



The American International School of Vilnius
TARPTAUTINĖ AMERIKOS MOKYKLA VILNIUJE

Student/ Parent Handbook

2010-2011

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August 2010

Dear Parents and Students,

This Handbook is a means of communicating between home and school. There are many school policies, regulations, and services discussed in these pages. Please read and keep this handbook readily available throughout the year.

Many of your questions have been anticipated and have been discussed in some detail. We are always available to clarify any school matter.

Close co-operation between home and school is essential to promote the best interests of the child. Parents are encouraged to visit the school and to attend scheduled meetings of parents and teachers. Parents, teachers, and students benefit when there is a meaningful exchange of information between home and school.

It is our hope that this Handbook will be helpful to you and that it will promote that understanding.

Sincerely,

Robert M. Hinman, Director

INTRODUCTION

About AISV

The American International School of Vilnius is the first international school founded in Vilnius. AISV is located on Subačiaus st. 41, atop a small hill in the upper reaches of Vilnius' Old Town.

AISV is a private day school enrolling boys and girls in Toddler, Pre-kindergarten, Kindergarten programs and grades 1 through 12, with priority given to children of parents working and serving in Lithuania's international community, which includes diplomatic, foreign aid, and private sector organizations. Students must either be fluent in English, or be willing to develop fluency through the "English as a Second Language" program to gain admission to the school.

AISV is an officially registered non-profit institution called VšĮ „Tarptautinė Amerikos mokykla Vilniuje“.

AISV provides excellent educational opportunities not only for foreigners residing in Lithuania but also for Lithuanian students. Local students can take advantage of a high-quality international education at AISV in addition to gaining valuable exposure to learning and working with students from other countries and cultures. We also offer other educational programs such as Saturday English School, summer camp and after-school activities.

AISV is a non-profit organization with all revenues expended in pursuit of its academic objectives. The school is funded by tuition fees and grants from the United States Department of State through its Office for Overseas Schools.

AISV Philosophy and Objectives

Mission statement:

The American International School of Vilnius provides a safe, nurturing, respectful educational environment where cultural diversity is celebrated. Through a rich variety of educational experiences, AISV students acquire knowledge and academic skills and develop the interpersonal skills and confidence to succeed according to their individual potential.

/adopted at the Annual General Meeting on May 8, 2007/

Vision:

By 2011 AISV will be recognized as among the best accredited, sustainable international schools in the Central and Eastern European Schools Association.

AISV encourages its students to:

- achieve the highest possible standards of learning;
- acquire the skills necessary to think clearly, creatively, and critically, and to express oneself freely and effectively;
- acquire a positive attitude toward life-long learning;

- acquire a healthy self-respect and sense of worth;
- learn to be a responsible citizen, respectful and responsive to the rights, beliefs, traditions and needs of others;
- strive for physical, emotional and social well –being;
- understand and appreciate human achievements in the natural sciences, the humanities and the arts;
- develop appreciation, respect, and a sense of responsibility for nature and the environment;
- appreciate and respect diverse local culture.

AISV seeks to foster:

- a safe school environment;
- a feeling of belonging within the school community;
- a supportive, congenial atmosphere in the classrooms;
- a mutually respectful partnership among students, staff and parents based on dialogue, cooperation and the active participation of all in school affairs.

AISV Philosophy emphasizes:

- that the curriculum is American, modified to provide an international perspective;
- that the curriculum includes the use of English as the language of instruction, with English Language Learners (ELL) support;
- that the curriculum includes activities that help to meet the academic, creative, physical, emotional, and social needs of the students;
- that the curriculum fosters inquiry based, interdisciplinary instruction and learning at all grade levels;
- that the curriculum permits a smooth academic transition to and from AISV;
- that the curriculum is enriched by taking full advantage of Lithuanian language, culture and location;
- that the curriculum will be continually reviewed by the faculty, and periodically evaluated to ensure that it meets the needs of all students;
- that all teachers utilize ELL and multi-age classroom instruction and strategies as needed to meet the needs of all students;
- that students are to share responsibility for setting the goals and processes of their education to the greatest extent possible;
- differentiated instruction as an important element of education. Strategies to meet individual student needs are continually modified based on a variety of assessments;
- the evaluation of students takes into account students’ academic progress, effort, behavior, cooperation, work and study habits, and social and personal development.

The philosophy and objectives should be reviewed every 3 years.

AISV Organization

Director Robert M. Hinman administers the day-to-day operations of the school, exercising general supervision of the teaching staff and coordinating the curriculum for each grade. Other

duties include developing and evaluating the educational program, developing and controlling the budget, fostering community relations, recruiting faculty and staff, and developing policy recommendations for the School Board to consider.

Business Manager Rasa Marija Sabaliauskienė is responsible to the Director and helps coordinate the supervision of the non-educational staff and the supervision of all supporting services and the plant, as well as the school budget. She works closely with the Director and the School Board Treasurer in all matters that pertain to financial aspects of AISV. *Working hours: 8:30 am – 4:30 pm.*

Chief Financial Officer Ilona Pugačevskienė is responsible to the Business Manager for registering all transactions and banking. In addition, she assists in budget supervision and preparation of financial reports to the Board. *Working hours: 8:30 am – 4:30 pm.*

Admissions/PR Officer Ieva Dovydėnienė is responsible to the Director and serves as the liaison to the Lithuanian host community. She is also responsible for implementing AISV marketing action plan approved by the School Board. PR Officer ensures that information about the school is current. As part of her public relations duties, she produces the monthly newsletter to parents called “AISV Communicator,” as well as the “AISV Weekly Agenda” which is sent to parents on Fridays by e-mail. She also assists in organizing different school events and is responsible for producing AISV representational material. As Admission Officer, Ieva is responsible for providing information about AISV to perspective families and is responsible for admissions documentation. In addition, she acts as the administration representative to the PSA. *Working hours: 9:00 am – 5:00 pm.*

Receptionist Renata Ratkevičienė answers all telephone inquiries and assists with the daily operations of the office including filing, attendance, message delivering, and the updating of all official information of AISV. *Working hours: 8:00 am – 5:00 pm.*

AISV has its own School Board. The board is composed of seven voting members, including officers, and additional non-voting members. Membership of the board may be increased by vote of the board up to a total of nine, providing that the total membership be an odd number. The Ambassador of the United States Embassy in Vilnius and his/her designee of the American Embassy are, ex-officio, members with full voting rights. The Ambassador of the American Embassy is the Chairman of the Board or shall appoint another U.S. Embassy Official as Chairman. The Director of the school and the president of the Parent School Association (PSA) are members of the Board, but have no vote. School board members for the current school year are as follows:

- Jeff Ogren, Board President
- Carolyn Norton
- Aboino Deulus
- Iris Borch
- Carmen Wijnands
- Raymond Mieželis
- Artūras Medeišis

- Robert M. Hinman, Director*
- Frank Pica, PSA President *
- Auksė Grybowski, Board Secretary *

** Non-voting members*

Parent-School Association (PSA)

AISV also has an active Parent-School Association. The PSA president also participates in School Board meetings as a non-voting member. PSA meetings are usually held on a monthly basis and any interested parents are invited to attend. Elections for PSA officers are held at the PSA Annual General Meeting (AGM) normally held in April or May. All parents and staff are members of the PSA and encouraged to become actively involved in this organization.

The traditional events sponsored by PSA yearly are Back-to-School-Night, Green Lakes Picnics, Ice-skating trip, Flea Market, Scholastic Book Fair, AISV Idol competition, Nestle bunny visit, and Bake Sales. New events organized last year include Spirit Week, and the AISV Ball. Hopefully the Ball will become an annual event for parents, teachers, office staff, and friends. The purpose of this evening is not only to enjoy one another's company but, also to raise some money for special school projects.

The members of PSA team in 2010-2011 are as follows:

Frank Pica, President

Carmen Wijnands, Vice-President

Marcy Peterson, Secretary

Liudvika Malkovas

Dovilė Rudžianskaitė

Carol Millner

Ieva Dovydenienė, Office Representative

Teacher representative – to be appointed

International Accreditation

AISV is the only international school in the Baltic States having dual **international accreditation** (gained in 2009) by two premier international and US school accrediting associations - the Council of International Schools (CIS - www.cois.org) and the Middle States Association (MSA – www.css-msa.org). Accreditation status means that our school's philosophy of education is suitable for the students that AISV serves and encompasses the development of the whole individual. It also indicates that AISV is constantly seeking to improve its performance in curricular and other areas and is prepared to open its doors periodically to regular evaluation by the school community and by outside experienced evaluators.

Affiliations

AISV is a member of the European Council of International Schools (ECIS) and the Central and Eastern European Schools Association (CEESA). Affiliation with these organizations allows us

the opportunity to participate in international academic and cultural exchanges throughout Europe.

Faculty

The faculty consists of qualified and certified teachers. All are experienced in teaching English Language Learners (ELL) and in multi-age classroom instruction. The 2010-2011 faculty list is as follows:

Toddlers	Ms. Inga Jaruševičienė/ Ms. Aušra Grabliauskaitė
Toddler Teacher's Aide	Mrs. Rita Junevičienė
Pre-Kindergarten 3	Mrs. Renata Lazarevičiūtė-Sinkevičienė
Pre- Kindergarten 3 Teacher's Aide	Mrs. Rasa Barauskienė
Pre-Kindergarten 4	Mrs. Marina Kornilova
Pre- Kindergarten 4 Teacher's Aide	Ms. Ana Skarovskaja
Kindergarten	Ms. Jurga Maculevičiūtė
Kindergarten Teacher's Aide	Ms. Kristina Rimkutė
Grade 1	Ms. Krista Vanderlugt
Gr. 1 Teacher's Aide	Ms. Julija Bliumaitė
Grades 2	Mrs. Rebecca Glaab
Grade 2 Teacher's Aide	Mrs. Aušra Balčiūnienė
Grade 3	Ms. Jennifer Krieg
Grade 4/ Government and Economicsy (Gr. 12)	Mr. Kelly Krieg
Gr. 3&4 Teacher's Aide	
English (Gr. 8-12)	Ms. Aukšė Grybowski
English (Gr. 5-8)	Mrs. Laima Vincė Sruoginis
Social Studies (Gr. 6-12)	Mrs. Katherine Vicknair
Gr. 9 & 10 Science and gr. 7 English	Mr. Matthew Griggs
Math (Gr. 6, 9, 10); Gr. 12 AP Calculus;ELL	Ms. Katherine Hominuk
Math (Gr. 5, 7, 8, 11); Gr. 12 – AP Statistics; Guidance	Mr. Uwe Anselm
Counselor	Mrs. Emily Hinman
Music (Gr. K – 12)	Mrs. Vilma Plukienė
Science (Gr. 5-8)	Mr. Arūnas Krikštaponis
Science Gr. 9, 11, 12)	Ms. Zoe Dind
Art (Gr. 2-12)	Mrs. Ana Platonova
Art (K-1)	Mrs. Leticija Cvetkova
Physical Education (Pre-K 3 – Gr.3)	Ms. Rima Kručkaitė
Physical Education (Gr. 4-12)	Mr. Andrius Jelaga
French Language (Gr.4-12)	Mrs. Jurgita Gerybienė
German Language (Gr.4-12)	Mr. Povilas Villuveit
Russian Language (Gr.4-12)	Ms. Tatiana Pankova
Lithuanian Language and Culture (Gr. 4-11)	Mrs. Asta Šukienė
ELL	Mrs. Eva Goborova
ELL Gr. K-3 /AISV Activities/Community Service	Ms. Jolita Norkūnaitė

Coordinator
Lithuanian Mother Tongue (Gr. 6-12)
Lithuanian Mother Tongue (Gr. 1-5)
Information Technologies
Library/ Health Studies (Gr. 6-11)

Mrs. Ingrida Poškuvienė
Mrs. Irena Vaivadaitė
Mr. Robert Vicknair
Mrs. Diana Arya

Communication

The school communicates with parents through progress reports and notices, scheduled conferences between members of the professional staff and parents, and various correspondences from the Director, teachers, and the PSA. Board meetings are open to members of the community.

Back-to-School Night

Communication is also fostered by a “Back-to-School Night” for parents as well as special meetings on specific topics. The “Back-to-School Night” held in September is an excellent opportunity for parents to meet their child’s teachers and also socialize with other parents. The Director and School Board representative give a speech. Lower School homeroom and Upper School core-subject teachers give 10-20 minute presentations to their class parents about the curriculum, requirements, daily routine, etc.

The Annual General Meeting (AGM)

The Annual General Meeting (AGM) is held annually in April or May. This is a gathering for all of the parents of students attending AISV and AISV staff. It is sponsored by the PSA. School Director, PSA Presidents, School Board President and the Treasurer give reports. This is also an important time when new members to the PSA and the School Board are elected. All parents have a vote to cast to re-elect continuing members or elect new ones. Ballots are provided with brief biographical notes about each of the parents volunteering to serve. Parents interested in running for the Board need to submit by a given deadline a short statement supported by signature of at least two other parents from school.

College Planning Night

AISV holds this informative evening in the spring to assist parents and students in planning for higher education. At this meeting we review college placement tests, high school schedule tips, financial aid information, how the AP program assists with university admissions, and special information for international students to consider. **AISV strongly encourages parents of students grade 8 -12 to attend**, but it is really open to all as the plans for university should start as early as possible. **Students are welcome to attend with their parents as well.**

MAPS Test Review Evening

AISV is committed to increasing the understanding and meaning of standardized tests results. To this end, AISV will hold an informative evening that will explain the major areas that are covered within the MAPS tests. Parents will also be provided with an overview of AISV's performance relative to students in the US.

Coffee Mornings/ Afternoons with Director

Periodically, parents will be invited for a short presentation on various topics by the school director. The goal of these short meetings is to provide parents with pertinent and up to date information on school activities. Parents will be notified through the "Weekly Agenda".

AISV Weekly Agenda

A weekly newsletter called the *AISV Weekly Agenda* is e-mailed on Fridays to all parents and staff members. It usually contains news from Director, information on up-coming school events, Board decisions, and other information of importance to parents, students and staff.

Information on events of the past month, including *Students of the Month, Honor Roll Students*, as well as photos and articles by staff and students about activities, field trips, assemblies, performances, etc. of the past month will be posted on the AISV website regularly under the News and Events section.

The Friday Folder

Each student when starting the school receives a sturdy plastic envelope to be used as the "Friday Folder." On Fridays, when there is information to be sent home, students will bring the Friday Folders home. If a student is absent on Friday, the Folder will be given to him/her the day when he/she is back. Toddlers, attending the program on Tuesdays and Thursdays, receive their Folders on Tuesdays.

The Friday Folder contains such information as corrected assignments, weekly portfolios, artwork, notices, permission slips from the office, hot lunch menus, announcements of the upcoming school or class events, and any other items of interest or importance for parents. Please check with your son/daughter each Friday for the information. Students are supposed to bring back the folder with signed permission slips, completed forms, etc. on a Monday morning to their homeroom teacher (or the Upper School coordinator). **Please be sure to return the Friday Folder promptly on Monday (or if a student is absent – the following day) with any necessary papers, permission slips, etc.**

Please note that 40 Lt will be charged for replacing a lost Folder.

The money for lunch, book and clothing orders, field trips or after-school activities should never be left in the Friday Folder – the students or the parents are responsible for handing the money directly to the office staff or to an appropriate teacher – for more information please see the section *“Policy for Money Collection at School”* further in this handbook.

Suggestion Box

Located near the middle and high school hallway is a small white post box. This is provided so that students and parents may leave notes to make suggestions, comments or inform the school of an issue that requires attention. We ask that students and parents consider speaking to the director or teachers if there are any issues, but this is also provided to allow one more avenue for communication.

School Bulletin Board

The School Bulletin Board in the main hallway is used for information on events and sign-up sheets, information on after-school activities, photos from the past events, Weekly Agendas and monthly calendars and other items of interest to school community. Please stop by to read the most recent information on this board.

An upper school board, located in the foyer to the right of the main school entrance, features upper school announcements and examples of student work.

Monday Morning Assemblies – Lower School morning assemblies will take place on the first Monday of each month from 8:30 to 9:00am in the sale, and Upper School morning assemblies will take place on the first Tuesday of each month at the time and place as determined by upper school staff.

The morning assemblies are intended to announce upcoming events, discuss current school events/concerns, recognize student achievements and birthdays, to announce “Student of the Month” nominations, talk about upcoming weather concerns, encourage student involvement in activities for that week and of course, sing the AISV School Song, “AISV - the Place To Be!”

Friday Assemblies

Friday Assemblies are held once a month or every second month. For this assembly each lower school grade, foreign language and other departments once a year prepare a performance. Parents and other school children are invited to attend. The AISV School Song is performed at the end of the assembly. Assemblies are announced in the School Activities Calendar as well as in the Weekly Agenda.

Last Assembly

Last Assembly is held in the morning during the last day of the school year for all students, faculty and parents at 8:45 am. This is a traditional assembly when “thank-you” to many AISV community members is expressed, awards and flowers presented, we sing AISV Farewell and summer birthday songs.

Proper Channels of Communication

Parents may be uncertain about how to make their views known to the school and to the School Board. To assist these parents, we would like to outline the various channels of communication that are open to them.

1. When the problem concerns the child and his/her work at school, the first person for the parent to see is the teacher concerned. Parents should make an appointment with their child’s teacher by calling the school.
2. Problems which cannot be resolved through a conference with the teacher or teachers concerned, or questions of a more general nature concerning the operation of the school and its programs may be discussed with the Director. Appointments may be arranged by calling the school.
3. The Director is the agent of the School Board and is the normal channel of communication between the Board and the parents. Questions about school policy should be directed to the Director. If a problem has not been resolved after a conference with the Director, it may be referred to the School Board. Petitions for changes in school policy and appeals from decisions made by the Director may also be addressed to the Board. Communications directed to the Board should be addressed to the Chairman of the Board.

The faculty and the administration of the American International School of Vilnius are deeply concerned with the welfare and progress of your children. If a problem exists, please give us a chance to solve it. We are always happy to discuss questions of policy and general school matters as well as the progress of individual pupils.

Tuition Fees and Payments Policy

Student fees payable during the year (as scheduled) shall be assessed in accordance with the fee structure established by the Board.

All tuition payments must be made in Euros or Lithuanian Litas by wire.

Application Fee

An application fee (500 Euros for Toddlers through Grade 12) is a one-time fee established by the School Board. It is payable upon receipt of a new student’s completed application package.

Payment of the fee does not guarantee that a child will be admitted. If the child is not admitted or the school is informed in a written form of cancellation of the enrolment at least one month before the start of the school year, the fee will be refunded with the exception of 100 Euros. This fee is in addition to the established tuition fee.

Deposit Fee

All students who continue their studies at AISV as well as newly admitted students are required to make a 500 Euro deposit to guarantee placement for the following year. The deposit is refundable only if the School receives a written notification of termination of the enrolment by August 1st. If the school does not receive such a notification and the student does not attend the first week of the school, this fee is non-refundable. If the student does attend, the 500 Euro fee will be credited towards the last attended quarter's tuition fee.

Capital Fee

The capital fee is an annual 500 euro special purpose contribution, which is allotted and used for the purpose of financing of educational activities (as activities beneficial to the society) carried out by AISV (including, but not limited to, for the betterment and renewal of the AISV material basis, implementation of new teaching methods and professional development of teachers, acquisition, repairs and/or renovation of assets used for the purposes of educational activities and other aims related to the educational activities carried out by AISV). Payable at the beginning of each school year. Non-refundable.

Terms of Payment

Payments for tuition can be made, quarterly, by-semester, and annually (as indicated by the families in the Enrolment Agreement).. If paid quarterly, it should be received prior to the beginning of the quarter by the date indicated in the invoice. If paid semi annually, the fees are due prior to the beginning of the first quarter and the third quarter by the date indicated in the invoice. If paid annually the fees are due prior to the beginning of the first quarter by the date indicated in the invoice.

Individual families and/or sponsoring organizations are responsible for making tuition payments on time. In case the student's tuition fees remain fully unpaid within 30 days as of the day the invoice was issued, that student and other students from the family that has incurred the debt may be denied admission to classes and a late fee of 3% will be assessed. If the student's tuition fees are overdue for a period exceeding 30 days and such fees are not paid in full within 5 days as of the School's notice given to this respect, the students from the family that has incurred the debt may be prohibited from attending School and the School may terminate the Enrolment Agreement.

New students entering after the school year has commenced will be invoiced on a pro rata basis.

Partial Year Tuition

In cases when students leave during the school year, the tuition fees paid for the current quarter are not reimbursed. Families leaving the school during the school year must notify the school

administration in written form about the date of termination of the enrolment agreement in advance and provide a letter certifying enrolment at another school (if studies are to be continued in Lithuania).

In the event of a forced closure of the school for any reason, tuition fees for the remainder of the semester will be reimbursed on a prorated basis after all other financial obligations have been met.

Forfeiture of Tuition

If a student is suspended or expelled, tuition for the period of suspension or for the remainder of the term after expulsion will not be refunded. Similarly, there will be no refund of tuition for days missed due to an emergency closure of school or sickness of the student

Final Report Cards

No student academic record will be released until the overdue tuition payments are made in full and all other obligations are met.

GENERAL ACADEMIC INFORMATION

Admission and Placement

Applicants are required to fill out AISV's application form, health records form and to submit transcripts or reports from the last school attended for the past two academic years. If a child has been enrolled in any kind of formal or informal education program, Student Conduct and Abilities Evaluation Form needs to be completed by the classroom teacher or administrator of the previous school. The school also requests the families to submit one passport size photo of a student and a copy of the passport page containing personal information. Application should be made as soon as possible due to waiting list in some grade levels. After the complete application package is received, the enrollment agreement for signing and an invoice for the application and deposit fees is issued.

Admission shall not be denied because of nationality, race, or creed. Student applicants shall be accepted for admission unless there is reason to believe that admission is not in the best interest of the applicant or the school. The school wishes to accept all qualified applicants and shall make every effort to provide facilities needed for the expected enrollment. AISV reserves the right to refuse admission to non-English-proficient, limited-English-proficient and Special Needs applicants – see the policy below under the section “Special Needs Policy”.

AISV is committed to being an inclusive and tolerant school. Every effort will be made to make accommodations for special needs students. The Director will take all available recommendations in making the final determination as to whether certain needs can be accommodated. It is requested of parents to provide all information on a student's academic goals and plans (for example an IEP or Individual Educational Plan). In cases where information is withheld or not provided, AISV reserves the right to decline enrollment or terminate the enrollment agreement.

The Director shall determine admission to the school and grade placement. The Director will consult with the professional staff and the student's parents/guardians regarding admission and placement. Students attending the school come from many different countries and each have different educational experiences. Grade placement may therefore be based on many factors, not merely age. Past records, interviews and various tests (QUALLS Early Learning Inventory, DIBELS, MAPS, and mathematics placement tests) are used to determine the most suitable grade placement. Students enrolling after the start of the school year may expect 3 to 5 days after submitting all application documents for processing and classroom preparation time prior to starting school.

Entrance Age Guidelines

In order to ensure that students are given the best opportunities for both academic and social success, AISV has a placement policy to guide both parents and the school regarding grade level placement. Generally, a student must reach the age of the class, by the 15th of October of the current school year. For example, a Kindergarten student must turn 5, no later than the 15th of

October in order to be considered for placement. These are the age requirements for each grade: Toddlers must be 2 years of age by October 15th; Pre-K 3 students must be at least three years old by October 15th of the academic year and toilet-trained; Pre-K 4 students must be at least 4 years old by October 15th of the academic year and toilet-trained.

Kindergarten - age 5; Grade 1- age 6; Grade 2 – age 7; Grade 3 - age 8; Grade 4 – age 9; Grade 5 – age 10; Grade 6 – age 11; Grade 7 – age 12; Grade 8 – 13; Grade 9 - 14 (with no ELL assistance for class credit).

Exceptions:

AISV understands that each student also may have individual talents and abilities that justify an exception to this policy. However, AISV wishes to use concrete, factual data in order to make this decision. Two key areas to consider are the student’s Reading and Math abilities. In order to determine if an exception to the general policy is warranted, the Gates MacGinitie reading test will be administered to determine if there are reasons to move a student beyond the current grade. Secondly, students will be given the beginning of the year math assessment for the higher grade level in order to determine if the Math skills are on level with the class. Finally, the child’s developmental and attentive abilities need to be assessed with the QUALLS Early Learning Inventory for students in Kindergarten and Grade 1.

Special Needs Policy

The American International School of Vilnius accepts students who are able to work towards the successful completion of the AISV academic requirements. AISV recognizes that some of its students will have special learning needs or differences that require learning support. Appropriate services and programs for these students will be provided within the limits and capacity of the school’s resources and personnel. The school is, however, unable to provide an educational program to a student who has severe physical, mental, or emotional needs.

The Director, with the assistance of the Intervention Assistance Team, reserves the right to refuse admission to a student if:

- (a) It is determined that the student would not benefit educationally from the school’s academic program.
- (b) The student has such a poor academic/behavioral record as to be deemed unsuitable for the AISV school community
- (c) The student does not reside with a parent or recognized adult guardian
- (d) The special educational needs required by the student cannot be met by the school.
- (e) Any student who failed to provide information about a student’s special needs or an accurate behavioral history during the application process.

Special Need’s Admissions

The principal considerations in admitting children with special needs are that:

- (a) The parents or sponsoring government or agency provide the school with a valid evaluation conducted by a licensed (school) psychologist, licensed neurologist, or school district.
- (b) The school has a high degree of confidence that it is able to meet the academic, social, and emotional needs of the student.

- (c) Those needs can be met largely, if not exclusively in a mainstream environment with differentiation of instruction and interventions by the main classroom teacher(s).
- (d) The child's learning differences and needs do not impede achievement of the overall learning objectives of the class.
- (e) There is a high degree of parental support for the school's program for the child.
- (f) Children who enter the school on an IEP (Individualized Education Plan) will continue to be evaluated and have new IEP's written at the expense of the parents or the sponsoring government or agency.

The Director with the assistance of the Intervention Assistance Team and outside educational testing will continue to evaluate the child's needs. Continued enrollment will always be dependent on the ability to meet the child's educational needs.

Confidentiality Policy

All information pertaining to a student's unique learning needs should be treated in confidence and will not be disclosed outside of AISV's school personnel without the parent's consent. Signing a Release of Information Consent Form signifies that AISV may share student information from previous schools attended and assessments/screening results from external specialists (as appropriate). In certain situations regarding health, safety, and legal matters information will be shared as appropriate with relevant authorities subject to consultation with administrative staff. The sharing of information should be limited to AISV staff directly involved in the student's educational program.

Toddler Program (Ages 24 months to 3 years)

Taking into consideration the diverse needs of the foreign and local community, AISV offers a toddler program for children ages 2-3 years. In order to enroll in this program, the child must be 2 years of age by October 15th. Younger children - as of 20 months of age - could be considered for admission, however, they will be required to stay in the Toddlers program for two years in row. Children may attend 2, 3 or 5 half-days per week. The Toddler group begins at 8:45 am and ends at 12:15 pm. Admittance to the program will be based upon readiness of the child and class size. The program is designed so that the children are able to develop their social skills and get their first exposure to peer group interaction. Emphasis is placed on fostering imagination and learning through inquiry.

Pre-Kindergarten Program (ages 3-4)

Pre-kindergarten for children aged 3-4 at AISV follows a play-based curriculum emphasizing developmentally appropriate practices. The day begins at 8:30 am and ends at 12:30 pm or 3:30 pm (upon parents' choice). The children have special teacher for Library, Music, and Physical Education classes.¹

The details of other unique parts of the Pre-kindergarten program will be provided to parents by the classroom teacher.

Elementary School Program (Kindergarten - Grade 5)

The elementary school program provides students with a strong foundation in a literature-based language arts program, mathematics, social studies and a hands-on, inquiry-based science program. A core classroom teacher teaches English language arts, math, science and social studies. Content area specialists teach art, computers, library, physical education, music, and Lithuanian (as of Grade 1). Beginning at grade 4 students can choose French, Russian or German classes. Computer usage is integrated with the curriculum at all levels. AISV strives to provide an academic program based on accepted American and international standards and follows a curriculum that is comparable to the educational programs of other international schools located around the world. Some classes may be combined to create a multi-aged setting depending upon the enrollment each year.

Middle School Program (Grades 6-8)

Early adolescence—the middle school years— is a time when children experience dramatic physical, social, emotional, and intellectual changes. Children begin to view the world around them differently, attempt to understand and relate to others, and ask complex questions about things that were usually taken for granted in the earlier years. The AISV middle school curriculum is based upon both American and international school models and is a transition between elementary self-contained instruction and high school departmentalized instruction. Middle school students receive some of their subject instruction while grouped with their grade level peers and some while placed into multi-age groups.

High School Program (Grades 9-12)

The AISV high school program consists of grades 9 and 12 .We have been authorized to offer AP coursework and in 2010-2011for grade 12 in we will offer two other AP courses: AP Calculus as well as AP Literature. Please take a look at the following website to review AP program and recognition worldwide <http://www.collegeboard.com/> AISV high school diploma requirements are available on AISV website www.aisv.lt

AISV provides guidance counseling to its students. This assistance is limited to helping with college placements, testing, and interventional assistance for students who are in need of academic help.

The high school program is modeled upon a college preparatory curriculum. The Advanced Placement (AP) program serves this goal in challenging students with course work that in many cases, a credited toward university completion. It is designed to encourage high academic

standards through an inquiry-based approach to teaching and learning. The curriculum is suitable for students of all nationalities and different levels of ability. The majority of the resources used in the program come from publishers in the USA.

Tuition Reduction Program for Gr. 3-12 students

The tuition reductions are intended to provide outstanding English speaking students with a proven record of scholarship and citizenship, who can prove a financial need, the opportunity to attend and enrich AISV. The Board of AISV firmly believes that providing an opportunity to bring in more student scholars with outstanding oral and written English language skills will significantly enrich our program and provide our students with more stimulating opportunities for dialogue and intellectual interaction, while also improving their English language skills.

NATURE OF TUITION REDUCTION

- a) The awardees shall be at least 8 years old by October 15th of the year for which the tuition reduction is granted.
- b) The tuition reductions may include tuition fee, application fee, and book rental, or any part thereof.
- c) The tuition reductions may continue beyond the first year provided the awardees maintain the appropriate scholastic level and abide by the school rules and regulations set by the Tuition Reduction Advisory Committee (TRAC).
- d) Tuition reduction funds are determined by the School Board and may vary from year to year depending upon the school's yearly budget.

WHO MAY QUALIFY FOR THE TUITION REDUCTION?

- ✓ The awards are open to students of all nationalities ages 8 and up, and have completed the equivalent of grade 2 in the American system. Applicants must be age 8 by October 15th of the tuition reduction school year.
- ✓ Applicants must have demonstrated high academic achievement and outstanding citizenship marks in previous schools. Transcripts, letters of reference and current phone and/or email information of references may be requested.
- ✓ Applicants must demonstrate financial need. Official documents will be requested as detailed in the AISV Confidential Financial Assistance Form.
- ✓ Applicants must meet all regular AISV entrance requirements.

- ✓ Applicants must have an excellent command of oral and written English and require no ELL support

TUITION REDUCTION ADVISORY COMMITTEE

- The Tuition Reduction Advisory Committee shall be comprised of the Director, Upper or Lower (respectively) Coordinator, and a Board member.
- The Director and Admissions Officer will receive inquiries for tuition reductions and be responsible for distributing and receiving application documents.
- The Director will determine whether or not the application warrants the attention and consideration of the Tuition Reduction Advisory Committee. No application will be considered without full completion of the AISV Confidential Financial Assistance Form.
- Potential awardees and their parents will be required to attend an interview at the discretion of the Tuition Reduction Committee.
- The Committee will meet in May each year to review all tuition reduction applications for the following year; present it to the Board for approval.

Evaluation will take place in the following areas:

- ✓ An appraisal of spoken English
- ✓ *Gates MacGinitie* test for reading comprehension
- ✓ An essay on a given topic
- ✓ An appraisal of student interests and attitude
- ✓ Mathematics grade level testing

OFFICIAL RECORDS REQUIRED FOR APPLICATION:

1. **A letter** of request addressed to the Tuition Reduction Committee of AISV, indicating the reason for applying for tuition reduction, along with an estimated amount the family feels they could reasonably afford to pay.
2. Completed **AISV Confidential Financial Assistance Form** and along with all documentation as detailed in this form:
 - Financial information**
 - a. copies of income tax return for the past two years;
 - b. copies of mortgage or rental agreement;
 - c. any other pertinent financial documents as necessary.The Committee may request further information regarding financial status and personal income on a case by case basis.

Academic information (if not yet enrolled in AISV)

- d. copies of all report cards from previous schools;
- e. copies of all standardized test results;
- f. letter of reference by a former homeroom teacher or principal and contact information for references;
- g. copies of any academic honors;
- h. list of all the child's extra curricular activities;
- i. any other documentation which indicates the student's academic ability.

NOTE: *All financial documents are confidential and will only be reviewed by members of the Tuition reduction Advisory Committee.*

DEADLINE: Completed application packet with ALL documents for tuition reduction for the upcoming school year must be received by the school office by the last **Friday in April of the preceding year** .The school Director will determine whether or not to bring a late application to the Committee for consideration.

RESPONSIBILITIES OF THE AWARDEE AND HIS/HER PARENT OR GUARDIAN

- a) The awardees must indicate acceptance within one week after notification of the tuition reduction grant.
- b) The parents or guardian of the awardees shall provide for all needs of the student outside those stipulated in the tuition reduction grant.
- c) The awardees shall observe all rules and regulations of AISV and shall meet the standards as indicated in the Tuition Reduction Agreements which has to be signed along with the Enrollment Agreement
- d) To maintain their awards, the awardees shall maintain a level of scholastic achievement consistent with tuition reduction acceptance standards set by the Tuition Reduction Advisory Committee.
- e) A yearly evaluation will be made by the Tuition Reduction Advisory Committee on each awardee to determine if he or she is still qualified to continue in the tuition reduction program for the following year.

English Language Learner (ELL) Admission Policy

The school believes that language is at the core of human experience. The school recognizes that ELL students enter AISV with proficiency in their mother tongue, valuable life experiences, and varying degrees of formal schooling, but without complete proficiency in English. The school's mission is to assist these students to acquire or to improve their communicative skills in English. The aim is to enable the new students to become independent and confident listeners, speakers, readers, and writers in English, to become participants in the academic program of the school and to integrate quickly into all school activities.

As a matter of policy, all students in Gr. K-12 for whom English is not their first language, will be tested, regardless of the number of years they have gone to other international schools, grades or reports from other schools, or prior classes in English. The ELL test does not determine admission to AISV but only to determine if a student is to be placed in the ELL program and at what level. However, for Grades 9 - 12 there should be no ELL assistance needed for class credit.

When a new student in Gr. K-12, whose mother tongue is not English, is admitted, s/he will be administered the WIDA (World-Class Instructional Design and Assessment) ACCESS Placement Test (W-APT) which measures a new student's English language proficiency level and determines eligibility for ELL services and program placement.

Students entering AISV in September will be tested during the first or second week of classes. Students entering AISV at any other time will be tested as soon as possible by the ELL teachers. There are no fees involved in the testing of students and parents of all new students will be informed of the results - i.e. if the student will receive intensive ELL help and their "level" according to the WIDA standards based on six language proficiency levels (1-ENTERING, 2-BEGINNING, 3- DEVELOPING, 4-EXPANDING, 5-BRIDGING, 6-REACHING) that illustrate the continuum of language development within each language domain – listening, speaking, reading, and writing.

If a student entering the upper grades scores so low that it raises doubts as to them being able to meet minimal academic requirements, that information will be given to the Director. It is then possible that the Director may suggest to the parents that admission is not advisable, that the student be placed a year below the "normal" sequence, or that it is likely that the student will have to spend two years at the initial grade level. Again, in no case will a student's score be the sole determination for refusing admission to AISV.

If a student with little or no fluency in the English language is accepted at AISV, he/she will attend intensive ELL classes five times per week in Grades K-5 during Language Arts classes in the morning and during the Foreign Language block of time for upper grades. Therefore, the student will not have French, German or Russian lessons. The individual subject teachers and the ELL teacher will work cooperatively to provide an effective overall instructional program for ELL students.

Procedures for Student Placement to the Lithuanian Language Programs at AISV

When a student in Grades 1-12 is admitted to school, the Admissions Officer collects the following information on student's family:

- Mother's native language
- Father's native language
- Common language spoken at home
- Child's first language

Criteria for student assignment to Lithuanian language programs are as follows:

- If both parents are Lithuanians and the child's first language is Lithuanian, the child will be taught according to the Lithuanian Mother Tongue program;
- If one of the parents is Lithuanian and the child's first language is not Lithuanian, the child will be taught according to Lithuanian as State Language program;
- If both parents are non Lithuanian, but the child speaks Lithuanian, the child will be taught according to Lithuanian as State Language program;
- If both parents are non Lithuanian and the child does not speak Lithuanian, the child will be taught according to Lithuanian as a Foreign Language program.

After summing up the above information, the parents are informed by Admissions Officer regarding which Lithuanian language program their child will be taking at AISV. In exceptional cases, parents may request in a written form that their child is assigned to a different Lithuanian language program (based on the child's needs and the level of the Lithuanian language skills.)

Below please read a description on Lithuanian Language Programs Offered at AISV.

Lithuanian Language and Culture (as a foreign language)

To give students a better understanding of our host country, Lithuanian language and culture class (as a foreign language) is taught as of Grade 4 to non-Lithuanian native speakers who temporarily reside in Vilnius for one or more years and who haven't had any prior skills of spoken and/or written Lithuanian. Therefore, the course is designed to acquire survival Lithuanian language skills and get acquainted with Lithuanian culture/history and its traditions/customs. As beginners, students learn basic conversational patterns in Lithuanian that can be applied in everyday situations. Advanced students learn about the culture and customs of our host country by experiencing music, food, games, art and literature.

Lithuanian Mother Tongue Program

Students who are native Lithuanian speakers attend Lithuanian Mother Tongue classes as of Grade 1. Lithuanian Mother Tongue Program is based on "Lithuanian as first language program for elementary and secondary school" ("*Lietuvių k. (I kalba) programa – pradiniam ir viduriniam ugdymui*") developed by the Ministry of Education and Science of the Republic of Lithuania and approved in Brussels in 2005. The program is designed for students who study in schools in Europe and whose native language is Lithuanian. The students study from the textbooks approved by the Ministry of Education and Science of the Republic of Lithuania.

The main goals of this program are to provide the students with necessary academic knowledge and develop students' personal traits which would enable them to act in a wider social and cultural setting.

Lithuanian as State Language Program

Lithuanian as State Language Program is taught according to the “Lithuanian as State Language Program” (“*Lietuvių Valstybinės kalbos programa*”) approved by the Ministry of Education and Science of the RL and described in the “General School Programs” (“*Bendrosios programas*”).

The main goal of teaching Lithuanian as State Language in Elementary School is to provide conditions for students to acquire basic competence for communication in Lithuanian.

The main goal of teaching Lithuanian as State Language in secondary school is to provide conditions for students to develop a competence for communication in Lithuanian language, which is treated as a whole pertaining to lingual, sociolingual, sociocultural, strategic and discourse competencies.

Pre-Testing for Determination of the Lithuanian Language Level

Students’ level of Lithuanian Mother Tongue or Lithuanian as State Language skills is tested with the help of a diagnostic test. The test is composed of text interpretation tasks and grammar tasks. The Lithuanian Mother Tongue and as State Language teacher develops such diagnostic tests at the beginning of the school year for each grade level (Gr. 2-12). The tests are based on appropriate programs: Lithuanian as Mother Tongue or Lithuanian as State Language programs.

Students in Grade 1 have an oral diagnostic test/interview in order to determine students’ abilities according to 3 language skills:

- Writing
- Reading
- Speaking

The results of the diagnostic tests are filed at AISV.

Student achievements during the year are evaluated according to the AISV student assessment and grading system.

German, Russian and French as Foreign Language Programs

Beginning in grade 4, students who are proficient in English and are not required to attend ELL classes, can choose an additional foreign language to study. Students at AISV have the option to study either French, Russian, or German languages.

Computer Usage

Computers and the Internet provide new technologies that are changing the way people communicate and access information. AISV recognizes this and offers students access to

computers and the Internet. Students must realize that their use of computers and access to the Internet are both privileges at AISV.

Before students are given these privileges, the student and his/her parent must read the “Internet Acceptable Use Policy” which is printed at the end of this handbook. Please review this document to familiarize yourself with the policy and student expectations.

Students are not allowed to use the computer lab without explicit instructions from the teacher who sends them there. Students must log off when they are finished with a computer. Students may only sign in using their personal account. Unmonitored students must have a record of satisfactory behavior, such as report-card marks.

School Library

The library is a focal point of the school, with a collection of fiction, non-fiction, reference books, audio-cassettes, videos and DVDs of over 8500 titles.

We encourage students to visit the library and borrow books. Books, videos, DVDs can be borrowed for one week. If a student hasn't finished reading a book by the due date, he/she still needs to return it to be re-checked before taking it home again. This can be repeated any number of times. If a book is more than two weeks overdue, a notice will be sent home with details of the title, author and when it was due. If a book is not returned by the end of the school year, then a notice for payment will be issued.

Students in Pre-kindergarten through grade 5 will be provided with a book bag by the school to protect the books from loss within the school, and from mud, wind, rain, snow and dirty hands as she/he travels between home and school. Students have to bring this bag to every library lesson if they wish to check out books, videos, and DVDs.

Students are expected to take good care of the books, DVDs, and videos that they borrow; it is their responsibility to return them in the same condition as when they were borrowed. Books that are damaged or lost will have to be paid for; the minimum charge for replacing a book or video (if the cost is unknown) is 20 Euros plus 30% for processing and shipping.

Parents are welcome to come and visit the library *before or after-school* and browse through our collection and borrow titles under their child's name.

For official school policy regarding our library stocking you may request a copy of our ***Collection Management Policy*** available in the front office or in the Library.

Health/Physical Education

Physical education is a regular and important part of the curriculum. It promotes coordination and the development of physical, cognitive, and neuromuscular skills. Physical education gives

the students a chance to have fun participating in athletics and learning new physical skills; it also teaches the students how to interact socially, work as a team, and handle competition.

Students in the grades 4-12 are taken to local gym or sports fields for PE classes. **Students are required to wear clothing suitable for physical education.** This includes gym shoes, shorts or sweatpants and a T-shirt and/or sweatshirt. Our school's colors are navy and white, so when buying new clothes, please try to keep with our theme. It is not necessary to buy these clothes if you have already purchased other colors. Navy blue AISV sweatshirts and T-shirts are available for sale in the office.

The Health curriculum will, in part, support the Physical Education program by addressing topics in fitness and anatomy and physiology. Grades 6-12 meet with the health teacher for health classes, elementary students will be taught by their classroom teachers. Independent of the Physical Education program, other selected topics will include avoidance of substance abuse, communicable disease prevention, stress reduction, and interpersonal communication skills

Information on Class Groupings

Multiage classes usually consist of groups of children who have an age span of at least a year. School policy and yearly enrollment determine multiage groupings from year to year.

Homework Guidelines

A. Philosophy

Homework is an essential part of formal education. Meaningful, regularly assigned homework helps students reinforce what they learn in class, master various skills, and develop interests in different subjects.

B. Parent Assistance

Parents are encouraged to communicate with teachers using the agendas provided to students in Gr. 4-12

C. Amount of Homework

AISV teachers assign homework to supplement, complement, and reinforce classroom instruction. Homework will be tailored to the students' needs and capacities, and will not be unreasonable in amount. Homework is given at the discretion of the teacher and varies in amount depending on grade level and course. Upper School students may have as much as two to three hours an evening, depending upon factors such as upcoming tests, papers, projects, and assigned readings. The AISV staff will coordinate testing and projects to ensure equitable loads.

There will be times that students may need to stay after-school to work on group projects or to do research.

D. Student Responsibilities

Students from grades 4 – 12 are provided with an agenda, which is to be kept up-to-date by the student, and monitored at home by the parent. Homework is to be done at home, and returned the following day, or on the designated day for long-term assignments.

Plagiarism, cheating on tests and quizzes, or any representation of others' work as one's own is entirely unacceptable. (See "Academic Honesty" for further information.)

F. Make-up Work

As a general guideline for make-up work, one day for every day missed will be given to make up any work. Exceptions to this time period will be determined at the discretion of individual subject teachers.

Student Evaluations / Report Cards

There are four marking periods during the school year. The dates of the four terms are noted in the school calendar.

Student evaluations (report cards) are issued the week following the end of each quarter. All new students enrolling at least 30 days prior to the end of the quarter and all exiting students who have attended at least 30 days of the quarter will receive a report card at the end of the quarter.

The quarterly report cards are distributed to students in individual manila folders with students name. This folder contains a slip which has to be signed by parents after receiving and reviewing each quarter's report card. The quarterly reports cards remain with the families, and the empty manila folders must be returned to the school office immediately. We kindly ask the parents to keep hard copies of the 1st, 2nd, and 3rd quarter report cards for your future reference, since the office will be filing only 4th quarter's report cards. If you have any questions about the reports, feel free to contact the appropriate teacher.

Toddler and pre-kindergarten report cards are distributed twice during the year - after the second and fourth quarters.

The student evaluation is a detailed written record of the student's academic progress, as well as an assessment of his/her effort, behavior, and cooperation. Work and study habits are also evaluated. Written comments by the teachers are important elements of the reporting system. (See "Grading and Assessment Systems" for more information).

Mid-quarter reports are also issued halfway through the marking period to the parents of middle and high school students whose behavior or academic performance is unsatisfactory in one or more subjects. These informal reports are not part of the student's permanent record. They are

issued to indicate the progress of the student, note sudden drops in progress and increase communication between home and school.

Parent-Teacher Conferences

The school encourages and welcomes your active cooperation and support. We believe that it is in the best interest of your child to establish a positive working relationship between home and school. Parent conferences offer an opportunity to discuss special progress or achievements, or to bring up concerns.

Parent-teacher conferences are scheduled with parents a week after the issue of the first quarter report cards. The conferences are scheduled in 20-minute blocks. A letter containing details about the parent-teacher conference arrangements is sent to parents in advance. After the third quarter report cards are issued, teachers may request a conference with parents.

Please note: If you would like a conference with a teacher other than your child's homeroom or core subject teachers, please contact that teacher or the office to be sure that teacher will be available on that day as well (this concerns art, languages, computer, PE, music, etc.).

In addition, parents may request a conference at any time with any teacher to discuss their child's progress. Please contact the teacher directly to set up an appointment. Spontaneous or unannounced visits to discuss your child are discouraged, as the teacher may not be able to give the situation his/her full attention. Should an interpreter be required, the school will try to find one, but cannot guarantee that a translator will be available.

Standardized Testing

Twice per year, students in grades Kinder through gr.10 take standardized tests. Testing results provide insight into each child's current skill attainment based on grade equivalent. The instructional staff utilizes these results in addressing the needs of the students and assessing progress. Test results are also shared with parents. **This year AISV will be using the MAPS tests, which are promoted through the US Office of Overseas Schools. MAPS testing is computer based, and measures Reading and Mathematics progress. MAPS subject area tests in Science will also be used.**

Grading and Assessment

The following sections give a brief description of AISV's achievement and personal development grading and assessment systems. Students and parents are encouraged to speak with the teacher for a more detailed explanation on how grades are given and what each grade represents.

Standards Based Report Cards for Kinder through Gr. 5 students

Toddlers and Pre-kindergarten students receive end of semester reports. Kindergarten students receive quarterly reports. Students do not receive letter grades. AISV uses standard based report card format in order to more specifically communicate to parents where student learning is taking place compared to our curriculum benchmarks. This report card provides feedback to students, parents and administrators about academic achievement.

This report card provides a clear picture of what your child knows and is able to do. It provides detailed information about your child's strengths and weaknesses. Standards based grading gives your student multiple opportunities to learn and time to practice new knowledge without fear of receiving a grade.

The descriptors in the chart below list how student progress will be reported:

4 Exceeds the standard - Student applies standard in ways that are in-depth and beyond what was taught
3 Meets the standard - Student consistently demonstrates mastery of the standard
2 Approaching the standard - Student shows some understanding of the standard and is attempting to consistently meet the standard
1 Needs more time/practice to develop - Student needs more practice in understanding the standard

Mastery is when a student can consistently demonstrate knowledge. Expectations for mastering the standards increase throughout the school year. Performance charts have been developed to show the expectations for each grading period.

The report card is only one method of communication. Other ways include notes in the agenda, parent conferences, phone calls and progress reports. Please feel free to contact your child's teacher when you have a question or a concern.

What can I do to help my child?

- Read to and with your child daily
- Collaborate with the teacher and school
- Read the report card and ask questions
- Help your child work on standards needing improvement
- Challenge your child on areas of strength
- Ask your child questions including lots of "why" and "how"

- Provide many opportunities for writing
- Encourage your child to succeed

Grading and Assessment Systems for Grades 6-12

A. Grading

Assessment of student achievement is done with traditional letter grades (A, B, C, D, F, I, & ELL) and limited narrative comments on quarterly reports.

Mid-quarter progress reports are sent home halfway through each marking period to the parents of middle and high school students whose behavior or academic performance is unsatisfactory in one or more subjects. Parents are encouraged to contact the teacher in an effort to work together to improve a student's performance.

As a general guide, traditional letter grades are defined as:

A Consistently exceeds instructional goals. The student has demonstrated a quality of work and accomplishment far beyond the normal requirements and shows originality of thought and mastery of material.

B Occasionally exceeds instructional goals but not of consistent superior quality. The student's achievement exceeds satisfactory accomplishment, showing a clear indication of initiative, comprehension of the material, and the ability to work with concepts.

C Successfully meets the minimum requirements for his/her age and grade level. The student has met the formal requirements and has demonstrated comprehension of the material and the ability to work with concepts.

D Rarely meets instructional goals. The student's accomplishment, while passing in most programs, leaves much to be desired. Minimum requirements have been met but without distinction.

F Does not meet instructional goals. The student has not met the minimum requirements necessary for passing.

P Pass - Recognition of credit earned but does not affect the student's grade point average.

I Student has not completed required assignments – grade is pending.

ELL Student is not proficient in the English Language and therefore was not assessed with a letter mark.

The scale below indicates the letter grade, its corresponding percentage, and grade point value. Grade point values are used to calculate honor status for membership in the AISV Honor Society.

Letter Grade	Percentage	Grade Points
A+	97-100	4.0
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	0-59	0.0
I	Incomplete*	

*A student who has not completed course requirements due to extraordinary circumstances may, at the teacher's discretion, receive a grade of incomplete (I). Students who receive an incomplete grade will normally have two weeks to finish requirements for the course. The incomplete grade will automatically become an F if the work is not completed within two weeks after the close of the marking period. Incomplete grades might not be given at the end of the second semester. In other words, credit would not be given for the class.

Minor modifications of the grading criteria may be made for ELL students. The decision to modify a student's grading criteria will be made by the subject teacher in collaboration with the ELL teacher. If a modification is made, it will be noted in the narrative comments of the student's report card.

B. Effort/Participation and Skill Assessment

In addition to the academic grade, effort/participation and skills are assessed in most courses. This presents more information on how the academic grade was earned. The following criteria are used to consider effort grades: participation, consideration, completion of homework, perseverance, reliability, respect, and curiosity. Skill assessment indicates how well the student has mastered the basic skills within the discipline. The effort/participation and skill assessment grades are as follows:

- O – Outstanding
- G – Good
- S – Satisfactory
- N – Needs Improvement

C. English Language Learner (ELL) Assessment Criteria (all grade levels)

The following criteria are used in the assessment of students who do not speak English as their native language. At the given level of English language proficiency, English language learners will process, understand, produce or use:

6 – REACHING

- specialized or technical language reflective of the content areas at grade level
- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level
- oral or written communication in English comparable to proficient English peers

5 – BRIDGING

- specialized or technical language of the content areas
- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports
- oral or written language approaching comparability to that of proficient English peers when presented with grade level material

4 – EXPANDING

- specific and some technical language of the content areas
- a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs
- oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support

3 – DEVELOPING

- general and some specific language of the content areas
- expanded sentences in oral interaction or written paragraphs
- oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support

2- BEGINNING

- general language related to the content areas
- phrases or short sentences
- oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support

1- ENTERING

- pictorial or graphic representation of the language of the content areas
- words, phrases or chunks of language when presented with one-step commands, directions,

WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support

(from WIDA Consortium “Understanding the WIDA English Language Proficiency Standards” 2007)

Students whose English language proficiency levels score from 1 to 4 will receive intensive instruction from an ELL teacher. Students whose English language proficiency level is 5 may receive instruction from an ELL teacher. Students whose English language proficiency level is 6 will not receive instruction from an ELL teacher.

D. Honor and Merit Roll Students in grades 6-12 are eligible for the Honor Roll Both and Honor Roll and Merit Roll awards are given at the end of the quarter to grade 6-12 students. Honor Roll is nothing less than an A- and Merit Roll is A's and no more than two B's. No effort/participation grade should be lower than a G.

Academic Honesty

The process of learning does include some struggling through difficult assignments. Through this struggle, students achieve and remember more of the lessons and skills they are taught. AISV tries to provide a supportive educational experience for all students. When a student finds an assignment too difficult, it is their responsibility to seek help from appropriate sources – parents, teachers, or tutors. Depending on other students to provide answers and homework assignments diminishes the learning and self-confidence of a student.

To better understand what is considered academic dishonesty please read the definitions below.

Cheating: to be dishonest or deceitful

Cheating includes, but is not limited to:

- Breaking test-taking procedures
 - Copying or looking at other tests
 - Talking during testing
 - Showing your own answers during a test
- Receiving or taking answers for a test before taking a test
- Using “cheat sheets” during testing
- Receiving or providing answers to homework assignments
- “Borrowing” other students’ homework
- Helping” another student by “just giving an answer or two”

Plagiarism: taking ideas, writings, music, pictures etc. from another person and passing them off as one’s own

Plagiarism includes, but is not limited to:

- Copying information from other sources without giving credit (citing sources) to the original author, artist, musician etc.
- Using the **ideas** from other sources without citing the source
- “Copy and paste” from the Internet without citing the source
- Giving incorrect information when citing sources

Cheating and plagiarizing are serious offenses. Both undermine the educational goals of AISV and erode the trust created between teachers and students. Penalties for cheating and

plagiarizing will include a staff/student conference and loss of credit. Students caught cheating on a test will receive an F on that test. Students caught plagiarizing an assignment will receive an F on that assignment. The matter will be referred to the Director, who will take appropriate further disciplinary action on a case by case basis.

Attendance Policy –

Students are expected to attend classes regularly and to be on time for class activities. Excessive absences can lower student achievement. It is difficult to compensate for a day away from school even when make-up assignments are completed. Much of the work done within the classroom is dependent on the cooperative work of all students in the class. This environment cannot be duplicated and the work of the class, as a whole, is disrupted when a classmate is absent.

In an effort to minimize this, AISV asks that parents contact their child's teacher(s) to receive missed assignments whenever a student is absent for more than two days. Students can then work to complete some of the missed work while recuperating at home. Students may be given time to make up work for excused absences.

The following is the maximum number of days a student may miss in an academic year:

Kindergarten – Grade 8:	20 days
Grades 9-12:	20 days

HIGH SCHOOL (Grades 9-12) ATTENDANCE POLICY

The number of absences permitted for each high school course before credit can be lost is listed below:

- Full-year course: 20 absences
- Semester course: 10 absences
- Quarter course: 5 absences
- Special courses (other than above): Prorate absences

Absences beyond this number may result in loss of credit for the course or courses in which the student has been absent. For grade 12 students who expect to graduate, loss of credit in a course may result in failure to meet graduation requirements.

• A LOSS OF CREDIT MAY OCCUR THROUGH THE ACCUMULATION OF ABSENCES FROM ANY ONE OF THE FOUR TYPES OF ABSENCES LISTED BELOW, OR THROUGH ANY COMBINATION OF THE FOUR TYPES OF ABSENCES.

• EACH TYPE OF ABSENCE IS SLIGHTLY DIFFERENT IN ITS CONTRIBUTION TOWARD REACHING THE MAXIMUM ALLOWABLE ABSENCES IN A COURSE.

(1) **Excused Absences: (equals ONE absence per occasion)**

- Student illness
- Death or critical illness in the family
- Response to a legal process
- Medical appointment (*which cannot be scheduled outside of the school day*)
- Early dismissal or late arrival for other than school related activities

(2) **Unexcused Absences: (equals TWO absences per occasion)**

- All absences not identified above are considered **UNEXCUSED**
- Absences that are not explained by a Pre-Planned Absence form, a note and/or a telephone call from a parent **within 48 hours** after the student's return to school from an absence, are considered **UNEXCUSED**
- An absence deemed "unexcused" by the Director

(3) **Unexcused Tardies: (equals .25 absence per occasion)**

- Occurs when a student arrives late to school (after the 8:20 bell) or up to 10 minutes late for any class without authorization

(4) **Unexcused Late: (equals .50 absence per occasion)**

- Occurs when a student arrives to a class without authorization, but less than half way through the class.
- Students arriving more than halfway through the class without authorization will be considered absent.

Decisions on course credit will be made in consultation with the subject area teacher if applicable, however the final decision is left to the discretion of the School Director.

A. Procedures for Illness and Unanticipated Absences

If you intend to keep your child home from school, please call the office before 8:30 am to let the staff know. Parents are asked to send a note to school after a child has been absent. The note should state the reason for the absence and should be given to the office. Parents of students who missed the school due to illness (especially with contagious diseases), need to bring doctor's note to the office on the day they are back to school.

If due to the past illness of the children the parents would like them to stay inside during the outside recess or not take part in PE class, a note from the doctor (or parent) should be sent to the office informing for what reason and for how many days the child(ren) should not go outside for recess and/or not participate in PE classes.

Children should stay home from school if they show any of the following signs of illness: vomiting, fever, sore throat, or coughing. Children should remain at home until symptom-free. Should the illness be related to a contagious disease, parents should contact the school immediately.

Children who arrive at school ill or become ill at school will be sent to the office. Parents will be notified to take them home.

Please note: Every year many hours of instruction are lost due to cases of the flu virus. This is especially true during the first semester. Please keep your child at home if symptoms include fever or coughing. These indicate a virus that can easily be spread to other students or staff. We encourage students and their families to be vaccinated with a flu shot each year prior to coming to school. We also encourage students to wash their hands on a regular basis during school hours. We hope that if the majority of our families and staff follow these guidelines, our school will be a much healthier place.

B. Anticipated Absences

The school calendar is prepared each year with several long weekends and holiday breaks. Parents are requested to make every effort to plan appointments and vacations within the framework of the school year.

If parents, nonetheless, choose to remove their child from class, then **they are expected to contact their child's teacher(s) in writing at least three days prior to the period of absence.** The teacher will then provide assignments to help compensate for missed class work and homework. Students are expected to complete the assignments missed during their absences.

C. Tardiness

Children who arrive after the school day has started (8:20 AM) must report to the office before proceeding to class. Classes begin at 8:30 and students are expected to be on time. When a student is tardy, not only does he/she miss instruction, but also the late entrance to class disrupts other students' learning. A student who consistently disregards our policy on tardiness may be disciplined by the Director.

Retention

Every effort will be made by the teachers and the school to meet the student's needs in an age-appropriate setting. Retention in grades K-5 is very rarely recommended. The decision regarding the retention of a student shall be the sole responsibility of the Director. Review of possible candidates for retention may begin during the second semester. After reviewing academic, social, and behavior issues, along with consultation with those concerned, the Director will make a final decision.

Retention may be recommended if a student is absent excessively. See the attendance section of this handbook for more information.

Procedure for Withdrawal

Families leaving the school during the school year must notify the school administration in the written form about the date of termination of the enrolment agreement 6 weeks in advance and provide a letter stating the reason for the withdrawal and certifying enrolment at another school (if studies are to be continued in Lithuania).

In cases when students leave during the school year, the tuition fees paid for the current quarter are not reimbursed.

Timetable

Toddler	8:45 – 12:15
Pre Kindergarten	8:30 – 12:30 or 15:30
Kindergarten – Grade 12	8:20 – 15:30

The teachers are in the classrooms from 8:15 am. Students should arrive between 8:15 and 8:20. For safety reasons, students should enter the school gate immediately after being dropped off in the morning. Please do not linger in the parking lot.

For safety and security reasons, students are not allowed in the hallways or classrooms unsupervised. Students who attend after-school activities should leave immediately after any activity or program, as security is always a concern.

Extended Day Program

If parents need to bring their children to school at 8:00am or earlier, they should notify the office before the start of the school year, and if possible, the office will make necessary arrangements for children supervision in the morning.

Parents, who are interested in children supervision from 3.30 to 6.00pm, may enroll their children in the extended day program which is offered for an additional fee for children from Pre-K through Gr. 3.

If there are any families who wish to bring their children to school before 8:00am, they need to notify the office in August and to find out if the school will be able to provide supervision for the children in the morning.

School and Office Hours

The school office hours are: Monday - Thursday, 8:00am – 5:00pm
Friday, 8:00am – 4:00pm

Full time classroom teachers' hours are from 8:00am until 4:00pm each day. They are available for conferences upon request. Parents who wish to meet with their child's teacher should kindly contact the office or teacher to arrange a date and a time convenient to both parties.

Tutoring

AISV faculty may be available to help students beyond the scheduled class time during regular school hours. Full-time teachers may be available from 3:30pm to 4:00pm to help students. AISV faculty may not privately tutor students from their own homerooms or subject for a fee.

GENERAL NON-ACADEMIC INFORMATION

Student Lunches

AISV offers a hot lunch program provided by caterers.. The students who do not wish to sign-up for the Hot Lunch program should bring their own lunch. Gr. 4-12 students will have an option to either buy food everyday at the school buffet, or bring their own lunch from home.

Students, who wish to bring their own lunches, can use students' refrigerator located in the recessed area in the main school hallway. The microwaves located in the storage room next to the lunch room are also available for students who bring their own lunches.

The following rules apply to the usage of the microwave:

1. In principle, all students have access to the microwave.
2. Students who do not receive the Hot Lunch Program have priority in heating their food.
3. Students from the Upper School are allowed to use the microwave without supervision.
4. Students from the Lower School must ask for permission from the lunch room supervisor to heat up their lunch.
5. The microwave should be used to warm up a pre-cooked dish from home. It is not for defrosting or cooking a meal.
6. The meal must be in a microwavable container.
7. Students should bring clear instructions from home regarding the approximate temperature and heating time for the food they have brought.
8. The microwave should be kept clean. If a student spills or splatters their food, they should immediately clean it up.
9. The lunch room supervisor is in charge of supervising the microwave.

Lunch Room Rules for Students

1. Be polite and considerate to those around you.
2. Do not line up until dismissed.
3. Clean up your area before leaving.
4. Discard all refuse in trash cans provided.

Morning and Lunch Recess

AISV students are required to participate in daily outdoor recess. During extremely inclement weather, recess will be held indoors. Parents are reminded that during colder weather they should check their child's clothing and outerwear to insure that they are properly dressed (snow pants, waterproof boots, hats, gloves, scarves, etc). Students who are not able to participate in outdoor recess for an extended period of time are requested to have a doctor's note.

Playground Rules for Students

1. Keep hands off others.
2. Throw only sport balls (no snowballs or rocks!) Use the cage or basketball court for ball games.
3. Use equipment as intended.
4. Play only on the flat area. Stay off of the hills.
5. Line up immediately. Follow the teacher quietly.
6. Always stay in sight of a teacher.

Transportation

AISV hires two minivans to transport Pre-K 4 through Gr. 12 students to and from school. For more details regarding the routes and cost of this service please contact the office. Families that are not interested in this service are responsible for providing transportation for their children to/from school.

AISV does not encourage students to walk or ride a bicycle to school due to heavy traffic in the area. If parents choose to let their children walk or ride a bicycle or a motorbike, then they must write a letter to the Director, confirming their permission. The school does not take the responsibility for the bicycles or motorbikes parked next to school building.

Bus Rules for Students

Students using the school bus service and their parents must review these rules and confirm in a written form to follow these guidelines in order to ensure bus safety.

The bus driver on the bus is responsible for discipline. Students riding school buses shall follow the rules stated below.

Students shall:

1. Be at the bus stop before the bus arrives. Help keep the bus on schedule.
2. Wait in a safe place, clear of traffic. Stay ten feet away, if possible, from where the bus stops.
3. Go directly to an available or assigned seat without disturbing other students and remain seated while bus is moving.
4. Observe classroom conduct. Obey the driver's suggestions promptly and respectfully
5. Refrain from eating or drinking on the bus. Help keep the bus clean and sanitary.

6. Remember that loud talking, laughing, or unnecessary confusion can momentarily distract the bus driver's attention and may result in a serious accident.
7. Keep heads, arms and hands inside the bus at all times. Refrain from passing objects from or into the bus.
8. Be courteous to fellow students and the bus driver. Respect the rights of the other students.
9. Remain seated until the bus stops for unloading.
10. Do not touch the first aid equipment or fire extinguishers without the permission of the bus driver.
11. Use emergency doors for emergencies only.
12. Do not throw objects from the bus.
13. Be picked up and dropped off on regular route, at regular designated entry and exit point.
14. Do not bring any type of animal on the bus.
15. Keep aisles clear and free from obstructions at all times.
16. Be denied transportation if they do not obey the rules. Drivers are required to report any misconduct to school principals and parents in writing.

Policy for Going out in Cold Temperatures

If the temperature is *above -10*, the students will go outside for recess after snack and after lunch.

Off-Campus Privilege for High School Students

Students in grades 9 and 12 may leave campus during their lunch break if the following requirements have been met:

1. Students are required to bring in a signed note from a parent that states permission for their son/ daughter to leave the school campus during lunch break. **The school assumes no responsibility for students when they leave the school campus.**
2. Student need to leave campus completely – not hang out around the gate, fence, parking lot or empty field next to the parking lot.
3. Students are required to sign in and out at the school gate.
4. Students must return on time for all of their classes.
5. This privilege is not extended to students in lower grades.

This permission to leave campus is a privilege, not a right, and may be withdrawn at any time for failure to observe school rules.

Health Records

Every child is required to have a complete medical examination prior to enrollment. Parents are required to provide a completed AISV Health Records Form or a Lithuanian School Medical Record Form.

All returning students from Pre-K through Grade 12 each year are required to have a complete medical examination and to deliver the **PHYSICAL EXAMINATION FORM (AISV STUDENT HEALTH RECORD PART II)** to AISV office by **September 15**.

Student Home Record

To assist communication, the Office must have the correct home address, e-mail address and telephone numbers for each student. In addition, work and cell phone numbers are mandatory so that parents can be contacted in case of emergency. If the address or phone number changes, please inform the Office immediately.

School Property

Students are expected to exercise proper care of the school property issued to them, such as textbooks, lockers, and library books.

They are also responsible for other school property that they use, such as the buildings, furniture, computers, library, science, and PE equipment. Any loss or damage to school property (including textbooks and library books), whether accidental or deliberate, may result in the request for reimbursement of the replacement and shipping cost of the item.

Personal Property

Students must take care of their personal property and items brought to school. These items should be appropriately labeled. We strongly advise that parents not send large amounts of money or valuable personal items to school with their children. **The school is not responsible for any lost or stolen property.**

Please note that students are NOT allowed to bring the following items to school: real or toy weapons, electronic games, or chewing gum.

Policy on Money Collection at School

The money for book and clothing orders, field trips or after-school activities should never be left in the Friday Folder nor on teacher's/receptionist's desk– the students or the parents are responsible for handing the money in time directly to the office staff or to an appropriate teacher:

- Field trip money is usually collected by a homeroom teacher, activities coordinator or the upper school coordinator.
- The money for the after-school activities should be handed directly to the teacher who leads the after-school activity club. Please respect the deadline for bringing the money. If

the money for an after-school activity is not submitted in time, the child can be denied from attending the after-school activity.

- Lunch money should be handed directly to the canteen personnel. Book and clothing order money should be handed directly to the receptionist. If the money is submitted after the deadline, the order may not be processed.

In all cases the money should be delivered in a sealed envelope, along with the order form or the name of the child indicated on the envelope. Please give exact sums – no change will be given.

School Supplies

Textbooks are provided on a loan basis to the students. Students are expected to properly care for school materials. Please see the “School Supply List” on school’s website. It lists supplies that students are responsible for bringing to school. **All items listed on the document need to be brought to school on the 1st day of school and handed to the teacher.** These items need to be replaced throughout the year so that children constantly have them on hand.

Lost and Found

Those who find lost articles are asked to turn them in to the office. Students who have lost items should check in the Lost and Found box, located next to the school entrance. The school will donate all unclaimed items to charity at the end of each quarter of the school year or after publishing a “Last Chance to Claim” notice in the school newsletter.

Photocopies and Use of General Supplies Room

The photocopier is not available for student or parent use, unless the permission is received from the office. Students are not allowed to use the equipment or supplies in the General Supplies Room without teacher’s supervision.

Telephones

Office phones are not for student use. Frequent telephone calls to parents interrupt office work. However, if it is an emergency (like sickness or academic information), students will be allowed to use the office telephone. Permission to use the phones must be granted by the office receptionist. **Students are will not be allowed to use office telephone in the following cases: personal talks to parents/guardians about after-school activities, extended day program, forgotten school items, money or other items that are not related to the learning process, requests to leave school earlier/later. The school staff requests that all the above details are discussed beforehand at home.**

Elementary students are not allowed to use a cell phone during school hours. If a lower school student brings a cell phone to school it must be turned off. Lower school students may only use mobile phones before and after-school.

Middle and high school students are allowed to have phones on campus. Cell phones may only be used in the upper school section of AISV. Phones may only be used before school, during the morning recess, and lunch time. Phones are supposed to be turned off at all other times. Phones are not to be used in the classrooms during class time.

All cell phones being used by students **or ringing** at times or in places not designated for cell phone use will be confiscated and may be held until a parent comes to school to retrieve it. Repetitive violation of this policy may result in more severe disciplinary actions.

Parents and visitors to AISV are requested to turn mobile phones off when entering classrooms or attending special events.

Lockers

Each student is assigned a locker. Lockers are provided so that students may have a personal space to store their school supplies. **It is the student's responsibility to keep the locker neat and clean. Food should not be kept in lockers overnight. Students should not use their locker to store valuables; such items are better left at home.**

Middle and upper school students will be provided a key for their locker. The students are responsible for carrying their locker key. Students who lost their key need to pay 20 Lt fee to the office for the key to be replaced.

School personnel reserve the right to inspect lockers at any time.

Visitors

Visitors are cordially received at AISV. For security reasons, however, all visitors must provide their ID for the school guard at the gate. Observations of classrooms should be scheduled in advance in order to minimize disruptions to learning. Parents should call to set up an appointment if they wish to have a formal or academic conference.

Classroom visits by other young adults, not enrolled in AISV, may disrupt the academic endeavors of the class. Therefore, students not enrolled at AISV must have special permission to be in school during school hours. Permission to bring a guest should be given to the office at least two days in advance. The teachers and/or Director will decide whether the visit is appropriate or not. AISV students must also provide evidence that his/her parents consent to receiving the visitor. Once the visitor arrives at AISV, he/she should check-in at the Office before visiting the classroom.

Birthdays

If parents wish to celebrate a birthday at school, they should make arrangements with the appropriate teacher at least two days in advance. If a family wishes to invite some of the classmates to a birthday party, we ask that such invitations are sent or delivered straight home to the particular children rather than distributing them at school.

Bringing Pets to School

If a parent or student would like to bring a pet to school, they must first receive permission from both the classroom teacher and the school director. Anyone who brings a pet to school without receiving approval ahead of time will be asked to remove the pet immediately.

Messages from Home

Students and their parents are encouraged to plan ahead so as to avoid the need to communicate with one another during the school day. It can be difficult and time-consuming for the office staff to locate a student in order to pass on a personal message. The school will do its best to deliver emergency messages, but cannot guarantee delivery.

Student ID Cards

The Lithuanian student ID cards are issued each school year in October to all AISV students from Grade 1 through Grade 12. If a student needs to obtain a student ID card earlier, he/she must inform the Receptionist at the Office and provide his/her photo (measurements - 2.5 cm x 3cm). The Lithuanian student ID card provides the right to purchase cheaper tickets for public transport or for attending different museums.

Medication

Please note that the school does not administer medication unless authorized to do so by a parent in writing (in the School Health Records Form).

Parent/Guardian

Only the parent or legal guardian is recognized to give permission for participation in school activities, to sign forms, to write notes of absence, to allow students to return home in case of illness, to attend conferences concerning discipline and to pick up children from school (or to authorize someone else to do so).

It is very important that the school be kept informed of your current telephone numbers, both at work and home. If your children are left with a guardian for any length of time, the school should be informed. The school should also be informed if someone other than the usual parent, guardian, or driver will be picking the child up from school.

STUDENT EXPECTATIONS

Dress Code

AISV has no uniform. Students should dress in a manner that is conducive to a positive learning environment. Clothing should be clean and in good repair. We expect that children wear clothing that is not offensive to any of our diverse cultural sensitivities. Clothing with obscene or suggestive words, pictures, or slogans is unacceptable. Equally unacceptable are torn jeans and clothing and jewelry with drug, alcohol, or tobacco slogans, pictures or advertising. Students will be asked to remove and replace such garments. Bare midriffs and very short shorts and skirts are not acceptable at school. Sunglasses and caps or hats are permitted on campus, but only for outdoor use. Students who are not dressed appropriately will be sent to the Director.

Students are encouraged to dress in white shirts with collars for school related off campus activities in order to promote a sense of unity. White polo shirts with the AISV logo can be purchased at AISV office. An order form will be sent home to families at the beginning of the school year.

For hygienic reasons, students should wear shoes at all times. Students are requested to have a pair of hard-soled indoor shoes to wear inside the school. Students should wear shoes, not slippers. These shoes are to be left at school. Clean indoor shoes will ensure the cleanliness of the school.

Desired Attitudes Displayed in Social and Personal Development

Behavior expectations are provided to ensure a safe and orderly educational climate conducive to learning for all students and to promote good citizenship within each individual, which is necessary to function effectively in society. AISV desires to build responsibility, respect for others, respect for the school, and respect for self. Students are expected to demonstrate responsible behavior that does not interfere with the safety, well being, or educational opportunities of themselves or others. Discipline, or self control, is a learned behavior. AISV strives to teach students responsibility, self-discipline, and respect through defining student expectations and requiring acceptable standards of behavior.

The school expects *every* student to strive to acquire certain characteristics. The following attitudes promote a positive learning environment and help students succeed academically and socially. They are also listed on our elementary report cards. Although not specifically listed on the upper school report cards, expectations remain the same for every student.

- Courteous and considerate of others
- Uses equipment/materials safely
- Works well in a group
- Accepts responsibility
- Completes class and homework
- Handles conflict well

- Shows self confidence and initiative
- Relates well to peers/staff
- Accepts correction and constructive criticism
- Complies with classroom routines
- Takes risks in trying new ideas
- Asks appropriate questions
- Eager to start, enthusiastic
- Shows tolerance, accepts differences in others
- Attends to personal needs and appearance
- Shows self discipline and meets deadlines

Student Discipline - General Policy

Good discipline in the school is extremely important. In maintaining discipline, teachers must be able to proceed with the assurance that support will be forthcoming from the Director, School Board, and parents. The following guides to good discipline are recommended:

1. Good discipline is usually positive rather than negative in nature. It consists of keeping students interested and busy doing something constructive rather than punishing them for doing things that are antisocial.
2. Good discipline is always fair, dignified, and in good temper.
3. Meetings with the Director, teachers, and parents should be used as necessary to bring about acceptable classroom behavior.
4. Corporal punishment will not be used under any circumstances.

Student Discipline - Actions

Breaches of discipline shall be dealt with using progressively severe punishment, which appropriately meets the seriousness of the offense. The teachers routinely meet together and discuss students' academic and behavioral progress. The measures, in order of severity, are as follows:

1. Removal from class: If a student is disruptive to the class, he/she may be asked to leave the room in order to compose him/herself and allow the rest of the class to continue learning. Once the student has settled down, he/she may reenter the class. If a student is repeatedly asked to leave the room, other consequences will be enacted.
2. Staff/student conference. During the conference, behavioral expectations will be reaffirmed and consequences of future rule infractions are communicated. The parent is not contacted at this time. This step informs the student that they are responsible for changing their negative behavior. If the student has an item that is prohibited, it may be confiscated.
3. Parent contact: A parent contact, by phone or email, will be made if:
 - a. Student repeatedly does not conduct him/herself according to the student expectations
 - b. The behavior is severe enough to warrant immediate parental attention.

4. Referral to Director: If a student's behavior is disruptive to the learning environment, and other interventions have failed to achieve a change in the student's behavior, then he/she may be sent to the Director for disciplinary measures. A student may also be sent to the Director if his/her behavior indicates a danger to him/herself or others.
5. Detention of the student: Either the faculty or administration may impose detention. Parents will be notified **at least** one day in advance if their child is given a detention. **Detentions may be given for frequent misbehavior, incomplete homework, or tardiness.** Detentions will be served with the teacher who gave the detention and may be attended at lunchtime or after-school.
6. Behavioral plan: If a student continues to act in an irresponsible manner, a behavioral plan may be required. This plan will be written with the input of the student, parents, teachers, and the Director. The intent of this plan is to help the student to behave in a more appropriate, responsible manner.
7. Suspension of student: Behavior that consistently deviates from accepted standards, as judged by the administration, will lead to a suspension from school. The Director will set the length and type of suspension, based upon the circumstances. Suspensions may be for one to five days. They may be either in school or out of school suspensions. *A suspended student cannot return to class until a conference is held between the administration, the student, and the parents or guardian.* The student will receive a grade of 0% for all **class work** that is missed during the period of suspension. However, students are expected to complete all **homework** that is assigned during the period of suspension. A day missed due to suspension is considered as an absence.
8. Expulsion of the student: The Board, upon the recommendation of the Director, may expel a student. A student who is expelled will not be eligible for readmission for the remainder of the school year. It is up to the discretion of the board if the student may be enrolled the following year.

Public Displays of Affection

In a multicultural setting, students should consider their behavior carefully since acceptable behavior in one culture is not always acceptable elsewhere. While we hope to accept cultural diversity, there may be occasions when student behavior is considered inappropriate. Under such circumstances, students will be informed and will be expected to respect the sensitivity of others.

While genuine feelings of affection may exist between students, school is a public place where kissing and prolonged embraces are inappropriate during school and school-sponsored activities.

Profanity

Students should refrain from using vulgar language, profanity, obscene gestures, defamatory remarks, or threatening remarks toward teachers, students, or other persons. Use of profane expressions and gestures, in any language, is an example of anti-social and negative or destructive attitude and behavior. As such, they are not permissible at AISV and will be

disciplined at all times. Students who violate this policy will be required to speak to a parent for the first offense. Subsequent offenses will be disciplined with a two hour detention.

Insubordination

Students are expected to treat all members of the staff with respect. Disrespect is disruptive and threatens the effective operation of our school. Students should respond in a positive manner to any request made by any staff or faculty member of AISV. Insubordination is the willfully negative, rude, or disrespectful, physical or verbal response by a student, to a request made by a person in authority. All incidents of insubordination are required to be immediately reported to the Director.

Anti-Bullying Policy

It is the policy of AISV that bullying activities of any type are inconsistent with the educational process and will be prohibited at all times.

The new anti-bullying policy was adopted by AISV in 2009 based upon guidelines originally created by the International School of Estonia. AISV wishes to acknowledge this support and assistance provided by our fellow CEESA schools.

Introduction

Bullying affects everyone, not just the bullies and their victims. It also affects other children who may be friends, family, onlookers or simply passive pupils drawn in by group pressure. Bullying is neither an inevitable part of school life, nor a necessary part of growing up and it rarely resolves itself unaided. It is a problem found both inside and outside school. No one should have to accept this type of behavior.

Why is an Anti-Bullying Policy necessary?

We at AISV believe that pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied. Only when all issues of bullying are addressed will a child be able to fully benefit from the opportunities available at the school.

Our school has a clear policy on the promotion of good citizenship, where it is made clear that bullying is a form of anti-social behavior. It is wrong and will not be tolerated.

It is important, therefore, that our school has a clear written policy to promote this belief, where the whole community is fully aware that any bullying complaints will be dealt with firmly, fairly, and promptly.

What is bullying?

Bullying is repeated, non-consensual aggression, verbal, psychological, or physical, conducted by an individual or group against others over a period of time.

Bullying can occur through several types of anti-social behavior. It can be:

- Physical- pupils can be punched, kicked, hit, spat at etc.
- Verbal- abusive language which may take the form of name-calling. It may be directed towards physical characteristics, social behavior, personality, religion, sexuality, family, academic performance, etc.
- Intimidation - including threatening and aggressive behavior, abusive notes, e-mails or text messages.
- Exclusion - a child can be bullied simply by being excluded from discussions or activities with those they believe to be their friends.
- Property - pupils may have their property hidden, damaged or stolen.

What bullying is not

Bullying is *not* an isolated incident of aggression between children. Disputes will take place and will be dealt with accordingly. Unpleasant as these incidents are, they are not bullying and should not be reported as such. However, they may constitute a warning sign of potential bullying and should be noted in case a pattern arises.

What can you do if you are being bullied?

- Tell yourself that you do not deserve to be bullied, and that it is wrong!
- Be proud of who you are. It is good to be individual.
- Try not to show that you are upset. It is hard, but a bully thrives on fear.
- Stay with a group of friends or with other people. There is safety in numbers. Be assertive - shout, "Stop it! I don't like it!". Go straight to an adult you trust
- Fighting back may make things worse.
- Always tell an adult you trust straight away. You will get immediate support.

If you know someone is being bullied

- Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- If you feel you cannot get involved, tell an adult immediately. Teachers have ways of dealing with the bully without getting you into trouble.

As a Parent

- If you feel your child may be a victim of bullying behaviour, inform the school AT ONCE. Your complaint will be taken seriously and appropriate action will follow.
- Always take an active role in your child's education. Enquire how their day has gone,

- who they have spent their time with, how lunch was spent etc.
- Look for unusual behavior in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
 - It is best that you advise your child not to fight back. It can make matters worse.
 - Tell your own child there is nothing wrong with them. It is not his fault that he is being bullied.
 - Make sure your child is fully aware of the school policy concerning bullying and that they will not be afraid to ask for help.

As a School

We at AISV, in accordance with our philosophy and objectives, will treat bullying as a serious offence and take every possible action to eradicate it from our school.

- Display anti-bullying information around the school.
- Provide Anti-bullying resources such as books and videos.
- Use appropriate opportunities to discuss aspects of bullying and the appropriate way to behave towards each other
- Deal quickly, firmly and fairly with any complaints, involving parents where necessary.
- Review the School Policy and its degree of success.
- The School Staff will follow a firm but fair discipline structure. The rules should be few, simple and easy to understand.
- Encourage pupils to discuss how they get on with other people and to form positive attitudes toward other people.

What you can do if your child is a bully

Every bully is somebody's child. If you suspect or know that your child is bullying, you must investigate it thoroughly and act immediately. Like all behavioral patterns, bullying is learned and practiced repeatedly because it is in some way 'successful' for the bully. Early intervention is vital if the destructive pattern is to be broken. Explaining it away or refusing to believe it is happening simply allows the behavior to become more ingrained. Inevitably, the incidents become more and more serious as do the consequences.

- Your child must accept responsibility for their behavior. A resolution of the problem can only occur if the child admits to bullying and agrees to stop the behavior in question. If apologies are necessary, you can help your child to make them, and start afresh.
- If you get a report from the school that your child is bullying, a few points are worth noting:
 - Remember that teachers are not happy about having to tell you that your child is a bully.

- Question your child as soon as possible and try to unravel the facts.
- Visit the school with the answers to the questions about the incident.
- If the situation is clear-cut, sort it out quickly and amicably.
- At all times, indicate that you want your child to accept responsibility for their own behavior.
- Continue the investigation and try to work together. to get to the bottom of what is alleged to have happened. Work with the school, and ensure that you are familiar with the code of discipline and, in particular, the anti-bullying code. Make it clear to the school that you do not want, nor will you accept, your child's misbehavior.
- Talk with your child. Keep the lines of communication open with your child. Talk and listen to them all of the time. Try, now and again, to maneuver the conversation towards bullying or telling you what is happening in their lives. It helps to get them to understand the points of view of the victim.
- Get them to step into their victim's shoes. Ask the bully the following questions:
 - What would it feel like for you to be made to do things out of fear?
 - How would you feel if you were called names which hurt your feelings? · How would you feel if someone bigger was constantly pushing you around?
 - How would you feel if someone made jokes about you and made fun of you in front of others?
 - How would you feel if you were left out of games or groups?
- It can help to bring up a situation where they were made to feel badly by someone else.
 - Can they remember how they felt?
 - Was it good for them?
 - Why do they think the other person did it to them?
 - Did they want it to be stopped?
 - What did they do to stop it or who did they tell?
- You might talk about a smaller brother or sister being bullied.
 - How would you feel if they were bullied?
 - How would they feel about it?
 - What would you do about it?

School and parents working together can, and do, sort out the majority of these problems. However, please bear in mind that solving these types of problems often takes time

Action to be taken by AISV staff when bullying is reported or suspected

- Intervene immediately to defuse the situation.
- Speak – separately if possible- to the suspected victim, the suspected bully, and any witnesses.
- Report the incident in writing to the Director

If bullying is identified

- The school will provide help and support for the victims and counseling and appropriate disciplinary action for the bullies.
- File a written Bullying Report to the Director describing the situation and any action taken.
- All reports will be kept on file, on a confidential basis, to be reviewed in case of future incidents involving the same students.

We support the *victims* in the following way

- by offering them an immediate opportunity to talk about the experiences with their class teacher, or another teacher if they choose.
- by informing the victims' parents/guardians.
- by offering continuing support and counseling when they feel they need it.
- by taking one or more of the disciplinary steps described below to prevent more bullying.

We try to help bullies in the following ways

- by offering counseling to remove their prejudiced attitudes and change their behaviour as much as possible.
- by separating the behavior from the person and allowing the resolution and closure of the problem.
- by taking one or more of the disciplinary steps described below to prevent more bullying.

Disciplinary steps

1. Bullies will be warned officially to stop offending.
2. Bullies parents/guardians will be informed.
3. Bullies' movements may be restricted at break and/or lunch times.
4. The Director may take appropriate action as outlined in the AISV Student/Parent Handbook.

Smoking

The use or possession of tobacco products by any student of AISV on its campus or during school-sponsored activities is prohibited. A student is subject to suspension or expulsion from school for any violations.

The school has been declared a smoke free campus.

Substance Abuse

The use, possession, purchase, sale, giving or any other form of trafficking in illegal substances or alcohol by any student of the school on its campus, in its immediate environs, or during school-sponsored activities is prohibited.

Any student who is suspected of violating this policy shall be immediately suspended.

If it is determined, after investigation by the Director, that any student was using, under the influence of, or was in possession of illegal substances or alcohol, then the student is subject to expulsion from school.

The school has been declared a drug free campus. This is in effect for all people at all times.

Gum Chewing

Gum chewing is not allowed at AISV.

Electronic Devices

The use of electronic devices (handheld computers, CD/MP3 players, graphing calculators etc) should not interfere with the learning or teaching process. The use of such devices, within the classroom, will be left to the discretion of the classroom teacher.

Disciplinary Probation Policy

Disciplinary probation shall be imposed upon any student who has committed a serious offense (fighting, stealing, vandalizing), and/or has consistently violated school policies and has, at times, shown a disregard for the integrity of the institution and a lack of respect for the culture of AISV. The terms of the AISV disciplinary probation are as follows. Non-compliance with the terms of this policy may result in the immediate dismissal of the student from AISV.

Students on disciplinary probation are expected to comply fully with the terms of academic probation at AISV.

Disciplinary probation will be in effect for a minimum of 30 days and may be in effect for as long as 90 days. At the end of the probationary period students, staff and parents may elect to have a meeting to discuss the outcome of the probation. At such a time the student may be taken off of probation or required to continue.

A student on disciplinary probation must request special permission to participate in extra curricular activities, sports, and clubs. Students may be required to acquire the signatures of

teachers and staff prior to approval. This will be determined on a case by case basis by the disciplinary committee of AISV.

Disrespect towards staff, bullying, violence, vandalism, cheating, stealing, and harassment are examples of behaviors that may result in immediate expulsion from AISV.

Repetitive behaviors such as tardiness, failing to turn in assignments on time, use of banned substances on campus, use of items of distraction, inappropriate use of cell phones, and being in areas which are off limits to students are examples of behaviors that may result in expulsion from AISV.

A Probationary Discipline Contract will be signed by both parents and the students.

Academic Probation Policy

Students are placed on academic probation as a warning that continued substandard performance in the classroom will result in termination of enrolment. A full explanation in conference and in writing will be given to both parents and students prior to leaving for summer break. Students placed on probation will be encouraged to seek other educational options for the fall in the event of failure to meet the requirements of AISV probation over the summer.

Academic probation will continue, even after re-enrolling in the fall/spring. A grade point average of 2.0 must be maintained in the four core subjects, (Eng., Sci., Math, Soc. Stu.) to be allowed continued enrolment at AISV. This does not mean that substandard grades in other classes are permissible either. It is fully expected that an appropriate effort will be maintained in all classes. A student on probation and receiving less than 2.0 GPA at the quarter or semester reporting period might not be allowed to return for the following quarter.

AISV expects each student to make a commitment to academic excellence. It will be each student's responsibility to maintain regular communication with his or her teachers in order to be informed about his or her grade status throughout the quarter/semester/year. The teaching and administrative staff are here to fully support each student in his or her pursuit of academic excellence. Each student, however, is required to show an acceptable level of personal initiative throughout their time of enrolment at AISV.

STUDENT ACTIVITIES

Field Trips

Field trips are organized to take advantage of the potential for outdoor pursuits, cultural appreciation, social understanding, and group responsibilities. Field trips are carefully planned educational experiences and are part of the curriculum. For some of these outings, there may be an additional charge to the parents for transport or entry fees. Information regarding field trip arrangements or procedures will be provided throughout the year as they occur. Parents will receive notification of the itinerary and other information pertinent of the trip in order to make proper arrangements. **Since we ask parents to sign a multi-purpose permission slip once the student starts the school, there will be no one-time permission slip for individual one day field trips within Vilnius. Therefore, if the parents do not want their children to participate in such a one-day out of school event or fieldtrip, they should inform the office or the organizing teacher in a written form prior to the event/field trip date.**

AISV also offers opportunities for out of Vilnius, extended overnight field trips to students in grades 3-12. In some cases, AISV students will have the opportunity to travel out of Lithuania. The school staff will carefully assess the maturity level of classes and individual students before organizing overnight field trips. **Individual permission slips will be sent to parents for signing before each out of Vilnius, overnight and out of the country field trip and also for field trips that involve safety issues (swimming, boating, etc.)** If the permission slip is not submitted to the office or the appropriate teacher in time, students may be excluded from participation in a field trip. Students may be excluded from attending field trips if their attendance, class work, or behavior so warrant.

All AISV students are insured against accidents. **However, those participating on the out-of-the country field trips should hold an international health insurance policy, which AISV shall help the family to acquire prior to the field trip, should the need arise.**

CEESA (Central & Eastern European Schools Association) SPORTS AND ACTIVITIES FOR STUDENTS IN GRADES 6-12

CEESA Sports and Activities Mission Statement

The sports and activities of CEESA facilitate the development of each student through academic, athletic, and artistic/cultural endeavors. CEESA seeks to create, promote, and foster cooperation among its member schools by providing a forum for communication and discussion, and by promoting student activities. At every activity or competition, CEESA Sports and Activities attempts to maximize the cultural, social and intercultural opportunities associated with the host venue.

CEESA Sports and Activities Goals

CEESA, as an extension of its member schools and through the activities it sponsors, has the following goals:

- to encourage intercultural co-operation;
- to develop a sense of fair play;
- to understand principles of group participation and individual responsibility;
- to develop a sense of self control and discipline;
- to understand the importance of participation to the best of one's abilities;
- to broaden horizons through travel;
- to encourage socialization;
- to encourage student and program exchanges between CEESA schools.

From CEESA Sports and Activities Handbook

AISV has been the member of CEESA (www.ceesa.org) for a number of years, and has been participating in its events such as MATHCOUNTS (Grades 6-8), MS and HS Knowledge Bowl ,Cultural Arts (Grades 6-8) festival, HS Girls Basketball (Grades 9-12) depending on student interest and parents' sponsorship.

AISV will host one CEESA event this school year Middle School Knowledge Bowl for Grades 6-8 on March 24-27th.

AISV will offer students to participate in the following events:

MIDDLE SCHOOL (Grades 6-8):

Speech and Debate on November 11-14th in Bucharest, **Mathcounts** on February 3-6th in Kiev, **Cultural Arts** on May 6-7th in Zagreb, **Girls Basketball** on March 3-6th, 2011, in the place TBD, **Boys Basketball** on March 3-6th in the place TBD, and **X-C Boys/Girls** on October 8-9th in Krakow.

HIGH SCHOOL (Grades 9-12):

Speech and Debate on November 4-6th in Istanbul, **Knowledge Bowl** on February 10-13th in Krakow, **Math** on February 10-13th in Skopje, **Girls Basketball** on March 9-13th in Kiev, and **Boys Basketball** (Andrius/Kelly) on March 9-13th, 2011, in Latvia **X-C Boys/Girls** on November 11-14th in Kiev.

Please note that the dates and sites are subject to change. Students and parents will be informed about any changes as needed

After-School Activities

AISV provides an after-school activities program with various group activities meeting on a weekly basis. Some examples of former offerings include the following: newspaper/yearbook, bowling, soccer, singing, painting/drawing, ceramics, taekwondo, drama, math, homework help,

table games, dance, science, outing, photo, filmmakers', computer/robot clubs, floorball, swimming, basketball, ballet, etc. Parents are welcome to offer an after-school activity to students and should contact the AISV Activities Coordinator if interested. A list of after-school activities offered at school will be sent out to families at the beginning of each semester.

There is a fee for attending some of the after-school activities offered at AISV. Activities offered by the AISV full-time staff are free of charge if no extra materials are involved. Part-time staff and outside coaches sponsored activities have fees. The sum and terms of payment are indicated in the list of proposed after-school activities which is sent home. The money for the after-school activities should be handed directly to the teacher who leads the after-school activity club. Please respect the deadline for bringing the money. If the money for an after-school activity is not submitted in time, the child can be denied from attending the after-school activity.

Student Councils

AISV gives Upper and Lower School students the opportunity to join Student Councils. Working with the faculty sponsor, the councils are responsible for planning activities that will improve student life and support charities in the Vilnius area. Furthermore, the councils give students an opportunity to strengthen their leadership skills.

Some of the events organized by the Student Councils in the past include bake sales, fall door decorating contest, recycling projects, a food drive for orphanages and other people in need, dance and fun parties for student communities, Holiday Gram and Valentine Rose sales, and Walk-Run-a Thons

The council may be composed of a president, a vice-president, a treasurer, a secretary, and representatives. Members of the Student Councils are elected at the beginning of the school year. Students may be removed from Student Council if they are experiencing academic or behavioral difficulties.

Student Movie Night Guidelines

From time to time the Student Councils and the PSA organize movie nights at school. The following guidelines will apply to showing the movies.

Three movies may be shown:

- The first movie will be rated G and open to all students in grade 2 and up. No permission slip is required.
- The second movie will be rated PG and open to students in grades 4 and up; grade 4/5 students will need to bring signed permission slips. Students in grades 6 and up will not need permission slips.

- The third movie may be rated PG-13 and will be open to students in Grades 6 and up; grade 6/7 students will need to bring signed permission slips. Students in grades 8 and up will not need permission slips.

Parents are invited to check the website <http://www.kids-in-mind.com> prior to sending their children to a movie. The website offers good information about the content and ratings of various movies.

EMERGENCY PROCEDURES

Safety and Security

The safety and security of students is a primary concern of all staff members. Student and parent cooperation are required in order to ensure a safe and secure school. Students are asked especially to:

- Move about the school in a safe manner. No running in the corridors.
- Avoid rowdy or dangerous play.
- Not crowd playground equipment.
- Exert special care on the streets near the school. Look both ways before crossing the street.
- Follow the directions of teachers, aides and other school personnel.

Parents can help by:

- Keeping the school apprised of current phone numbers, addresses and emergency contacts.
- Driving very carefully in the vicinity of the school, and especially exerting great caution when picking up and dropping off children.
- Ensuring that the appropriate teachers know who is authorized to pick up each child.

The safety of students' bicycles and motorbikes parked at school are not school's responsibility. Because of local traffic, it is our view that students are at risk riding bicycles to school. For the same reason, skateboards and roller skates should not be brought to school.

Emergency Closure

The emergency closure of school is a major logistical problem in Vilnius. Although AISV has an 'Emergency Telephone Tree' to facilitate school closing notification, we encourage parents to make the decision for themselves. If the weather is especially bad parents may keep their children home, or, if the weather deteriorates during the school day parents may come and pick up their children early.

We should point out that, although the winters tend to be long and snowy in Vilnius, school closings due to inclement weather are not that frequent. All the same, road and highway conditions can be very hazardous during the winter season.

Fire Drills

The school conducts fire drills on a regular basis. The Director will conduct fire drills. Each classroom will have a fire evacuation plan displayed in a conspicuous place. Teachers are responsible for going over the evacuation plan and fire safety rules with their respective classes. Younger students should be walked through the evacuation plan at the beginning of each school year and at regular intervals thereafter.

During a fire drill, teachers will ensure that all classroom doors are closed and lights switched off. They will take their roll books to the designated place of evacuation and take class attendance.

It is a requirement that during a fire drill in school, the entire building be evacuated.

Therefore, when the fire drill alarm sounds, all professional staff as well as all students must exit the building. There are to be no exceptions, nor does it matter whether it is during a person's planning period or not. We are all to exit.

FIRE DRILLS AND EVACUATION PROCEDURES

General Instructions

- Books etc. are to be left in rooms.
- All windows and doors are to be closed but not locked.
- All electrical and gas equipment should be turned off.
- Teachers must take their roll books.

Procedures

- At the sound of the alarm, students are to form a single line in the classroom and await instructions.
- The teacher will review the exit to be used and the line of march.
- Pupils are to walk in line with the teacher at the head of the line.
- The teacher and class are to proceed to the designated area.
- Upon leaving the building with the classroom teacher, student will meet their homeroom teacher and line up in order to check attendance roll.
- Absolute silence is to be observed throughout the evacuation, the waiting in the designated area, and the return to the building.
- While waiting for the signal to return to the building, teachers are to supervise their students and take roll (do head count and report to the director).
- Returning to the building, pupils are to file back in the single line.
- Special Note: no children, parents, visitors, teachers, or other personnel are to remain in the building during a fire drill.
- Teachers without classes and personnel not specifically assigned an evacuation duty are to report to the designated gathering area and await instructions.
- Signs are posted near the doorway of each classroom indicating the proper route for leaving the building. In addition, students will obtain from their teachers information regarding other procedures to be followed. Students will return to their classes when the all clear signal has been given.

Building Evacuation Plan

Posted in every classroom is an evacuation route. Teachers will review this route with the students at the beginning of each year.

For a more detailed AISV emergency procedures description please refer to the Emergencies Procedures Manual - please ask the office staff for a copy of this document.

Appendix # 1

ACADEMIC HONESTY

The process of learning does include some struggling through difficult assignments. Through this struggle, students achieve and remember more of the lessons and skills and make the learning “their own”. AISV tries to provide a supportive educational experience for all students. When a student finds an assignment too difficult, it is their responsibility to seek help from appropriate sources – parents, teachers, or tutors. Depending on other students to provide answers and homework assignments diminishes the learning and self-confidence of a student.

To better understand what is considered academic dishonesty please read the definitions below:

Cheating: to be dishonest or deceitful

Cheating includes, but is not limited to:

- Breaking test-taking procedures
 - Copying or looking at other tests
 - Talking during testing
 - Showing your own answers during a test

- Receiving or taking answers for a test before taking a test
- Using “cheat sheets” during testing
- Receiving or providing answers to homework assignments
- “Borrowing” other students homework
- “Helping” another student by “just giving an answer or two”

Plagiarism: to take the ideas, writings, music, pictures etc. from another person and passing them off as one’s own

Plagiarism includes, but is not limited to:

- Copying information from other sources without giving credit (citing sources) to the original author, artist, musician etc.
- Using the **ideas** from other sources without citing the source
- “Copy and paste” from the Internet without citing the source
- Giving incorrect information when citing sources

I understand what cheating and plagiarism mean. It is my responsibility as a student and learner to complete my own work and give credit to others when using their work.

I understand what cheating and plagiarism mean. I will encourage my child(ren) to be honest in all their academic work.

AISV INTERNET ACCEPTABLE USE POLICY 20010-2011

New technologies are shifting the ways that information may be accessed, communicated, and transferred. These changes also alter instruction and student learning. AISV offers students access to the Internet. Along with access to computers and people from all over the world comes the availability of materials that may not be considered appropriate in the classroom. However, on a global network it is impossible to control all materials. Ultimately, the school staff, parents and guardians of minors are responsible for setting and conveying the standards that students should follow when using media and information sources. AISV supports and respects each family's right to decide whether or not to allow their child to apply for access to the Internet.

RULES & RESPONSIBILITIES

Students are responsible for good behavior on the school's computers just as they are in the classroom. Communications on the computers are often public in nature. General school rules for behavior and communications apply.

The school's computers are provided to assist students in their educational development. The use of chat-rooms, personal web pages such as online-dating-services and playing games is not allowed. Unsupervised downloading of images or other content from the Internet can be a risk to the security of the computer and network, and is forbidden.

The Internet is provided for students to conduct research and communicate with others in relation to schoolwork. Access to network services is given to students who agree to act in a considerate and responsible manner. Parent permission is required. Access is a privilege, not a right. Therefore, based upon the acceptable use guidelines outlined in this document, the staff will deem what is inappropriate use and their decisions are final. The director and teachers of ASIV may deny, revoke, or suspend your access.

The user is expected to abide by the following rules of etiquette:

1. Be polite. Do not write or send abusive messages.
2. Use appropriate language. Do not swear; use vulgarities or any other inappropriate language.
3. Transmission of obscene material is prohibited. Sending or receiving offensive messages or pictures from any source will result in immediate suspension of privileges.
4. Do not reveal the personal address or phone number of yourself or other students.
5. Electronic mail is not guaranteed to be private.
6. Use only your account to work on a computer. Log of the computer when you are finished.

Violation of any of the above mentioned rules and responsibilities will result in a loss of access and may result in other disciplinary actions.

Student Contract:

I have read and will abide by the above conditions of the Internet Use Policy, and I understand that should I commit any violations of the above, my access privileges may be discontinued, and school disciplinary, or appropriate legal action, may be taken.

Parent or Guardian Contract:

I am the parent or legal guardian of the above student. I have read this document and discussed appropriate use of the Internet with the student, and agree that the school is not to be held responsible for any inappropriate use of the Internet by the student.



The American International School of Vilnius
TARPTAUTINĖ AMERIKOS MOKYKLA VILNIUJE

School Office:

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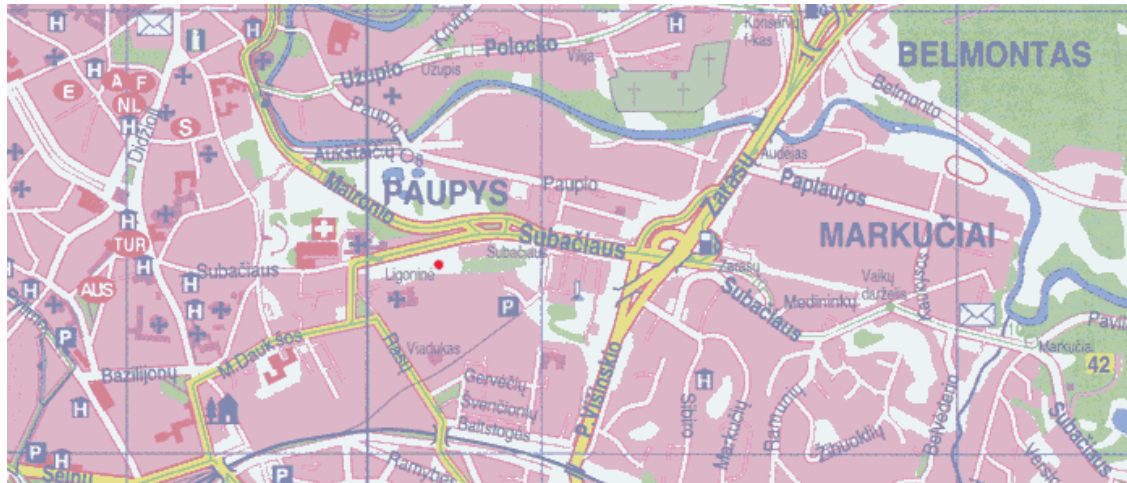
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