward the life and culture of others, able to converse in at least two languages, 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".

TRAVEL

Students must follow AISB co-curricular regulations and expectations which are in effect from the time of your departure until the time of your return. They are for your welfare. The student should have an adequate amount of money. It might be needed for extra meals, public transportation, telephone calls, etc.

To promote school spirit and pride, there is a dress code for students traveling to and from school-related events. Specifically slacks, dress shirts and ties for expected attire for AISB boys and dresses, skirts or slacks and a blouse for our AISB girls.

Always pack a small gift for your hosts. 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, transportation, and curfew with the 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 you will be given detailed information about your 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 they can be reached during the trip should an emergency occur.

HOSTING

Our relationships with other international schools have developed over many years. This on-going exchange of ideas, participation in each school's sports programs, and development of shared events and workshops are a great asset to AISB and its families. However, tournaments, workshops, and festivals may require that the host school house between 15 and 120 students at any one time.

Team members are required to house whenever their team "hosts" an event and every family must commit to hosting twice per season that their child participates. 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.

When you are with a group of AISB student and their guests, make sure personal wishes and guidelines are not being overruled or violated. If your 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. 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 students. It is important that we give them the same care, consideration, and supervision our children receive. Please arrange suitable transport as necessary. Normally this is expected to be a private car, or taxi to and from events. Please provide meals as necessary.

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 student.

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 FOR 2009-2010

9 Grade Hungary

10 Grade Poland
11 Grade Czech Republic
12 Grade Action: Slovenia
Service: Hungary and Romania

SCHOOL BOARD POLICIES

5.23 ILLEGAL DRUG, TOBACCO AND ALCOHOL FREE ENVIRONMENT

Every Student who attends the School has the right to attend School in a safe and secure environment free from harmful substances. To ensure this, the School's curriculum will inform Students about those substances harmful to their health such as: tobacco, illegal and prescription drugs and alcohol. It will provide Students with the information necessary to identify many of these substances and to be aware of the consequences of their use upon both their mental and physical health. Students will have the opportunity to discuss and rehearse possible responses to this situation.

In order to protect the Students' health, safety and welfare, the use or possession of alcohol, drugs and tobacco by Students is prohibited at the School, on School field trips, and School sponsored functions. Any Student found possessing alcohol, illegal drugs, inappropriate prescription drug or tobacco on campus, at a School function or on a School field trip will be subject to disciplinary action, which may result in suspension from the School.

5.36 ACADEMIC PROBATION

Principals will maintain procedures for academic probation. Such procedures are designed to ensure Student success. Regular and formal communication between Faculty and Parents will be the keystone to this process. Administrative policies regarding academic probation will be contained in the Faculty and Student handbooks and will also be communicated to the Parents.

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:

High School Student failing three (3) core courses or failing two (2) core courses and carrying two D's in other core courses at the end of the academic year will not be readmitted to the School unless the academic board recommends re-admission.

5.37 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.

5.311 SEARCHES AND QUESTIONING ON SCHOOL PREMISES AND AT SCHOOL SPONSORED TRIPS

A. AUTHORITY TO SEARCH STUDENT

Members of the Faculty may make a reasonable search of a Student on the School's premises or on a School-sponsored trip if there is reasonable belief that the Student has in his/her possession an item, which is contrary to the School's rules. The search shall be made by a person of the same gender as the Student and in the presence of one (1) teacher.

B. AUTHORITY TO SEARCH SCHOOL

Members of the Faculty may make a reasonable search of the physical plant of the School and its appurtenances. Members of the Faculty may make reasonable search of the lockers of Students in the presence of one (1) other teacher and preferably the Student. If there is reason to believe that items kept in the locker of the Students may present a danger to the School, interfere with its educational program or result in the destruction of School property, the Director, Principal or two (2) teachers may make a reasonable search of the locker(s) without the Student(s) present.

HIGH SCHOOL FACULTY AND STAFF FOR 2009-2010

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