

The American School of Yaounde



Parent and Student Handbook

2014-2015



Introduction

The intent of this handbook is to provide students and parents with information regarding the practices, procedures, and policies of the American School of Yaounde.

While school handbooks rarely make for exciting reading, the content of this handbook is the basis for what and how we do things at this school and serve as a foundational document in making the decisions that we do. **It is an expectation that all parents will read this handbook thoroughly; students will be made aware of its relevant contents during the first week of school.** New families will find that this handbook will provide you with the big picture of the tone and culture of the school, in that what is emphasized is often what is most important.

Not everything in each section applies equally to the different school divisions. We have tried to be clear when a particular section applies to one section and not another, but teachers will find that the language and the subject will obviously be directed towards one audience more than another.

Should you have any questions as you read through these pages, please do not hesitate to write them down and raise them at orientation or with the administration later. Any suggestions or changes that you feel would improve the effectiveness of this booklet for future editions and revisions are most welcome.



Contact Information and Hours of Opening

Administration Office

Office Hours	7:15 am – 4:45 pm
Finance Office Hours	Monday: 07:30am to 9:00 am and 2pm to 4:30pm Tuesday: 07:30am to 9:00 am and 2pm to 4:30pm Wednesday: 07:30am to 9:00 am and 2pm to 4:30pm Thursday: 07:30am to 9:00 am and 2pm to 4:30pm Friday: 07:30am to 12 noon and 2pm to 4:30pm
Telephone	22-23-04-21 or 22-22-94-65
Office Fax	22-23-60-11
Website Address	www.asoy.org
School email	info@asoy.org
Local Address	P.O. Box 7475 , Yaounde, Cameroon
U.S. Address	2520 Yaounde Place, Washington, DC 20521-2520

Administrative Staff

Director	Mrs. Sheena Nabholz 22-23-31-34 79-30-66-24 director@asoy.org
Elementary Principal	Mr. Charles Bellomy 78-13-66-02 esprincipal@asoy.org
Secondary Vice Principal/ College Advisory	Mr. Chris Bull 78-13-66-41 cbull@asoy.org
Business Manager	Mr. James Besong 22-22-94-65 businessmanager@asoy.org
Accountant	Ms. Jodeline Atchombat jatchombat@asoy.org
Administrative Officer	Mr. Raymond Tchonang admin.officer@asoy.org
Community Relations Officer	Ms. Valerie Marabeh info@asoy.org
Athletic Director	Mr. Barry Nabholz ad@asoy.org

ASOY Recreation Club Hours: ASOY Rec Facilities are open to all ASOY families and Rec Club members on weekdays from 3:30 to 6:30pm and on weekends from 9am to 6pm. Children under Grade 5 must be accompanied and supervised by a parent, teacher, or other authorized adult after 3:15 on school days and on weekends.

The school store is open Monday through Friday from 7:15 to 8:15am and 2:30 to 3:30pm.



Letter from the Director

Welcome to the American School of Yaounde!

I am so very pleased to be beginning my second year at ASOY! I would like to take the opportunity to welcome all new and returning families to the community. As new families soon discover, ASOY is a wonderfully diverse and accepting population and I hope to share a rewarding and successful year with all of you.

Together, the faculty and staff of ASOY will continue to offer your child(ren) the highest quality international education. Our aim is to promote a learning community that is challenging, nurturing, and focused on academic excellence. Blessed with small classes, our students have the opportunity to practice the skills of attentiveness and listening, of respectful discussion and inquiry, and inquisitiveness and curiosity. Our students will be expected to ask questions and to share their views with their classmates, because we know that this is a much more exciting and effective way for young people to learn and because we know that this is not only the best possible kind of preparation we can provide them for university, but one that will also transform their relationship to the world.

Our stated objectives speak of developing “independent, creative and critical thinkers” and our curriculum and methodologies will support that worthy goal. We will also prepare young people for independence by giving them real responsibility and opportunities for meaningful engagement beyond the classroom. Our co-curricular program is an important part of the way we teach habits of engagement. The many activities we provide students offer not only an important change of pace and break from the structure of the academic day but also opportunities for service, citizenship, leadership, teamwork, competition and creative expression.

The major initiatives for the Board and Administration this year will be the implementation of the new ASOY Strategic Plan, and of course the continued work on the campus facilities and ongoing construction. The Board will continue to call upon ASOY staff, parents, and students to participate on committees providing valuable input and direction in the following five domains:

- I. Academic Program and Student Achievement
- II. School Culture, Communication, and Marketing
- III. Facilities, Technology, and Resources
- IV. Faculty and Professional Development
- V. Financial Planning and Allocation

Last spring, ASOY, submitted its “mid-cycle report” to our accrediting institutions -- the Council of International Schools (CIS) and the Middle States Association (MSA) – and hosted a visit from the organizations in the spring. The report and subsequent visit addressed the recommendations made by the visiting team during the accreditation visit in March 2009 and gave us feedback on the school’s progress on a variety of goals. ASOY came through that visit well and will continue to be fully accredited through to 2019.

I look forward to collaborating with all members of the community, not only to help our students reach their fullest potential, but also to guide them to become kind, caring, and responsible citizens. Each of us has a role to play in making this a positive and rewarding year. I look forward to meeting you all in the upcoming weeks. If there is anything I can do to assist, please do not hesitate to get in touch with me.

Best regards,
Mrs. Sheena Nabholz



Parent and Student Handbook

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The American School of Yaoundé Philosophy

Our Vision

The vision of the American School of Yaounde is to be an educational institution that is highly regarded for its focus on academic excellence, innovative practice, community service learning and global citizenship.

Our Mission

The mission of the American School of Yaounde is to ensure that all students achieve high academic success, demonstrate critical thinking skills, and become responsible and compassionate global citizens prepared for their next stage of life; gained through an enriched American curriculum and offered in a challenging, secure, and diverse environment.

Our Beliefs

At the American School of Yaoundé, we believe that:

- High academic expectations and positive student-teacher relationships are the cornerstone of education.
- Critical, creative, and independent thinking are essential components of education.
- Learning is a life-long process.
- All children can learn, but learn in different ways.
- The education of children is a shared responsibility between students, teachers, and parents.
- It is our responsibility to challenge students to discover and develop their potential.
- Students are motivated by a supportive environment that encourages curiosity, discovery, and problem solving.
- Our school environment should enhance the development of the whole child: physically, intellectually, socially, emotionally, and spiritually.
- Awareness and respect for the environment is essential to meaningful global citizenship.
- Diversity enriches the school community; and learning from one another within the context of Cameroon is an invaluable experience for our students.
- Students are responsible for becoming positive agents of change in the world.

Our Objectives

Teachers, students, and parents in our community are joined in partnership to ensure that all students:

- Strive for academic excellence, physical development, social and emotional maturity.
- Develop the skills of independent, creative, and critical thought needed for problem-solving and decision-making.
- Develop a lifelong capacity and desire to learn and grow.
- Initiate explorations and take on new challenges.
- Are provided opportunities to benefit from differentiated teaching strategies.
- Value and respect themselves as well as other members of the school community.
- Develop a framework of knowledge and skills essential for building a conceptual understanding of the world around them.
- Demonstrate knowledge and skills in technology and the ability to adapt to change.
- Engage in meaningful and productive service in both local and global communities.
- Develop an appreciation, respect, and sense of concern for the environment
- Develop a personal code of ethics based on the 6 Pillars of Character: Trust, respect, responsibility, fairness, caring, and citizenship.
- Understand and appreciate cultural differences



Administration

Director
Deputy Director/Elementary Principal
Secondary Vice Principal and College Advisor
Business Manager
Administrative Officer
Accountant
Community Relations Officer
Administrative Office Manager
Athletic Director

Mrs. Sheena Nabholz
Mr. Charles Bellomy
Mr. Chris Bull
Mr. James Besong
Mr. Raymond Tchonang
Ms. Jodeline Atchombat
Ms. Valerie Marabeh
Ms. Joyce Gacheke
Mr. Barry Nabholz

Faculty

Pre-Kindergarten 3 and 4
Kindergarten
Grade 1
Grade 2
Grade 3
Grade 4/5
MS/HS English
MS/HS English and Drama
MS HS English and Social Studies
MS/HS Social Studies / Dean of Students
MS/HS Social Studies
MS/HS Science
MS Math./Learning Support/Service Learning Coord.
MS/HS Mathematics
HS Science and Mathematics
MS/HS Mathematics
MS PE and HS Social Studies
French
French
Spanish
English Language Learners (ELL)
Librarian
Information Technology
Music
Art
Learning Support
School Nurse

Ms. Helen Talambe
Ms. Michelle Bellomy
Ms. Farah Langton
Ms. Betsy Greenway
Ms. Jennifer Endres
Mr. Richard Nyugha
Ms. Shannon Conant
Ms. Stephanie McKinley
Mr. Bill Owens
Ms. Kelly Owens
Mr. Alan Fiedorek
Ms. Deborah Siegel
Ms. Nefertiti Metuge
Ms. Emma Lilliedahl-Allen
Mr. Jacob Akundo
Mr. Maurice Ndjouma
Ms. Grace Gahagan
Ms. Francoise Mekeme
Ms. Esther Pondi
Mr. Miguel Martinez
Ms. Annette Hell
Ms. Judith Ashu
Mr. Matt Greenway
Ms. Joanna Dempster
Ms. Jayne Byer
Mr. Connor Powell
Ms. Christine Ngeshi

Teacher Associates

Grade 2
Grade 4/5
Grade 4 / 5 / Library

Ms. Madeline Lynch
Ms. Erika Yagi
Mr. Charles Ngalim

Teacher Assistants

Pre-Kindergarten
Pre-Kindergarten/ Kindergarten
Information Technology

Ms. Florence Nchanji
Mr. Cyprian Beh
Mr. Hadison Nfor



ASOY Administration, Faculty, and Staff

Maintenance, Janitorial, & Support Staff

Maintenance Supervisor	Mr. Henry Kufor
IT Technician	Mr. Maurice Emassom
Photocopier Attendant/Supply Clerk	Mr. Linus Tabu
Custodial Supervisor	Mr. Francis Fon
Custodian/Electrician	Mr. Njoya Moussa
Custodian/Gardener	Mr. Isaiah Ngalina
Custodian/Carpenter	Mr. Alfred Ndukong
Custodian/ Gardener	Mr. Eric Fongoh
Custodian/IT Assistant	Mr. Ngeh Robertson Bick
Custodian	Ms. Suzanne Kemajou
Custodian	Mr. Ndoum Jean Jacques
Custodian	Mr. Bayelle Yaya
Custodian	Mr. Edison Nformi
Custodian	Ms. Delphine Adjanga
Custodian	Ms. Manga Marguerite

Guards

ASOY Day Guard	Mr. Eric Ngoh Ngeah
ASOY Day Guard	Mr. Jones Nganchu
ASOY Night Guard	Mr. Lucas Ayugho
ASOY Night Guard	Mr. Nembo Emus
ASOY Night Guard	Mr. Degol Issa
	Mr. Johannes Takang
	Mr. Webuin Hendry
	Mr. Denis Beh
	Mr. Pelandi Ridandi

Parrot's Canteen

Manager	Mr. Patrice Nguyen
Chef	Mr. Mathieu Magloire Mbede
Kitchen Aide	Mr. Etali Napoleon
Kitchen Aide	Mr. Ungiekum Kennedy
Kitchen Aide	Mr. Teki Ayaba
Kitchen Aide	Mr. Ngeh David Njila
Waiter	Mr. Fai Nelson
Waiter	Mr. Nfor Maurice Kimbi
Waiter	Mr. Tata Joachim

ASOY Recreation Club

Manager	Mr. Emmanuel Matiafa
Life Guard	Mr. Landry-Yves Mbarga
Life Guard	Mr. Nkwoh Manasses

Drivers

Mr. Fabian Bime
Mr. Jean Dongnie
Mr. Eric Fonyuy



School Description and Governance

The American School of Yaoundé is a private, co-educational school offering an American curriculum in elementary, middle, and high school. The Elementary School is comprised of two programs: the Early Childhood Program for children in Pre-Kindergarten and Kindergarten, and the Elementary Program for children in Grade 1 through Grade 5. The Middle School includes students in Grades 6 – 8, and the High School is comprised of Grades 9 - 12. The school maintains an ASOY Recreation Club offering facilities and programs that serve students, teachers, parents, and community members.

The campus is located close to the center of Yaoundé in the area of Quartier Du Lac, and consists of 20 classrooms, two computer labs, a library, and a canteen. Sports facilities include two tennis courts and a covered basketball court, swimming pool, and small soccer field/playground. These facilities comprise the ASOY Recreation Club that serves the school and other members of the greater Yaoundé community by providing varied activities, programs, and events.

The programs at ASOY reflect the international and multi-cultural character of its students within the Cameroonian environment. All students study English/language arts, mathematics, science, social studies, French, technology, art, music, drama, research/library skills, physical education, and health. In addition, a wide range of extra-curricular programs is offered in sports, community service, and the arts.

With the exception of French language, instruction is in English and follows a rigorous curriculum leading to the Advanced Placement (AP) Program in Grades 11 and 12, which is governed by the College Board in the U.S. and opens doors to university admission worldwide. Support services are offered for students not yet fluent in English and for students with learning and/or other difficulties. Admission of all students is based on previous school grades and records, number of years of schooling, age, previous school recommendations, consultation with parents and teachers, English proficiency, and the appropriateness of our program for meeting student needs. The French language program consists of two tracks, one for native French speakers and students fluent in French, and the other for French language learners.

The professional teaching staff is drawn from abroad, as well as from the local community. Our teachers hold university degrees, professional teaching qualifications, and prior teaching experience. Textbooks, equipment, and supplies are imported annually from the United States.

The school is governed by a seven member board, six of whom are elected by the ASOY Parent Association, and a representative of the U.S. Ambassador. The board also includes a teacher representative and the school director who are non-voting members. Board meetings generally occur the third Thursday of every month and are open to parent observers. The Association meets in a General Assembly twice yearly, in September and April, for the purpose of electing board members and reviewing the annual budget and Strategic Plan.

ASOY is fully accredited by the Council of International Schools (CIS) and the Middle States Association of Colleges in the United States, and is an active member of the Association of International Schools in Africa (AISA).



ASOY Tuition and Fee Schedule

Annual Tuition			
	Semester 1 Due Date: Aug 21, 2014	Semester 2 Due Date: Jan 9, 2015	ANNUAL*
Early Childhood Pre-K 3 & 4			
Pre-K3 Tuition	\$2,785	\$2,785	\$5,570
Pre-K4 Tuition	\$3,590	\$3,590	\$7,180
Elementary School: Kindergarten – Grade 5			
Kindergarten Tuition	\$7,050	\$7,050	\$14,100
Grades 1-5 Tuition	\$8,900	\$8,900	\$17,800
Middle/High School: Gr. 6 - 12			
Grades 6 – 8 Tuition	\$9,420	\$9,420	\$18,840
Grades 9-10 Tuition	\$9,785	\$9,785	\$19,570
Grades 11-12 Tuition	\$9,985	\$9,985	\$19,970

*** Parents who pay the full tuition by April 17, 2014 will receive a 3% discount. Those who request a payment plan will pay a 3% financing fee.**

For a Returning Student	ADDITIONAL FEES	For a New Student
\$0	Application Fee	\$650 one time fee per student
\$500	Capital Levy**	\$10,000
\$3,000	English Language Learners Program	\$3,000
\$3,000	Learning Support Program	\$3,000

****For new students in Pre-K3, Pre-K4, or Kindergarten, this fee can be paid at \$1,000 per year until 1st grade, at which time the remaining balance of the original \$10,000 will be due.**

Optional Fees		
School Bus Fee (annual)	\$2,000	
Annual Lunch Fee: Pre-K 3 & 4	CFA 300,000	
Annual Lunch Fee: Kindergarten – Grade 5	CFA 400,000	
Annual Lunch Fee: Grades 6 – 12	CFA 500,000	
After School Program: Ages 3-10	Semester	Annual
1 hour per day	\$600	\$1,200
2 hours per day	\$1,000	\$2,000
3 hours per day	\$1,400	\$2,800



ASOY Guidelines and Terms for Payments and Refunds of Fees

1. **Application Fee:** A non-refundable fee of US \$650 per child is payable on submission of an application.
2. **Capital Levy Fee:** A non-refundable capital levy fee of **US \$10,000** per new student is utilized to the school's Capital Fund and is due on or before a student's first day of attendance. The Capital Fund supports capital and building expenditures that are not part of the annual operating budget. Returning students pay US \$500 per year.
3. **All tuition fees are due either on or before a student's first day of attendance, or (if paying by semester), before the first day of each semester**, unless other arrangements are approved by the Director. Following the due date, late payment charges of US\$25 per day are added to the student's account and will accumulate until full payment is made. All late fees and tuition must be paid before the first day of the next quarter or the child(ren) will not be allowed to continue to attend ASOY.
4. All dishonored checks will incur a charge of **US\$100** and late payment penalties in addition to any bank charges levied against the drawer.
5. All fees are based in US dollars. The school accepts payment in US\$, CFA, or Euro. However, please note that payments made in CFA or Euro will be converted into US\$ based on the US Embassy rate on the day of payment OR the rate used for the annual budget, whichever is most advantageous to the school.
6. Payment may be made by: (1) Direct deposit to any one of the School's bank accounts; (2) Checks deposited directly into one of the School's accounts or submitted to the Administration Office, or (3) Cash \$ or CFA submitted to the Administration Office. Please note that ASOY prefers to receive payments by bank transfer or check. **When making payments directly to one of our bank accounts, please provide ASOY with a copy of the bank or wire transfer so that we have record of your payment. Please note that ASOY is not responsible for paying bank transfer charges.**
7. **Late entry of students**
 - i. Students enrolling after the first day of school, but before the first day of the second quarter, will be assessed tuition and fees for the entire year.
 - ii. Students enrolling on or after the first day of the second quarter, but before the winter holiday in December, will be assessed 75% of annual tuition.
 - iii. Students enrolling at any point during the second semester will be assessed one-half (50%) of annual tuition, with the exception of enrollment 30 calendar days or less prior to the end of school.
 - iv. Application and capital levy fees will be paid in full for late entry students.
 - v. Students enrolling 30 calendar days or less prior to the end of the school year will be charged the full application fee and 1/180th of the annual tuition for each day of attendance. The capital levy may be deferred until the beginning of the next school year.
8. **Refunds for withdrawals** are available after written notification 30 days in advance of a student's last day of attendance, and according to following Board Policy:
 - A. Students withdrawing prior to 30 calendar days of registered attendance are entitled to refund of 80% of annual tuition.
 - B. Students withdrawing prior to the first day of the 2nd quarter are entitled to a refund of 50% of annual tuition.
 - C. Students withdrawing prior to the first day of the 2nd semester are entitled to a refund of 25% of annual tuition.
 - D. Students withdrawing prior to the last day of the 3rd quarter are entitled to a refund of 10% of annual tuition.
 - E. No refund of tuition will be given to students withdrawing after the first day of the 4th quarter.
 - F. In the above mentioned cases:
 - For purposes of refunds, annual tuition refers to tuition, ELL fees, Learning Support fees, Boarding house fees, and lunch fees.
 - No refunds may be obtained for application, capital levy, or bus fees.
 - G. No refunds may be obtained in the case of temporary school closure due to evacuation of non-essential personnel by a diplomatic mission or business.
9. **End-of-Year Outstanding Accounts**

Report cards, transcripts, and school records will be withheld until all obligations have been paid. Students with a past-due account will not be allowed to sit for final exams and will not be re-enrolled for the next school year until all past due obligations have been paid.
10. **Forfeiture of Tuition and other Fees**

In the event a student is expelled from the school, remaining tuition, application, capital levy, bus, lunch, boarding house, and all other fees are forfeited.



Admission to the American School of Yaoundé is open on a non-discriminatory basis to all students, regardless of race, creed, color, gender, religion, national origin, ethnic background, or philosophy. Students of all nationalities are welcome to apply, including those not yet fluent in the English language; however, students are required to meet the academic standards required to earn a high school diploma.

Students will not be considered for admission until the application for admission, previous school records and recommendations, and the registration fee have been submitted.

Admission is considered based on the following:

- Review of previous school records
- Recommendation of previous teacher/counselor
- Age of student
- Years of schooling successfully completed
- Level of English proficiency, particularly in high school
- Evidence of student's ability to succeed at ASOY

Final admission decisions are at the discretion of the Director. **Students will not be allowed to start school until all required documents have been submitted, including previous school records, grade reports, immunization records, and other required forms.**

Students Transferring from Other Schools

All students transferring from other schools must provide accurate school records at the time of admission. Grade reports and/or transcripts must be translated into English. ASOY reserves the right to deny admission of students dismissed from other schools for academic, disciplinary, or other reasons. Students falsifying records or failing to provide accurate information at the time of registration will be denied enrolment and/or continuation of attendance.

Early Childhood and Elementary School Placement

Children entering the Early Childhood and Elementary Programs must be the following designated ages by September 1 of the current school year:

- Pre-K 3: 3 years old by September 1
- Pre-K 4: 4 years old by September 1
- Kindergarten: 5 years old by September 1
- First Grade: 6 years old by September 1

There are no exceptions to the birthday cut-off dates. However, children who turn 3 between September 1 and January 1 may apply to attend Pre-K 3 for the second semester of the school year. Such children, if accepted, would not move to Pre-K 4 the following year but would begin Pre-K 3 again the next fall along with their age peers. Children entering grades Pre-K 3, Pre-K 4, Kindergarten and First Grade must also meet ASOY's school readiness assessment criteria.

ASOY believes that students should progress to the next educational level based upon their individual readiness. Therefore, the decision to continue a child in their educational journey is based upon a thorough evaluation, by the classroom teacher and possibly others on our team, rather than only being based solely on the completion of an academic year.

Middle and High School Student Admission and Placement

Students entering ASOY in the middle and high school (grades 6 to 12) are expected to be the appropriate age for a specific grade level, and to have successfully completed the appropriate years of schooling. Decisions regarding grade placement are based on academic achievement; teacher



recommendations; years of successful schooling; age; records from previous school; placement tests; English language proficiency; physical, social, cognitive, and emotional growth and development; consultation with parents and teachers; and the appropriateness of the school program for meeting student needs.

The American school system includes Middle School - Grades 6 – 8 (ages 11-14), and high school - Grades 9 – 12 (ages 14-18). Middle and high school students transferring from other schools are required to provide accurate school records, in English and with a grading key, for the previous two years of schooling. Applicants for grades 10 to 12 must also provide an official high school transcript. ASOY reserves the right to deny admission to students dismissed from other schools for academic, disciplinary, or other reasons. Students falsifying records or failing to provide accurate information at the time of application will be denied enrollment and/or continuation of attendance.

Students with Limited English Proficiency

Students entering ASOY with limited or no English proficiency will be considered for admission on an individual basis. Admission decisions will be determined by the Director, in collaboration with the leadership team, based on an admissions assessment, previous school records, English language proficiency, and the appropriateness of our program for meeting student needs.

Children in the Early Childhood Program (Pre-Kindergarten 3 & 4, and Kindergarten) with limited or no English skills receive no formal English Language Learners (ELL) instruction, as the natural ability of children to learn language through classroom games and activities is promoted within the regular classroom. For grades 1 through 10, ELL support classes are supplemental to the regular program of instruction for an additional fee. The need for ELL services shall be determined through placement tests indicating levels of reading, writing, and spoken English.

High school students can receive up to two English credits for ELL courses; however, students must successfully complete at least two years of regular English in order to receive a high school diploma. It is expected that high school students in Grades 11 and 12 are proficient in English and are able to attend regular classes with minimal ELL support. Grade 9 and 10 ELL courses are designed to follow regular English curriculum requirements as closely as possible. ELL students may be advised to employ a tutor outside of school hours. Unless under exceptional circumstances, high school students with limited or no English proficiency should enroll by the beginning of Grade 9 in order to successfully complete coursework required to meet graduation requirements. English mastery is essential to successfully meet the academic standards to earn a high school diploma.

Students with Learning and/or Other Difficulties

Students with specific learning and/or other difficulties will be considered for admission on an individual basis. Parents are responsible for arranging an evaluation and for submitting all assessment results, evaluation reports, and previous school records before admission is granted. Parents of children with special learning needs are encouraged to read the *Learning Support Handbook*.

Thirteenth Year

Students who have already completed a secondary program of study, or who have already earned a high school diploma, may under special circumstances be admitted to ASOY to complete a post-secondary thirteenth year. The admission of students requesting to complete a 13th year at ASOY is based on the following:

- Academic achievement and attendance records from previous high schools for Grades 9-12



- Completion of high school graduation requirements, and the desire to experience learning in a diverse cultural, academic environment
- The need for an additional year of advanced coursework for university admission
- A desire to return to his/her national system which requires a thirteenth year for university admission

Provisions for Gifted Students

ASOY is blessed with small class sizes, which allow teachers to individualize and differentiate instruction for students with special abilities, talents, and needs. Due to the size of the school, a separate program for exceptional students identified as gifted is not viable. However, students identified as gifted or high-achieving shall be provided an enriched curriculum to the greatest extent possible, and those students will experience a rate of growth parallel to their peers. At the middle and high school level, every reasonable effort will be made to appropriately place students in math and/or science classes according to their developmental and academic levels, and/or to appropriately challenge students by providing enrichment activities, projects, and experiences.

Multi-Age Classes

The Director, in collaboration with the Instructional Leadership Team and faculty, is authorized to establish multi-age groups at any school level. In making such arrangements, the Director shall take into account pedagogical considerations, the expertise of the teachers involved, the physical lay-out of the classroom, the developmental and academic levels of the respective students, the availability of resources, and the financial impact on the school. The Director will notify the Board and will meet with parents prior to implementing a multi-age class.

Tutoring

ASOY faculty are available to assist students, as necessary outside of the school day. Additionally, students needing extra support can be referred to our Academic Support Program. If parents feel that their child needs regular and long term tutoring, then the school will ask that the parents themselves take responsibility for making such arrangements. The school office has only a limited list of available tutors, but makes no recommendations as to their effectiveness, and all scheduling and expenses associated with the employment of tutors are at the expense of parents.

Withdrawal Procedures

We realize that, in an international school, sometimes families must depart before the end of the school year. In order to help your family transition smoothly, and your child's records, we strongly urge parents notify the office as soon as possible once they know they will be leaving our community. At least one week before departure, the student shall obtain a ***Student Withdrawal Form*** from the office to circulate among teachers for the recording of grades and check-out signatures. Leaving records will be available for pick-up by parents on the student's last day of school. The business office requires thirty days' notice for request for any tuition refunds.

NOTE: No school records, grade reports, or transcripts will be released until all outstanding payments for tuition, fees, books, uniforms, fines, and/or other fees have been paid.



GENERAL INFORMATION

The School Day

School Hours: Monday through Friday

Pre-Kindergarten 3	8:00 am – 12:15 pm
Pre-Kindergarten 4	8:00 am – 2:15 pm
Kindergarten	8:00 am – 2:15 pm
Grades 1 – 12	8:00 am – 3:15 pm
Computer Labs	7:30 am – 4:30 pm
Library	7:30 am – 4:30 pm

During the school day, students have a morning snack/break and recess period, as well as a mid-day lunch break during which there is time for free-play as well as their meal.

Advisory Program

Each student in grades 6 – 12 is assigned to an advisory group of 4 – 6 students and a faculty advisor with whom they meet regularly. Our weekly schedule has dedicated two twenty-minute periods to the advisory program. These periods occur on A days from 11:10-11:30.

The two primary roles of advisors at ASOY are to know their advisees well and to facilitate communication with parents/guardians. Advisors are someone to whom students can turn for help and advice. They facilitate a student's progress and transition at ASOY and help students navigate their way through middle and high school. Advisors strive to cultivate an atmosphere of trust in which students can openly discuss personal issues. In addition to offering a listening ear and practical assistance, the advisor is a source of reliable information regarding policies, procedures and opportunities in the school as well as in the surrounding community. Advisors help steer students in the right direction and refer them to others who can help with specific problems.

Advisors are expected to help coordinate communication among various parties within the school (teachers, administration, athletic director, director) as well as call or write parents/guardians throughout the school year. Parents will receive a narrative report from their child's advisor describing his/her progress at ASOY in areas outside the classroom, but often the most meaningful information is gathered and shared informally so parents are encouraged to regularly contact their child's advisor.

After-School Hours

ASOY aims to offer a rich menu of after-school activities for all ages. Parents can find more information about what activities are offered throughout the year in the ASOY Times or through the main office. We believe these activities are key to achieving our school mission and vision. After-school activities begin at 3:30 and end at 4:30, so students have time to board the late bus, which departs campus promptly at 4:40 pm.

Middle and High school students are allowed to stay after school unsupervised on the ASOY campus until 4:30 whether or not they are enrolled in an after-school activity. This is a privilege, not a right, and can be revoked by the school if abused by students.

Because of the safety risk involved in having unsupervised students on campus after school, children in the Elementary School must be signed up for and participating in an after-school activity to remain on campus after 3:30 pm. Otherwise, they are expected to go home directly after school or to enroll in the Elementary After-School Care Program (see page 32). Elementary school students who are not participating in an after-school activity but are found to be on campus unsupervised will be taken to the After-School Care Program, and their parents will be invoiced for the service.



GENERAL INFORMATION

Block Schedule

ASOY students in Middle and High School follow a Block Schedule whereby alternating days will be “A” and “B” days. They will have 90 minute classes for four courses on A days and 90 minute classes for four different courses on B days. This schedule reduces time lost on transitions between classes, allows students to carry fewer books around campus, and reduces homework each night.

Bus Service

Optional bus service is available for children in Pre-K 4 and Kindergarten at 2:15 pm, and for students in Grades 1 through 12 at 3:30 pm. No bus service is available for children in Pre-Kindergarten 3. School buses depart campus at 3:30 pm after school and again at 4:40 pm to accommodate students participating in after-school sports and activities. Daily bus transportation is provided for an additional fee (see Tuition and Fee Schedule). Students riding buses are expected to abide by established rules and regulations at all times.

Lockers

Lockers are provided for students in grades 6 – 12, and if s/he chooses to store belonging there, should keep a lock on their lockers at all times, and to respect the locker as school property, keeping it neat and clean. The school is not responsible for lost or stolen property kept in lockers. We encourage students to store their personal belongings in lockers during the school day, except for materials needed for each class.

Lost and Found

The school maintains a lost and found box outside athletic director’s office. Belongings not claimed at the end of each semester will be donated to a charitable organization. Valuable items such as jewelry and electronic devices will be kept in the administration office. Please contact the office for information regarding items collected in the lost and found.

ASOY Open House

In the first few weeks of school, Open Houses for each division are scheduled to afford parents the opportunity to meet their child’s teachers and visit classrooms. Goals and plans for the current year will be presented and parents will have the opportunity to ask questions about the coming school year.

ASOY Parent Association

All ASOY parents are automatically members of the ASOY Parent Association. The primary role of the Association is to elect Board officers at the September General Assembly, and to provide input on the Strategic Plan at the April General Assembly.

ASOY Parents Group (APG)

In addition to attending the semi-annual Association meetings, parents are encouraged to become part of the ASOY Parents Group (APG). APG was started in the fall of 2010 in the mold of a traditional PTA. The purpose of the group is to support the school and students by helping with and sponsoring activities that promote school spirit, teacher appreciation, and a sense of community.

ASOY Recreation Club

ASOY and their families are automatically members of the ASOY Recreation Club, and as such may use the recreation facilities when available after school and on weekends. Other community members may join for a fee. Students Grade 5 and under must be accompanied at the pool by a parent or other responsible adult at all times. Because of ongoing construction in the 2014 – 2015 school year, there



may be times when certain ASOY facilities normally open to our members are inaccessible or closed for periods of time.

ASOY Recreation Club Notice Board

The Recreation Club Notice Board is located just inside the Parrot's Canteen. This board is maintained by the athletic director and club manager, and is used to post important information and dates of upcoming activities, lessons, and events.

Release of School Records

ASOY makes every effort to communicate regularly with parents about their child's progress and to provide detailed school records should a family withdraw from the school. In order to provide that information, the policy requires the administration to ensure that a families' financial standing at the school is up-to-date before sending home reports and record.

ASOY reserves the right to withhold student records, including quarterly and semester grade reports, transcripts, transfer records, and other documents, in the event that any monetary or material properties owed the school, including tuition, texts, library books, uniforms, supplemental fees, and other school property, have not been paid. If you have any questions about your outstanding tuition and fees, please contact the business office.

School Store

The ASOY school store stocks PE uniforms and school supplies. The school store is open Monday through Friday from 7:15 to 8:15am and 2:30 to 3:30pm. Each spring the school will take orders for elementary school supply "kits" which can be pre-paid for the following school year and delivered to students at the beginning of the year.

"Short" Fridays

The school schedule is shortened on some Fridays to allow time for staff professional development and meetings. This allows teachers and administrators to collaborate and engage in curriculum development, vertical and horizontal curriculum alignment, and integration of the school's mission and vision. Students are dismissed at 1:00 pm on "short" Fridays, and are expected to leave campus immediately after school. There are no after-school activities scheduled on short Fridays and therefore no late buses.

ASOY Telephone Directory

The ASOY Telephone Directory is published each fall and includes contact information for all families and school personnel. We encourage all families to notify the community relations officer should their contact information change at any time so that we have accurate records should we need to contact you.

Telephone Use at School

Students are not allowed to use cell phones during class time as this is disruptive to the learning environment. If a student needs to call home, he/she should go to the administration office to place the call. To prevent interruptions to instruction, parents are requested to call the administration office, rather than the student's cell phone, if they need to contact their child.

The ASOY Times

The **ASOY Times** electronic newsletter is the primary means of communication between the school and the ASOY community. The newsletter includes articles of interest, as well as relevant school and



community information, and is published every two weeks on Mondays throughout the school year. (In the event of a school holiday on a Monday, The *ASOY Times* will be published either before the holiday occurs or after school resumes.) It is also posted to the ASOY website. It is vital, and expected, that parents, teachers, staff, and students thoroughly read each issue of the *ASOY Times* to stay informed about upcoming events, issues, and changes!

Textbooks

While textbooks are not the main staple of learning in the elementary school, middle and high school students can expect to have textbooks issued to them in most of their academic courses. We aim to provide students with up-to-date resources that complement our curriculum and are generally ordered and shipped each fall from the United States. Textbooks must be returned at the end of the year in usable condition, with pencil marks erased and tears repaired. Books that have been lost or damaged beyond use must be paid for at the current purchase price and shipping cost required to import the same book from the US.

The ASOY Website

The ASOY website, www.asoy.org, is an excellent source of information about the school. Descriptions of our programs, the annual high school course catalog, admissions information and forms, and the school calendar can be found on the website along with a variety of other links. On the website, the weekly canteen menu and most recent ASOY Times can be accessed.



ATTENDANCE GUIDELINES AND PROCEDURES

Being present in class is imperative for successful learning. Missing school is at times unavoidable due to circumstances such as illness, religious holidays, family emergencies, and school-sponsored trips. However, it is our expectation that absences from school be kept to as few as possible, and that students be present and on time for every class every day.

Attendance and Academic Standing

Because we believe strongly in the importance of being present in class to maximize learning, our policy is that, in order for high school students to receive credit for a course, students are expected to have a satisfactory record of attendance. The guideline for satisfactory attendance is to be present for 80% of classes during the year, or roughly no more than 18 absences per course per year. Except under extraordinary circumstances such as severe illness or family emergency, the 9 days per semester includes both excused and unexcused absences. School sponsored trips and events are not counted as absences toward a student's rate of attendance.

Attendance is recorded centrally in the administration office, as well as by each individual teacher. Decisions regarding students who do not meet attendance requirements are made on an individual basis by the Instructional Leadership Team.

Any high school student failing to meet minimum attendance requirements runs the risk of receiving a Withdrawal/Fail (WF) grade and losing credit for the semester. For high school students, this consequence will negatively affect their college admissions potential, as colleges and universities will inevitably question why the WF was given and attendance data is shared on the transcript. For elementary and middle school students leaving ASOY, attendance information will be passed on if requested by the new school.

Excused and Unexcused Absences

Students who have been absent from school, or have missed a class during the day, are expected to submit a note from a parent or have their parent call or email the community relations officer. Absences for reasons other than illness or family emergency should be reported in advance. Parents are encouraged not to schedule family trips prior to or extending beyond school holidays, except in cases of emergency.

Excused absences: An excused absence results from reasons that are permissible and acceptable, such as illness, medical/dental appointments, school-sponsored trips, class field trips, family emergencies, legal appointments, pre-approved family trips, etc. Assignments, tests, projects, and other work missed as a result of an excused absence shall be allowed to be made up for full points. See page 25 for more details.

Unexcused Absences: An unexcused absence results from reasons that are not permissible or acceptable, such as skipping class, truancy, over-sleeping, shopping, unauthorized trips, leaving school without permission, etc. In addition, absences due to family trips are considered unexcused unless prior approval from the office has been granted. In order to discourage students from accruing unexcused absences as well as to maintain a sense of fairness for those students who attend regularly, students with unexcused absences will not be allowed to receive full points (if any) for quizzes, tests, presentations, and other assignments missed on the day of an unexcused absence, but may still be expected to complete the work to demonstrate to the teacher that s/he understands the material and is ready to progress in the curriculum. See page 25 for details.



Illness at Home or at School

Absences due to illness are excused, but upon a student's return to school, he/she must bring a note to the office from a parent explaining the reason for absence or have his/her parent call or email the school. Students who become ill at school shall obtain a pass from the classroom teacher or office before reporting to the nurse. The nurse keeps a record of all students seeking assistance due to illness or injury. If it is determined that a student needs to go home, or if additional care is indicated, the nurse will contact the parents and will notify the office to make arrangements for the child to go home. If the student does not go home and returns to class, he/she will be given a pass by the nurse. Before leaving campus, the student must also obtain a "permit to leave the building" to show the guard at the gate.

Absences for School-Sponsored Trips and Events

School trips and other school-sponsored events are considered an important part of the learning process and are, therefore, not counted toward a student's rate of attendance. However, students participating in a school-sponsored trip or activity are expected to take responsibility for obtaining assignments before departing for an event or trip. Assignments will be recorded on the ***Student Trip Assignment & Grade Check Form***, and must be signed by the student's teachers.

In order to discourage students from missing school and then attending after hours events, students will not be allowed to participate in school-sponsored activities and trips if they are not in school for the entire day before an event, or if they miss a class without permission on the day of the scheduled trip or event. Likewise, students absent on the day following a major event or trip may not be allowed to participate in such events in the future.

Day Trips: Parents will be notified about the details of any day trips and will complete the required ***Day Trip Permission Form***.

Overnight Trips: For overnight trips occurring outside of Yaounde, a special ***Overnight Trip Permission Form*** and details of the trip will be sent home to gain parental permission. Students must have this form on file in the office at least one day prior to a scheduled trip or event. Failure to do so will result in denial of the opportunity to participate.

Student absences due to school trips will be kept to a minimum, ideally no more than 5 days per semester. Every attempt will be made to schedule school trips in conjunction with holidays or weekends when there is no school. Students whose participation in school-sponsored trips or events takes them below the expected attendance rate (over 9 days per semester) will be denied participation if academic achievement is at risk. In such cases, the Director and teachers will decide whether additional absences are in the best interest of the student. In grades 6 – 12, no overnight trips will be scheduled after May 15th due to upcoming final examinations and the large number of end-of-year events.

Skipping Class

While it is a very rare occurrence at ASOY, any student present at school and who does not attend one or more classes without prior permission is considered to have skipped class. When a student misses a class, the absence will be reported on the attendance report by the teacher. If the absence is an isolated occurrence within the school day, the matter will be investigated by the administration to determine the cause of the absence. If it is determined that a student has skipped a class, the consequences shall be the following:

1. The first time a student skips a class, the student will receive a failing grade for work missed and will be required to make up the time and will be expected to complete the missed work. Parents will be notified and, if desired, a meeting scheduled with administration.



ATTENDANCE GUIDELINES AND PROCEDURES

2. The second and third times a student skips class, he/she will receive a failing grade for assignments missed and will serve an in-school suspension for one day. Again, the missed work will be completed during that suspension. Students should also be aware that suspensions are automatically reported to colleges if that information is requested on their admissions form.
3. If a student skips more than three classes within a semester and/or is chronically truant, the Director in collaboration with the Student Support Team (SST), will recommend that the student be expelled from school.

Truancy

Truancy is a serious offense, and absences resulting from truancy are unexcused. Truancy is defined as a student missing school without the authorization of parents or school officials. Students who are truant from school will not be allowed to make up missed work. The first and second occurrences of truancy will result in the student serving an in-school suspension. If a student is truant more than twice within a semester, expulsion will be recommended.

Students are not allowed to leave the school campus between 8:00 am and 3:15 pm without written parental permission. The ASOY guards at the entrance gate will not allow students to leave without written authorization. If students must leave campus, for whatever reason, parents should notify the administration office in advance via telephone or written note, with the reasons for leaving school explicitly stated. **Students leaving campus without parental permission and a valid reason are considered truant.**

Tardiness to School and Class

Students are expected take responsibility and be diligent about reporting to class on time. Students entering class after the starting time are tardy, regardless of the reason. There is no grace period for being tardy; you are either on time or you aren't.

ECC and Elementary (prekindergarten 3 through grade 5)

Tardiness to school is disruptive to the class, disrespectful to the teacher, and can be detrimental to the child's academic success. Tardiness is recorded by the classroom teacher and in the student's record in the office. Excessive tardiness will be noted and parents will be called to the school to meet with administration to develop a plan to improve the situation.

Middle School and High School (grades 6 to 12)

Tardiness to class may occur in the morning when a student is late arriving to school, or during the school day when a student is late to class. For either instance, the following procedures will be followed:

1. **First period tardiness:** Once the 8:00 bell has rung, students are required to report to the administration office to obtain a **Tardy/Absence Admittance Slip BEFORE** going to class, regardless of whether a tardy is excused or unexcused. Student tardiness is recorded in the administration office. **Excused tardies** are due to understandable reasons such as illness, heavy traffic, a medical appointment, a flat tire, or a late school bus. **Unexcused tardies** result from avoidable lateness due to over-sleeping, not having homework done, leaving home late, etc.
2. **Tardiness during the school day:** **Students are expected to be on time for every class every day.** Students arriving late to any class during the school day are considered tardy. The classroom teacher will record the tardy, which will then be recorded on the student's permanent record in the office. To be excused for tardiness during the school day, a student must have a pass from the staff member involved, i.e. advisor, college advisor,



ATTENDANCE GUIDELINES AND PROCEDURES

nurse, teacher, or administrator. Without a pass, the tardy is considered unexcused and will be recorded as such.

Procedures for Unexcused Tardiness

Student tardiness is recorded and monitored by each classroom teacher on his/her attendance record and is reported to the office. Unexcused tardies are subject to the following:

1. For each five unexcused tardies a letter will be sent home to notify the parents that there is a problem, and reminding them that attendance information is shared with colleges and universities on our transcript. The letter must be returned, signed by a parent, in order for the student to return to class the following day. The administration will also levy an appropriate consequence on a case by case basis.
2. For students with chronic tardiness, the student will serve a day of in-school suspension. In order for the student to return to class after the suspension, the parents will be required to attend a conference at the school.
3. Unexcused tardies will be noted on the report card each quarter, will be a consideration for determining awards at the end of the school year, and will be reported to colleges and universities on our transcript.



Homework

Homework is an important part of a child's school experience that contributes toward building responsibility, self-discipline, and lifelong learning habits. Homework is also a method to monitor student understanding and provide the teacher with information concerning what has been learned and what may need to be re-taught. The time required to complete assignments will vary with each student's study habits, academic skills, and selected course load. If your child is spending an inordinate amount of time doing homework, you should contact your child's teachers. The weighting of homework varies by content area and teacher.

Homework assignments are designed to include:

- **Practice exercises** to follow classroom instruction
- **Preview assignments** to prepare for subsequent lessons
- **Extension assignments** to transfer new skills or concepts to new situations
- **Creative activities** to integrate many skills toward the production of a response or product

Homework requires cooperation among teachers, students, and parents.

Responsibilities of Teachers:

- Assign relevant, challenging and meaningful homework that reinforces learning
- Give clear instructions and make sure students understand the purpose
- Give feedback and/or correct homework in a timely manner
- Collaborate with other teachers as needed
- Contact and involve parents if a pattern of late or incomplete homework develops

Responsibilities of Parents:

- Set a regular, uninterrupted study time each day
- Provide encouragement and support and show an interest in the student's work.
- Establish a quiet, well-lit study area to encourage good study habits.
- Assess extra-curricular activities to ensure the child has sufficient time to complete their homework.
- Monitor student's organization and daily list of assignments in their agenda
- Help student work to find the answer, not just get it done
- Be supportive when the student gets frustrated with difficult assignments
- Supervise that homework is being done, however do not complete the work for your child.
- For grades 3 – 8, check your child's assignment book on a daily basis in order to help them meet homework deadlines, manage time, and organize work. If a child is not keeping up with homework assignments, parents will be asked to initial the assignment book on a daily basis to maintain communication between home and school.
- Contact teacher regarding any homework concerns

Responsibilities of Students:

- Write down assignments in assignment books (grades 3 – 12).
- Make sure you understand assignments; don't be afraid to ask questions at the appropriate time if necessary.
- Take home all necessary materials to complete homework assignments.
- Set aside a regular time for homework and studying.
- Find a quiet, well-lit study area.
- Work on homework independently whenever possible, so it reflects your ability.
- Produce quality work.
- Make sure assignments are done according to given instructions and completed on time.
- Arrange to complete assignments for a planned absence.



- Inquire about missed assignments due to absence.

Late Work (Middle/High School)

Students are expected to turn in completed homework and all graded assignments by the stated due date. Not only does this instill responsibility and good study habits, but the faculty use the data from homework to drive instruction.

Students in Middle/High School who turn in late homework or assignments will receive the following consequences:

Middle and High School (Grades 6 to 12) Late Work Consequences

- a. Homework and assignments are due on the assigned day at the beginning of class.
- b. Late homework and assignments must still be completed.
- c. Late assignments will be docked 10% per day up to three days. Following that, the student will be required to remain after school to complete the work.
- d. A call to parents will be made when a major assignment is late, and students with assignment over three days late could be made to stay after school until said assignment is completed.
- e. Teachers may decide whether late presentations will be given in or outside of class.

Make-Up Work for absences (Middle/High School)

If an assignment is late due to an **excused absence**, the time allowed to students for submission of make-up work will be equal to the number of days missed. For excused absences, the following make-up procedures apply:

- It is the responsibility of the student to obtain and complete assignments missed as a result of an excused absence. Students are advised to check Plus Portals regularly to see if they have any missing assignments.
- It is the responsibility of the student to submit missed assignments and take missed exams and quizzes on the due date established by the teacher.
- Students going on pre-approved school or family trips are expected to obtain assignments from each teacher *before* departure if possible, and to complete work while they are away.
- Students going on pre-approved school or family trips are strongly encouraged to complete assignments, tests, quizzes, etc. before departure.
- The time allowed to submit assignments and take tests missed as a result of an approved school or family trip may not be equal to the number of days missed; however, a reasonable amount of time will be granted, as determined by each teacher.

Students with **unexcused absences** will not be allowed to make up quizzes, tests, presentations, and other assignments missed on the day of an unexcused absence. An unexcused absence will not affect long-term projects, papers, and assignments unless the absence occurs on the day of a test or on the day an assignment is due. A student will receive a failing grade for work missed as a result of unexcused absences, but the work must still be completed, and the student may be required to remain after school for that purpose.

Pass/Fail Grading (Middle/High School)

Students who are English language learners may receive a grade of Pass or Fail in lieu of letter grades during their first semester of attendance. A Pass/Fail grade may also be used under special circumstances, such as a student having to move before the end of the school year or a student who is ill for an extended period of time.



Incomplete Grades

When work cannot be completed by the end of a term and a grade cannot be determined, an Incomplete or “I” may be temporarily awarded. An “I” may be issued only if non-completion of work is due to reasons beyond the control of the teacher or the student. Unless there are extenuating circumstances, all work must be made up within two weeks of the end of the marking period.

Time extensions beyond the two week window must be approved by the Director. Work not completed within the two week period will receive a failing grade.

Academic Probation (Middle/High School)

A student may be placed on academic probation at any time if satisfactory academic standing is at risk. If a student receives a failing grade (F) in a course for the quarter on his/her report card, or receives a progress report denoting an F in any course, he/she may be placed on academic probation by the Student Support Team (SST). The instructional leadership team and/or Director will hold a conference with the student, parents, and teachers to determine a plan of action to support student improvement. A student will remain on academic probation until adequate progress has been acknowledged by the Student Support Team (SST).

One of the possible consequences for students placed on academic probation may be ineligibility to participate in extracurricular or after-school activities until sufficient progress has been acknowledged by the SST.

The terms of academic probation may include, but are not limited to, the following:

- Weekly progress report
- Scheduled study periods in the Library
- Scheduled meetings with the learning support specialist
- Restriction of participation in school activities and events
- Restructured schedule
- Restriction of re-enrollment

If a student remains on probation status for more than two consecutive semesters, the Director, leadership team, and/or SST will determine the appropriateness of continued attendance at ASOY. If it is concluded that the school is not meeting the needs of the student, or if a student is not making the necessary effort to improve his/her academic standing, the student may be required to repeat a grade or experience delayed graduation or, upon the recommendation of the Director to the Board, may be asked to withdraw from ASOY.

The Director, leadership team, and the SST reserve the right to place any student at risk or in danger of failing on academic probation status at any time.

Promotion of Students

Most educational research does not support the retention of students at a particular grade level, except at the very early stages of school or under specific circumstances. Therefore, the decision to not promote a student to the next grade is one that will receive a grade deal of deliberation. The teachers and leadership team will determine, based on various assessment tools - including but not limited to standardized tests, observations, class work, etc.- whether students are ready for the next grade level and communicate this decision well in advance to parents as well as the rationale behind the decision.



Report Cards

As the primary venue for reporting student achievement and progress to parents, ASOY has developed the following communication schedule.

2014 - 2015 Parent Communication Dates and Deadlines

Date	Communication	Reports Include...
Sept. 19 th	Quarter 1 Progress Reports	Narrative comments for all students plus interim grade or evaluation.
Oct. 24 th	Quarter 1 Report Cards	Grades for all students plus comments for any students experiencing difficulty.
Oct. 29 th	Parent Conferences	
Nov. 21 st	Quarter 2 Progress Reports and MS/HS Advisory Reports	Grade or evaluation for all students plus advisor reports for each student in MS/HS
Jan. 16 th	Quarter 2 Report Cards	Grades for all students plus comments for any students experiencing difficulty.
Feb. 20 th	Quarter 3 Progress Reports	Grades for all students plus comments for any students experiencing difficulty.
March 27 th	Quarter 3 Report Cards	Narrative comments for all students plus quarter grades. MAP test winter growth results for students in grades 3 – 8.
April 8 th	Parent Conferences	
May 8 th	Quarter 4 Progress Reports and MS/HS Advisory Reports	Grade or evaluation for all students plus advisor reports for each advisee.
June 12 th	Quarter 4 Report Cards	Grades for all students plus comments for any students experiencing difficulty. MAP test spring growth results for students in grades 3 – 8.

NOTE: Students will not receive final grade reports or transcripts until all ASOY texts, books, and other resources have been returned in good condition or have been paid for.

Measures of Academic Progress (MAP) Testing

Three times each year (fall, winter, and spring) the Measures of Academic Performance (MAP) tests are administered in Grades 3 – 8 to assess individual student strengths, weaknesses, and learning growth rates, to identify positive aspects and gaps in the curriculum, and compare ASOY student achievement to that of other U.S. and international schools. Results of the MAP assessments are shared with parents after each testing.

Parent-Teacher Conferences

Parent-teacher conferences are scheduled for all students following the end of the first and third quarters. Conferences may also be scheduled by the teacher anytime a child is in danger of failing for the quarter or semester, or if behavior is interfering with the learning.

A parent conference can be scheduled with the Student Support Team (SST) for any Middle or High school student who is performing unsatisfactorily, i.e. earns an F in any course or exhibits behavior that interferes with the learning of self or others.

Parents, teachers, or administrators, may also request conferences at any time. Parents are encouraged to schedule a conference whenever there are questions or concerns about their child's progress. If a parent would like to schedule a conference with a teacher, an appointment should be scheduled either by contacting the teacher directly or by calling the administration office.



Parents are discouraged from approaching teachers during the school day without an appointment, as this interruption disrupts the daily schedule and prevents adequate teacher preparation for the discussion.

Honor Roll

The Honor Roll is generated at the end of each quarter for students in Grades 6 – 12. In order to earn a place on the **Honor Roll**, students must earn a 3.3 grade point average (GPA) and have no grade lower than a C. To earn recognition on the **High Honor Roll**, students must earn a 3.7 GPA and have no grade lower than a C.

National Junior Honor Society

Membership in the National Junior Honor Society is both an honor and a responsibility. Grade 6 – 9 students are eligible for membership based on their Grade Point Average (GPA), character, leadership, and service and are selected by a faculty committee. Selection takes place in April, followed by an induction ceremony honoring new members. Students selected are expected to continue demonstrating the requisite qualities and to actively participate in activities sponsored by NJHS.

National Honor Society

Membership in the National Honor Society is both an honor and a responsibility. Grade 10 – 12 students are eligible for membership based on their Grade Point Average (GPA), character, leadership, and service and are selected by a faculty committee. Selection takes place in April, followed by an induction ceremony honoring new members. Students selected are expected to continue demonstrating the requisite qualities and to actively participate in activities sponsored by NHS.

Awards

At the end of each school year, various awards are given to students to recognize achievement in certain academic and extra-curricular areas.

Elementary School

Students are nominated by their teachers and/or administrators in recognition of certain attributes or achievements.

Middle School and High School

One student in each grade 6 – 12 is recognized for academic achievement and one student for academic improvement or effort in each of the curricular areas of English, Social Studies, Math, Science, Health, I.T., P.E., French, and Art.

Most Valuable Player (MVP) and Coach's Awards will be awarded to a student in each varsity sport. One male and one female student will receive Athlete of the Year awards.

Students in grades 5, 8 and 12 are eligible for the US Presidential Award for Academic Excellence and the US Presidential Award for Academic Achievement. These two awards are presented to students meeting selective criteria established by the US State Department. The awards are signed by the President of the United States.

One High School student will receive the Council for International Schools (CIS) Award for International Understanding. This prestigious award is presented at the end of the year to a student who is a good representative of his/her own country, embraces and demonstrates cultural understanding, is able to converse in at least two languages, is a contributing force in the life of the



school, and brings people together in a sense of community, thus furthering international understanding.

One student in Middle or High School will receive the Director's Award. The student is a thinker, enjoys problem solving, thinks about learning, does not accept ideas at face value, can distinguish between fact and opinion, is able to understand different points of view, can discover more than one solution to a problem, adjusts thinking when needed, is persistent in pursuing solutions, is able to challenge ideas thoughtfully, presents and defends his/her own point of view with support, is not afraid to be different from others, is a risk taker, seeks out different ways of thinking about a problem, uses the senses and emotions when seeking understanding, expresses him/herself symbolically (music, art, dance), and appreciates and uses humor in learning.

One 12th grader will receive the Jean Alex Ndikumana Scholarship in the amount of \$1,000. The recipient, selected by the faculty, will be a student in high academic standing who meets the following criteria:

Leadership

- Contributes ideas that improve the life of the school
- Exemplifies positive attitudes
- Inspires positive behavior in others

Service

- Works well with others and takes on difficult or inconspicuous responsibilities
- Mentors persons in the community or students at other schools
- Shows courtesy by assisting visitors, teachers, and students

Citizenship

- Understand the importance of civic involvement and community service
- Works to make the world a better place

Character

- Takes criticisms willingly and accepts recommendations graciously
- Consistently exemplifies desirable qualities of behavior: cheerfulness, friendliness, poise, stability
- Regularly shows courtesy, concern, and respect for others.
- Actively helps rid the school of bad influences or environment.

The Student Council also awards one MS and one HS student a Family, Service, and Spirit: Community Builder Award for those students who have been involved in fostering a close sense of community at ASOY and who have promoted the ASOY family and its values during the academic year.



THE ELEMENTARY SCHOOL

The ASOY Elementary School is characterized by a caring and challenging environment. Students learn to take risks and become sensitive to the world around them by participating in concrete experiences, relating to one another, acting responsibly, and making positive decisions. In addition to a rigorous academic experience, ASOY also provides opportunities for the development of positive values by focusing on the *Six Pillars of Character*.

The ASOY Elementary School is comprised of two programs:

- The Early Childhood Program: Pre-Kindergarten 3, Pre-Kindergarten 4, & Kindergarten
- The Elementary Program: Grade 1 to Grade 5

Both programs encourage children to explore their world by challenging them to think critically, and to strive for continuous growth in an environment of learning. Our goal is to help children become independent, life-long learners.

For each grade level, the core subjects include language arts, math, science, social studies, and French. Special classes are also offered in art, music, and physical education. Information technology and computing skills are integrated into the core curriculum.

To promote the vision and mission of the school, the following components are also integrated throughout the Early Childhood and Elementary Programs:

- The Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Citizenship, & Caring
- Community Service Learning
- Global Citizenship

Early Childhood Program: Pre-Kindergarten 3 / 4 and Kindergarten

The Early Childhood Program provides a foundation for all future learning. The environment is child-centered and caring where children learn to feel secure, confident, and enthusiastic about school and learning, regardless of their developmental level.

We believe that:

- Children learn best in a nurturing environment that promotes individual differences and celebrates cultural diversity as well as encourages respect, trust and responsibility.
- Play is an essential component of an early childhood program and contributes significantly to social, physical, intellectual and emotional development.
- Learning is best achieved through creative exploration and exposure to a wide range of age appropriate materials and activities with a hands-on approach.
- Children develop ideas and concepts early on and should be offered opportunities that foster connections between new learning and existing ideas.
- Each child should be offered opportunities for continuous and differentiated learning to develop to his/her full potential.
- Instruction should be a balance of teacher-directed and child initiated activities that allow opportunities for children to use problem solving strategies to make decisions.
- Instruction should be provided in a combination of individual, small and whole group settings to enhance child's learning and to provide time and opportunities for children to learn cooperatively and collaboratively.
- The program should provide special opportunities for the development of fine and gross motor skills.



THE ELEMENTARY SCHOOL

- Special consideration should be given throughout the program to the development of language, communication and thinking skills.
- Positive social interaction should be promoted in order to develop valuable social skills and prepare children for successful participation in group activities.
- A close partnership with parents is an essential element of the Early Childhood Program.

Children with limited or no English skills are welcome in the Early Childhood Program, for the natural ability of children to learn language is capitalized upon through classroom games and activities.

Elementary Program: Grades 1—5

In the Elementary Program, students begin to develop a wider awareness of the world around them, thus expanding their social conscience and ability to think abstractly. The Elementary Program offers a variety of learning opportunities, created in an environment that supports individual growth through a culturally enriched American curriculum.

The Elementary Program provides students with a strong foundation in language arts, math, science, social studies, French, the arts, information technology, library, physical education, and health. In the Elementary School, we believe that:

- Learning is a partnership and shared responsibility between home and school.
- Every child learns and is creative, intelligent, and capable.
- Critical thinking skills enable children to be successful learners and reach their fullest potential.
- Organizational skills are essential for students to make a successful transition into middle school.
- It is crucial for each child to develop positive communication skills, the ability to cooperate and resolve conflicts, and enhanced self-esteem.
- An academically challenging, nurturing and positive environment is essential for students to feel secure, confident, and enthusiastic about the school and learning as a life-long process.
- Instruction must be differentiated to accommodate different learning styles and abilities so all students acquire knowledge, skills, and understanding.
- Active participation in community service learning, with a focus on the Six Pillars of Character, serves to help students become caring and compassionate global citizens.

Elementary Program Objectives

The objectives of the Elementary Program are for children to:

- Develop critical and analytical thinking skills necessary to draw conclusions, make generalizations, and comprehend the world around them.
- Be responsible members of their classroom and school communities, and to be aware of the consequences of their actions in both a personal and academic context.
- Exhibit organizational skills essential for success in a school environment.
- Improve communication skills through writing, critical analysis, peer mediation, acquisition of computer skills, written and oral presentations, and projects.
- Develop and refine problem-solving skills through a variety of contexts including mathematics, science, and discussion.
- Exhibit respect for their peers, their teachers, and themselves both personally and academically.
- Develop self-confidence to try new things and take risks.
- Demonstrate social skills enabling them to be informed, conscientious, and active global citizens in an ever-changing world.



THE ELEMENTARY SCHOOL

- Exhibit a positive attitude toward school and the pursuit of knowledge through both academic and extra-curricular activities.

Before and After School Hours

For the safety and protection of our students, children in Pre-Kindergarten through Grade 5 are not allowed to play unsupervised on school grounds. Before school, supervision is provided on the playground for children between 7:40 and 8:00 am; however, after school, children in the Elementary School are expected to go home directly after school or enroll in the Elementary After-School Care Program (for an additional fee) or be supervised by a parent/guardian. The After-School Care program includes supervised care, snacks, games, homework time, playground activities, swimming, etc. Students in grades Pre-Kindergarten 3, Pre-Kindergarten 4, and Kindergarten who are not picked up on time, after a 15 minute grace period, will be sent to the after-care program and parents will be billed accordingly.

Playground Safety Rules

At ASOY, we take our “in loco parentis” (in the place of the parent) responsibility very seriously. Therefore, to ensure the safety, security, and well-being of our students, the following expectations and guidelines apply at all times, including before and after school hours and on weekends.

- Climbing on or over the fence is not allowed.
- Chasing games may occur on the rubber surface or soccer field only.
- Rough play on the playground or on any playground equipment is not allowed.
- Rollerblades, shoes with wheels, scooters, and skateboards are not allowed anywhere on campus.
- Only one person at a time may be on the big red slide. Use of this slide is for students in Kindergarten and up.
- Only Pre-K 3, Pre-K 4, and Kindergarten students are allowed to use the plastic playground equipment.
- Throwing sand, gravel, or dirt is not allowed under any circumstances.
- Glass bottles are not allowed anywhere on the playground.
- All students are to eat snacks in the designated areas before playing.
- Proper shoes must be worn on the playground at all times. “Flip flops” and slippers are not allowed.
- When playing on the monkey bars, hands must be on the bars at all times.
- Students may not run or chase each other in the area between the classrooms or behind any of the buildings.

Students in violation of these guidelines will be referred to the Elementary Principal. Disciplinary action is based on the nature of the incident and the willingness of the student to take responsibility for his/her conduct.

Repeated offenses may result in suspension of playground privileges.



ASOY Middle School is designed to nurture the intellectual, ethical, social/emotional, and physical development of youngsters during their transition from childhood to adolescence. Students experiencing the rapid growth that occurs in early adolescence flourish in an educational environment that is distinctly different from either the elementary school or high school settings.

During Grades 6 – 8, students experience a dramatic shift in their cognitive abilities as they move from a concrete mode of thought to an abstract level of thinking. To foster this growth, the curriculum is structured to guide students in making connections and identifying relationships among content areas and beyond the classroom. Instruction in critical thinking and study skills is integrated into interdisciplinary units and projects. Independence and organization are stressed throughout the middle school program, as students learn to do research and utilize technology to enhance the acquisition, analysis, communication, and presentation of information.

Middle School Philosophy

In the middle school, we recognize that adolescents are in a unique transition period from childhood to adulthood. This is a time characterized by diverse physical, emotional, social, and intellectual changes. In order to be effective, it is important that our program be responsive to the unique needs of this particular age group. Consequently, we base our program on the following beliefs:

- An effective program is balanced between the extension of basic knowledge and skills, and student-centered activities that encourage creative exploration and experimentation.
- Integrating creative thinking, individual expression, community service, and international understanding into the curriculum is essential.
- Student-centered activities should be designed to enhance personal, emotional, academic and social development through participation and cooperation, rather than competition.
- Students need opportunities to explore and confront real-life moral and ethical issues.
- Extensive opportunities should be provided that ensure student success and recognition both in and out of the classroom through differentiated instruction designed to meet the varied needs and learning styles of our students.
- The environment of the school should be encouraging, respectful, challenging, and fun!
- Our students will exit the middle school program as self-actuated young learners who have strong writing and reading skills, learning interests, and critical thinking skills needed to promote future success in a global society.
- A focus on community service and the *Six Pillars of Character* leads the pathway to our students becoming caring and compassionate global citizens.

Middle School Program

The middle school program is designed to focus on the unique needs of middle school-aged students. Students in Grades 6 – 8 are offered classes in language arts, French, mathematics, science, social studies, and PE/health; as well as an exploratory wheel that includes roughly 9 weeks each of music, art, drama, and information technology.

Middle school students are encouraged to become involved in extra-curricular clubs, organizations, sports teams, and community service projects. Many activities are open to all interested students, while others are limited to selected members. In addition, each grade level will elect two representatives to serve on the Student Council.

Each student in middle school is assigned to an advisory group. An advisory group consists of four to six students who are within one grade level of each other. This style of grouping is intended to bring



about better group cohesion and allow for more meaningful discussion sessions. Advisors play a valuable role in our educational program, delivering curriculum developed to extend our nurturing of the social and emotional side of our mission. Advisors also often act as an important liaison among parents, teachers, and advisees.

An Advisory Period is scheduled twice a week as a time for students to meet with their advisors to plan events, organize community service projects, hold focused discussions on such topics as study and organization skills, career exploration, communication skills, decision-making, problem-solving, and drug/alcohol awareness. The advisory period is also a time for students to focus on global issues, critical and creative thinking, and community service learning projects.

High School Courses Taken in Middle School

Middle school students may enroll in high school courses, when appropriate, however their grades for these classes will not be recorded on their high school transcript nor be included in their high school GPA calculation and do not count toward credits required for graduation.

Middle School Grading Scale

During the first week of school, teachers will distribute a course syllabus to students that explains the assessment criteria and measures for each course within the school's established percentage ranges.

The grading scale for the Middle School is as follows:

99-100%	A+	Excellent
93-98%	A	
90-92%	A-	
88-89%	B+	Commendable
83-88%	B	
80-82%	B-	
78-79%	C+	Satisfactory
73-78%	C	
70-72%	C-	
68-69%	D+	Poor
63-68%	D	
60-62%	D-	
Below 60%	F	Failing



The High School provides a rigorous and challenging program that emphasizes academic excellence and personal, social, and emotional growth. The goal is for each student to become a motivated, productive, and caring global citizen, and it is our responsibility to guide students to reach their fullest potential and strive for excellence in all areas of their lives.

With a comprehensive approach to educating the whole child, we strive to help students develop personal integrity and honesty; positive decision-making and problem-solving skills; a perceptive and just approach for interacting with others; and an appreciation and respect for varied cultures.

High School Philosophy

We believe that students earning a high school diploma are young adults who are best served by being involved in a program that fosters independence and creativity, while promoting responsibility. We believe that an atmosphere emphasizing self-awareness, critical thinking, and global citizenship best prepare the students for future success.

With a comprehensive approach to educating the whole child, our goal in the high school is for students to:

- Recognize the necessity of participating in and contributing to communities.
- Cultivate creative, artistic, and athletic skills.
- Develop articulate and literate expression.
- Expand aesthetic and scientific awareness of man and nature.
- Develop critical thinking and processing skills.
- Utilize appropriate decision-making and problem-solving skills.
- Develop cultural and religious awareness, sensitivity, and tolerance.

The mission in the high school program is to provide a varied and challenging program that emphasizes:

- Academic excellence
- Personal, social and emotional growth
- Global citizenship
- Community service learning
- The Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship

ASOY is committed to ensuring that high school graduates strive for academic excellence and continue the process of developing themselves as purposeful and critical thinkers, effective communicators in the more than one language, self-directed learners, productive group participants, and responsible caring citizens.

High School Diploma and Graduation Requirements

The American School of Yaoundé high school diploma is awarded to students who have earned the minimum number of required high school credits. Credits are awarded for the successful completion of course work each semester. A successfully completed year-long course earns 1.0 credits and a successfully completed term-long course earns 0.5 credits. Service learning, which meets on scheduled Friday afternoons throughout the school year, also earns 0.5 credits per year.

To earn an ASOY diploma, students entering in grade 9 (the “4-year plan”) must earn a **minimum of 28 credits**. Students entering in grades 10, 11, or 12, must complete a required number of credits



in each academic department as outlined below. Credits for previous coursework at other schools cannot be used to meet the ASOY requirements (but are of course valuable for college admissions purposes). Students entering ASOY after grade 9 are encouraged to work closely with the college counselor to ensure that college entrance requirements are met.

Subject	4-Year Plan	3-Year Plan	2-Year Plan	1-Year Plan
English Language and Literature	Four	Three	Two	One
Mathematics	Three	Two	One	One
Physical and Life Sciences	Three	Two	One	One
History, Social Sciences, Philosophy and Ethics	Four	Three	Two	
French Language and Literature*	Three	Two	Optional	Optional
Fine and Performing Arts	One year-long and one term-long course	One year-long course	One term-long course	One term-long course
Computer Science	One year long and one term-long course	One year long and one term-long course	One term-long course	Optional
Physical Education and Health	One	One	One term-long course	Optional
Academic Electives	Five	Four	Four	Two
Service Learning	One half credit per year	One half credit per year	One half credit per year	One half credit
Total number of credits required	Twenty-eight	Twenty	Twelve	Six

*In order to meet the ASOY graduation requirement, students must take three consecutive years of French language, unless the student earns a 4 or 5 on the AP French exam, in which case they may complete their language requirement in another World Language via Virtual High School (VHS).

The American School of Yaoundé operates an “A-Day/B-Day” block schedule, with four classes meeting each alternating day. The school year is divided into two semesters, with some year-long courses and some semester-long courses. Students in grades 9 and 10 typically take four classes per day (eight in total) suited to their course of study and their particular stage of academic development. Students in grades 11 and 12 typically take a total of seven courses and are allowed one “free period” each semester.

Each student is carefully counseled each year to ensure they have a program of study that is sufficiently challenging and rigorous for him or her.



Requirements for receiving a high school diploma stipulate that students must complete at least two semesters at ASOY. Grade 12 students who enroll during the second semester will not be awarded a high school diploma, but will receive a certificate of attendance.

Certificate of Attendance

Students earning fewer than the minimum 28.0 credits, OR who attend ASOY for less than the required two semesters, OR who complete coursework with modification to the curriculum, will receive a Certificate of Attendance in lieu of a Diploma. Students receiving a Certificate of Attendance who are in good academic standing may participate in the commencement ceremony at the end of grade 12.

High School Grading Scale

During the first week of school, teachers will distribute a course syllabus to students that explains the assessment criteria and measures for each course within the school's established percentage ranges.

The grading scale for the High School is as follows:

99-100%	A+	Excellent
93-98%	A	
90-92%	A-	
88-89%	B+	Commendable
83-88%	B	
80-82%	B-	
78-79%	C+	Satisfactory
73-78%	C	
70-72%	C-	
68-69%	D+	Poor
63-68%	D	
60-62%	D-	
Below 60%	F	Failing

Grade Point Average (GPA)

Grades are attached with numeric values for the purpose of calculating the cumulative Grade Point Average (GPA). The GPA is calculated by multiplying the number of credits earned for each course times the point value attached to the grade, with all scores then added and divided by the total number of credits earned.

Grades transferred from other schools will not be included in calculating the GPA. In calculating the GPA, Advanced Placement (AP) college-level courses receive a higher weighting than regular courses. The GPA is calculated according to the following scale:

ASOY GPA Scale									
A+	4.3	B+	3.3	C+	2.3	D+	1.3	F	0.0
A	4.0	B	3.0	C	2.0	D	1.0		
A-	3.7	B-	2.7	C-	1.7	D-	0.7		



ASOY Advanced Placement Grading Scale									
A+	5.3	B+	4.3	C+	3.3	D+	2.3	F	0.0
A	5.0	B	4.0	C	3.0	D	2.0		
A-	4.7	B-	3.7	C-	2.7	D-	1.7		

Class Rank

ASOY has a transient student population and a small grade 12 class. Therefore, class ranking proves not only difficult, but is not a valid indicator of comparative achievement as might be expected in schools with larger and more stable populations. ASOY does not report a ranking of students, except when required by specific colleges and universities for admission. However, ASOY does acknowledge the student with the highest cumulative Grade Point Average (GPA) as Valedictorian of the grade 12 class.

Semester Exam Attendance

Semester exams are administered at the end of each semester in the high school as a summative evaluation of student learning, knowledge, and skills. Students are expected to take semester exams at the regularly scheduled times set in the special exam schedule at the end of each semester. Teachers are not allowed to make special arrangements for early testing unless prior arrangements are made with the Director. Except in cases of emergency, students failing to report for a semester exam without prior permission will not be allowed to take the exam, and will receive a failing attendance for the exam. Parents should notify the office in advance via telephone or a written note if a student is going to miss an exam. Except in cases of emergency, students arriving late for any exam, semester or otherwise, will be allowed to take the exam but will not be allotted additional time.

Senior Privileges

Grade 12 students who have completed all graduation requirements and are in good academic standing may be entitled to certain senior privileges, based on collaboration among the high school instructional team, the Student Support Team (SST), and parents. In cases of non-consensus, final decisions concerning privileges for seniors are made by the Director.

1. *Free periods* – A senior who maintains an A average or higher in first semester who has a study hall in his/her schedule will be allowed to take the period as a free period, in the location of their choosing, as long as they are not disrupting the learning environment for others.
2. *Exemption from taking second semester final exams* – A senior whose cumulative grade average in a course is an A (93%) or higher for the second semester may be exempt from taking the second semester final exam in that course only, based on the discretion of the teacher and the approval of the leadership team, and provided that the student has no unexcused absences for the second semester. Determination of final exam exemption will be based on current cumulative percentage average in the course, not weighted grade points used for GPA calculation.

Repeating a Course

A student may repeat a course based on the recommendation of the teacher and administration. However, credit for a course will be awarded only once, so if a course is passed the first time and is repeated, credit will not be awarded the second time. If a student repeats a course, the grade earned the second time will be used in calculating the cumulative Grade Point Average (GPA). A student may not take the same course more than twice.



If a high school student fails a course for the semester, the course and grade will appear on the official transcript, but the student will not receive credit for that course. Students are required to repeat failed courses, or to pass another course that is an acceptable substitute, in order to receive credit toward graduation requirements. Fees incurred for repeating a failed course are at parental expense.

Students who are English language learners may receive Pass or Fail grades during their first semester of attendance at ASOY. If an ELL student fails 1 or 2 courses during the second semester of attendance, he/she will be required to repeat the course(s) just as other students. However, if an ELL student fails 3 or more courses during the second semester of attendance, he/she may be required to repeat the entire year.

Students who fail a course for the semester are required to repeat and earn credit for the course in one of the following ways:

- Repeat and pass the course at ASOY the following year.
- Complete and pass a summer course through an accredited institution, arranged and paid for by the parent and pre-approved by ASOY.
- Complete and pass a supervised correspondence or Virtual High School course during the following year at parental expense.

Advanced Placement Program (AP)

The Advanced Placement Program and classes provides students with an increased academic rigor and challenge. Students also have an opportunity to earn college credit while in high school. ASOY offers the following Advanced Placement (AP) courses:

2014 – 2015

AP English Language and Composition
AP French Language
AP Calculus-AB
AP World History (every other school year)
AP Chemistry (every other school year)
AP Studio Art
AP Microeconomics

2015 - 2016

AP English Literature (every other school year)
AP French Language
AP Calculus-AB
AP US History (every other school year)
AP Biology (every other school year)
AP Physics
AP Macroeconomics

Advanced Placement classes are challenging college-level courses. Students must meet minimum entrance pre-requisites to qualify to take these classes. Due to the accelerated pace and extra demands of these courses, a student who wishes to enroll in an AP course must adhere to the following criteria:

1. The student should have a minimum overall cumulative grade point average of 3.0 in the particular subject. (Ex. Sciences, Social Sciences, Math, English, etc.)
2. The student must meet individual course pre-requisites.
3. The student must obtain the approval AP teacher and administration.

Taking an AP class is a serious commitment and students should expect to take the class for the entire year. Students should also expect to attend extra class sessions throughout the year and complete summer assignments as required prior to the start of the school year. Students will take the AP Exams in May. Depending on the scores they earn on the exams, a student may earn college credit upon matriculation into college/university. Due to the rigorous nature and time commitment, the number of AP courses approved for an individual student will depend on his/her previous coursework, GPA, and work ethic.



The additional grade point average weighting for all AP classes will be 1.0. If a student withdraws from an AP class after first semester, they will receive the earned AP weighting for first semester only. If a student does not take the AP exam, they will not receive the weighted GPA for second semester. The regulations concerning the AP program will be evaluated annually.

Independent Study Courses

As a rule, students are not allowed to take courses offered in the ASOY curriculum as independent study courses. However, when prior coursework is out of sequence with the ASOY curriculum, students may be allowed to take an independent study course. Decisions regarding independent study courses are considered by the Director in conjunction with the College Advisor. AP courses cannot be taken via independent study.

Virtual High School (VHS)

Students with coursework out of sequence with ASOY curriculum, and/or who require courses not currently offered, are encouraged to enroll in the Virtual High School Program (VHS), a non-profit organization based in Massachusetts that collaborates with international and other schools to offer a broad range of online courses. An ASOY teacher will serve as the supervisor for VHS courses.

At present, ASOY is a “student-only participant” in VHS, meaning that a maximum of five students may take online courses during a given school year. Registration for VHS courses is subject to approval by administration. Fees for each course are at parental expense and are non-refundable.

Preparation for University

The high school curriculum is a rigorous college-preparatory program focused on preparing students for university admission. The college advisor provides students with opportunities to explore interests, careers, and courses of study; and offers guidance regarding university planning, the application process, writing essays, obtaining recommendations, SAT preparation, etc. The college advisor holds university planning and preparation evenings for parents and students.

The ASOY *Guide to University Admissions* is provided for all 11th and 12th graders, detailing the university search and application process in the US, UK, Canada, the Netherlands, Ireland, and colleges/universities in Europe offering programs taught in English. In addition, a college resource center is housed in the school library and college advisor’s office. Students should start preparing for university admission in Grade 9, as grades earned during all four years of high school are included on the transcript required for the university admission. Students are encouraged to focus not only on academic excellence, but also on developing their strengths, abilities, and interests through extra-curricular, community service, and leadership opportunities.

College Admissions Testing

Students planning to apply for university admission, especially in the United States, are required to take college admissions tests as part of the application process. The SAT (Scholastic Aptitude Test) is the admissions exam typically taken by our students. Every October, students in Grades 9 – 11 will all to take the PSAT (Preliminary Scholastic Aptitude Test) as a practice test for the SAT.

After taking the PSAT and before the end of the school year, it is recommended that Grade 11 students take the SAT I: Reasoning Test for practice.



The test dates for the 2014 – 2015 school year are as follows:

PSAT (Preliminary SAT): Wednesday, October 15, 2014, administered at ASOY

SAT I and II: Administered at the American Language Center in Yaounde

Test Dates

Saturday, October 11, 2014

Saturday, November 8, 2014

Saturday, December 6, 2014

Saturday, January 24, 2015

Saturday, May 2, 2015

Saturday, June 6, 2015

Students may take the SAT I as many times as desired. In addition to the SAT I, depending on university admission requirements, students may also be required to take two to three one-hour SAT II: Subject Tests.

Note: The SAT I and SAT II cannot be taken on the same day. Taking both the SAT I and the SAT II will require **TWO** different testing sessions.

It is also crucial to register on time, for registrations materials must be received by the College Board by the international deadlines. There are no exceptions. Registration materials are available in the college advisor's office. The school can assist students in making payments for and mailing SAT registration forms via DHL. However, parents and students, not the college advisor, are responsible for submitting registration forms to the office on time.

Course Withdrawal or Change

Student schedules are prepared according to personal preference, graduation requirements, course offerings, and the schedule. Based on administrative approval, parental request, and/or teacher recommendation, course withdrawals or changes are allowed only during the first week of each semester. Students who withdraw from a course after the approved deadline will receive a WF (withdrew failing) or WP (withdrew passing) on their transcript.

Semester Examinations

Semester examinations, two hours in duration, are administered in middle and high school at the end of the first and second semesters as a summative evaluation of learning and achievement.

Semester/final exams shall be scheduled for academic courses such as English, Math, Science, Social Studies, and French. A culminating project may be part of a final/exam when the teacher, in consultation with the Director, determines that a project or performance constitutes a better demonstration of learning for the objectives taught that semester. In applied subjects such as art, information technology, or music, semester/final exams may be both written and performance based.

Students in Grade 12 with a grade average of 90% or higher in a course, and with no unexcused absences in the course, may be exempt from the second semester exam in that course, pending approval of the teacher and director.

It is up to the discretion of individual AP teachers if they wish to give a final exam in an AP course.



AP Exam Study Days

Students taking Advanced Placement (AP) exams will be granted a ½ day's study leave immediately preceding a scheduled AP exam. For morning exams, students will be excused from the previous afternoon's classes; for afternoon exams, students will be excused from classes that morning. No other study leave will be granted for students taking AP courses as we believe that non-AP courses are important and that teaching and learning need to continue through to the end of the semester.

A study day taken without prior approval will be considered as an unexcused absence, and subsequent consequences shall apply. Students taking study leave are not allowed to be on campus, unless attending a class and/or working in the library.

Official Transcript

The transcript is an official document maintained for students in Grades 9 through 12. Semester grades, credits earned, and the cumulative grade point average (GPA) are recorded on each student's transcript. Grades entered on the transcript are final. Unless an error has occurred, changes in grades will not occur after the completion of a semester. The official transcript is a document sent to prospective schools, colleges, and universities as an important component of the admissions process.



The Six Pillars of Character

Six core ethical values, called “pillars”, form the foundation of our values education curriculum: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. Our goal at ASOY is to integrate the Six Pillars throughout the school. The intent is not only to teach, but also to promote, acknowledge, and recognize faculty, staff, and students who demonstrate the Six Pillars of Character throughout the day, whether in the classroom or on the playground; whether in extracurricular activities or community service projects; whether in advisory group or in class discussion.

The **Six Pillars of Character include** the following:

1. *Trustworthiness*

Being honest • Not deceiving, cheating or stealing • Being reliable — doing what you say you’ll do • Having the courage to do the right thing • Building a good reputation • Being loyal — standing by your family, friends and country

2. *Respect*

Treating others with respect; following the Golden Rule • Being accepting of differences • Using good manners, not bad language • Being considerate of the feelings of others • Not threatening, hitting, or hurting anyone • Dealing peacefully with anger, insults and disagreements

3. *Responsibility*

Doing what you are supposed to do • Persevering and trying! • Always doing your best • Using self-control • Being self-disciplined • Thinking before you act & considering the consequences • Being accountable for your choices

4. *Fairness*

Playing by the rules • Taking turns and sharing • Being open-minded; listening to others • Not taking advantage of others • Not blaming others carelessly

5. *Caring*

Being kind • Being compassionate and showing you care • Expressing gratitude • Forgiving others • Helping people in need

6. *Citizenship*

Doing your share to make your school and community better • Cooperating • Getting involved in community affairs • Staying informed • Being a good neighbor • Obeying laws and rules • Respecting authority • Protecting the environment

“House” System

The “House” System is designed as a means of integrating ASOY students PK – Grade 12 and for promoting the 6 Pillars of Character. Students in all grades are divided into four houses, identified by a color and animal (Black Mambas, Blue Vipers, White Jackals and Red Lions.) The House System is managed by the Athletic Director, with house events planned during the year, culminating in recognition for the house that earned the most points during the year. The “House” System is also designed to promote mentorship of younger students by older students, school spirit and a sense of community among students and staff.

Advisory Program

In the Elementary School, teachers focus on teaching the “whole” child by nurturing social and emotional development, as well as academic growth. Each quarter, one or more of the Pillars of Character is addressed in every classroom, including such topics as personal integrity, responsibility, critical thinking, and respect for individual differences.

In the Middle and High School, ASOY’s Advisory program begins with the premise that every young adolescent should feel secure and have at least one caring adult at school to act as mentor and advisor.



The advisory program will give students opportunities for positive interactions with adults and peers. Our students will develop a sense of belonging, which is vital to a positive caring school climate.

Research shows that successful Advisory Programs can:

- ❖ Improve student-teacher relationships
- ❖ Give students a feeling of more control over decisions
- ❖ Promote an atmosphere of equality and tolerance
- ❖ Improve the sharing of feelings among students in a more positive way.
- ❖ Reduce the amount and level of serious discipline issues

The advisory program will be held twice weekly. The curriculum for the advisory program will consist of traditional advisory themes and activities, provided by the dean of students.

Advisors will provide academic guidance, social and emotional growth opportunities, on going encouragement, and support. Advisors will get to know each student well. They will function as their students advocate with other faculty and staff, and will be a liaison with parents.

Counseling Program

The school offers personal and academic services to students, parents, families, and staff members. Appointments may be requested through the administration office. Confidentiality is ensured in all situations, except in situations where there is a danger of harm to self or others. The following services are among those offered:

Advisory Program

- Academic skills support
- Organization, study, test-taking skills
- University search & application
- Career awareness & planning
- Understanding self and others
- Coping strategies
- Peer relationships and social skills
- Communication, problem-solving, decision-making, conflict resolution, and study skills
- Substance abuse education
- Multicultural/diversity awareness
- Six Pillars of Character

Responsive Services

- Individual & small-group counseling
- Individual/family/school crisis intervention
- Peer facilitation
- Consultation/collaboration
- Referral to outside professionals

Individual Student Planning

- Goal setting
- Academic planning
- Career planning
- Problem solving
- Understanding self and others

Teacher Support

- Professional development
- Consultation and collaboration



- Advisor to elementary, middle school, and high school programs
- Management and implementation of counseling program
- Behavior management plans for students
- Parent education
- Academic and post-secondary planning
- Scholarship/financial search process
- Interpretation of assessment results
- School-to-parent communications
- One-on-one parent conferencing

English Language Learners (ELL)

Students needing support in English language will be referred to the English Language Learners (ELL) Program, based on admissions testing, level of English proficiency, and previous school records. Within a linguistic genre framework, ELL classes are differentiated to allow each student to work from and to his or her appropriate stage of language development. Using the writing process and a whole language approach allows students to address their own particular learning needs at the most productive time.

Starting in Grade 1, the provision of ELL instruction contributes to language acquisition, but the integration of students into regular classes and programs is essential. Therefore, the ELL teacher and regular classroom teachers collaborate together to assist students to develop English proficiency.

Services provided through the English Language Learners Program (ELL) are determined through admissions placement tests indicating a student's level of reading, writing, and spoken English. **If ELL services are recommended and warranted, the school reserves the right to deny the admission of students unwilling to actively participate in the ELL program.** ELL support classes are supplemental to the regular program of instruction and are, therefore, offered for an additional fee (see Tuition and Fee Schedule).

Students who fail to progress in the ELL program at a reasonable rate, or who appear to be experiencing other learning difficulties, will be referred to the elementary, middle school, or high school instructional teams, with the possibility of referral to the Student Support team (SST) for further evaluation.

Student Support Team (SST)

The purpose of the Student Support Team (SST) is to identify students who are at risk academically, socially, behaviorally, or emotionally, and to implement appropriate interventions and services for them. Referrals to the SST may be made from a variety of sources, including the elementary, middle, and high school instructional teams, as well as parents and administration.

The SST also evaluates the records of prospective students with learning and/or other difficulties to determine the appropriateness of ASOY's program to meet individual student needs. In addition, the SST monitors and evaluates students placed on academic or social probation and students with chronic attendance issues. The SST is made up of the following members:

- SST Chairperson/Learning Support Coordinator
- A member of the senior leadership team
- Referring teacher(s) and/or class advisor(s) as relevant
- Other professionals as relevant
- Parents and students as relevant



SST Services may include in-school counseling, specific classroom accommodations, taking tests in the Learning Support classroom; in-class co-teaching, a Learning Support class (see below), extra tutoring, outside professional services, or an educational and/or psychological evaluation, medical assessment, hearing/vision screening. Outside services, resources and evaluations are at parental expense.

The Director, in collaboration with the SST and the Board, reserves the right to terminate admission if one or more of the following conditions exist:

1. If a student's learning, behavioral, emotional, social, or other difficulties are interfering with his/her ability to learn and achieve in the regular program.
2. If a student's learning, behavioral, emotional, social, or other difficulties are interfering with the learning and achievement of other students.
3. If parents fail to follow SST recommendations to obtain an evaluation, counseling services, medical assessment, or other support services for their child.
4. If a student is deemed to be a danger to himself/herself and/or to others.

Learning Support Program

The school maintains a Learning Support Program to support students with learning and/or other difficulties. The aim of the program is to maximize student achievement, potential, and compensatory skills. Services offered may include consultation with classroom teachers, classroom modifications and accommodations, monitoring of students, co-teaching in the regular classroom, and learning support classes whose frequency is determined based on need. Learning support services are supplemental to the regular instructional program and are, therefore, offered *for an additional fee* (see Tuition and Fee Schedule).

A current and relevant *Student Action Plan* is required for all students enrolled in the Learning Support Program. The student action plan details appropriate goals and services to be provided and is reviewed annually to evaluate progress, determine needs, and establish future goals. In addition, parents are required to sign a contract agreeing to the terms of the action plan and granting permission for their child to be tested at the beginning and end of each school year to denote progress.

New students with learning or other difficulties are considered for admission if they can achieve primarily in the regular classroom with minimal support. The school administration, in collaboration with the SST, maintain discretionary authority for determining the admission of students based on previous school records, evaluation reports, and the extent to which student needs can be met within the school's resources.

For a new student with a current incoming IEP or action plan, the student action plan will be implemented to the greatest extent possible within the school's resources. For a student with incoming testing documentation and/or evaluation reports, the Student Support Team (SST) will develop an appropriate action plan based on the student's identified needs and areas of concern. For a poor-performing student currently enrolled at ASOY for whom services are warranted, an action plan will also be developed based on the student's needs, areas of concern, and evaluation results. The action plan of each student shall be reviewed and revised at least annually and/or at the end of each school year.

A *Student Action Plan* shall include the following:

- Present levels of performance
- Progress in the regular curriculum
- Identified strengths and needs



- Meaningful and measurable goals
- Classroom accommodations to be implemented
- Type of service to be provided
- Time frame of services in the learning support program

Students experiencing learning and/or other difficulties who have not been formally evaluated may also receive services on an individual basis, pending availability of resources needed for testing and the needs of the student. Any student receiving services must have a recent evaluation (within 3 years) on record. The SST, in coordination with parents, will set up a time line for the needed evaluations to take place.

Students of concern are first addressed in the elementary, middle school, and high school instructional teams before being referred to the SST. For additional information and guidelines concerning procedures and services for students with learning and/or other difficulties, please contact the coordinator of the Learning Support Program.

ASOY Library Media Center

Kathryn S. Edwards Library

The ASOY Library and Media Center contains over 10,000 volumes, numerous multi-media resources, and a computer lab with internet access. Students and parents are encouraged to visit the library on weekdays between the hours of 7:30 am and 4:30 pm.

The printer in the library may be used to print homework, essays, and other class assignments for 50 CFA per page. Students are only allowed to print their own work to be submitted for class assignments. They are not allowed to print lengthy research documents. Copies can also be made at the library for 50 CFA per page.

The ASOY library policies and procedures are as follows:

1. Books must be checked out through proper check out procedures.
2. Reference materials, i.e. encyclopedias, college handbooks, periodicals, atlases, reference books, or other resources are not allowed to be taken from the library.
3. Books are to be returned to the **Book Return** counter in the library.
4. For students in Grades 4 – 12, a fine of 50 CFA per book per day will be charged for overdue books.
5. Students will be charged for lost and/or damaged books according to the cost of replacing the book, to include purchasing and shipping costs.
6. Students in the Early Childhood Program (Pre-Kindergarten 3 & 4 and Kindergarten) may check out one book for a period of one week.
7. Elementary students in Grades 1 – 5 may check out two books for a period of two weeks.
8. Middle School students in Grades 6 – 8 may check out a maximum of four books for a period of two weeks.
9. High School students in Grades 9 – 12 may check out a maximum of six books for a period of two weeks.
10. Parents are also welcome to check out books from the library.

Information Technology Services

Information technology resources for students are available in the library and in the downstairs computer lab. During the school day, students may use ASOY computers for classroom assignments,



research, and homework, provided they follow school rules and the computer use and internet access policies and procedures detailed in this handbook.

During school hours, a teacher must accompany his/her students to the computer lab. Students are not allowed to be in the computer lab if a teacher or staff member is not present. Students are not allowed to use computers or to be in the computer lab when a regularly scheduled class or activity is in session.



STUDENT PROGRAMS & ACTIVITIES

After-School Activities

Throughout the school year, the school will offer age-appropriate after-school activities for students (at no additional cost to parents.) Additionally, the ASOY Rec Club organizes several multi-week sessions of after-school activities such as tennis, swimming, hip hop, ballet, judo, arts/crafts, djembe, etc. for an additional fee. Students will receive information in class prior to the start of each session of activities and information sent home to parents in the ASOY Times.

Community Service Learning Program

On the Friday afternoons that are not “short” Fridays, all middle and high school students and faculty will participate in community service learning projects as part of the school’s Community Service Learning Program. This program was developed by members of the school’s community service learning committee in support of ASOY’s mission to promote global citizenship and community service learning. Students and faculty will participate in numerous projects in local orphanages, schools, and other humanitarian efforts.

In the 2014 – 2015 school year, ASOY plans to send one service learning group to the AISA Global Issues Service Summit (GISS). The AISA-GISS is a combination of the objectives of Service Summit Africa 2009 together with Global Issues Network (GIN) conference held around the world. The Service Summit Africa Initiative was started with the goal of seeking sustainable solutions to global problems. Although the school will subsidize some of the costs associated with this event, the majority of the cost will be a parental expense.

Athletics

ASOY has boys and girls soccer, volleyball, and basketball teams; badminton and swimming teams, selected through a try-out process. Division (Elementary School, Middle School, and High School) intramural activities are also offered for all students. In addition, there are fun and competitive events for all students through the House program.

Mt. Cameroon Expedition

Every year, a group of ASOY parents and students embarks on a hike up Mt. Cameroon, an active volcano towering 4,070 meters (13,353 ft) over the ocean in the South West of Cameroon. Extensive training and preparation is required, beginning soon after the start of the school year. Students in Grades 7 – 12, and parents, are eligible to participate. The purpose of the trip is not to provide a family vacation, but rather to afford a group experience in which all participants work together to ensure a successful venture for everyone. **The coordinator of this event reserves the right to deny participation to any student or parent who is not physically prepared and/or does not attend training sessions and/or poses a risk to the group.**

Student Council

The Middle School and High School Student Council is comprised of elected representatives from grades 6 – 12. The main focus of the Student Council is to promote education and student recognition; to build school spirit and a positive environment; and to participate in student governance by providing input concerning school policies, procedures, and guidelines. The Student Council is responsible for planning and organizing the annual ASOY Spirit Week in the fall, as well as other events scheduled during the school year. To be elected to the Student Council, a student must have high academic standing and be a positive role model in the school community.



STUDENT PROGRAMS & ACTIVITIES

Model United Nations

Model United Nations (MUN) is an academic simulation of the United Nations that aims to educate participants about civics, effective communication, globalization and multilateral diplomacy. In MUN, students take on roles as foreign diplomats and participate in a simulated session of an intergovernmental organization (IGO). Participants research a country, take on roles as diplomats, investigate international issues, debate, deliberate, consult, and then develop solutions to world problems.

ASOY students have participated in MUN for several years in such locations as St. Petersburg, Russia; Nairobi, Kenya; Genoa, Italy; and Prague, Czech Republic. Participation is limited to students in Grades 9 through 12 and is dependent on academic standing, teacher recommendation, and full participation in the extra-curricular MUN program. The MUN trip is at parental expense; however, students are expected to participate in fundraisers to contribute to the cost of their trip.

Student-Initiated Events and Activities

Students are encouraged to plan and organize events and activities during the school year. The Student Council and other clubs and organizations, as well as grade-level classes, sponsor various events, to include dances, fun fairs, pool parties, special performances, community service learning projects, etc. Because ASOY is a complex school with a full calendar of events, it is essential that all events and activities be approved by the school and organized according to standard procedures. Students are expected to follow the guidelines below.

- Complete a detailed ***ASOY Event Request Form & Action Plan*** together with the sponsor of the event and submit it to the Calendar Committee.
- The sponsor of the event will submit the request to the Athletic Director and Dean of Students. A decision will be made at the following meeting.
- Once approval is granted, a work order will be completed (available in the office) that outlines logistical, maintenance, or other assistance needed for the event. The sponsor of the event will approve the work order and submit it to the Business Manager.
- It is expected that those in charge of assigned tasks will carry out tasks and responsibilities efficiently and effectively, and that students will clean-up after the event. This is not the job of the sponsor or other school staff.



Consequences for Inappropriate Student Behavior

A variety of consequences may result from inappropriate student behavior.

Consequences for *less serious offenses include, but are not limited to*, the following:

- Replacement or refurbishment of property
- Rewriting a paper or exam
- Writing a reflective essay or letter
- Devising a problem-solving plan
- Writing a Responsibility Action Plan (RAP)

Consequences for *more serious violations and/or for repeated offenses may include, but are not limited to*, the following:

Detention: Lunch time and after school detentions may be assigned and served with the teacher who issued the detention. After school detentions take precedence over extracurricular activities. Students are required to bring assignments and materials to work on.

In-school suspension: Students assigned to in-school suspension lose all class and free time privileges during the school day from 8:00 am to 3:15 pm. The day(s) is spent in the principal's office or the library, and students are required to obtain assignments and materials needed before reporting to in-school suspension.

Out-of-school suspension: Students lose the right to attend school for a specified period of time. The student stays at home and completes assignments provided by his/her teachers. The length of suspension will be determined by the Director according to the severity of the incident. Out-of-school suspension will be assigned if a student:

- Poses a threat to the safety of others
- Demonstrates a conscious decision not to abide by ASOY rules and guidelines
- Continuously and deliberately impedes the learning of self and others

Social probation: Social probation may result when a student seriously breeches ASOY's behavioral expectations and guidelines, or deliberately and consistently interferes with the learning of others. Social probation serves as a reminder for students and parents that we are concerned about poor behavioral decisions made by students. A social probation contract will be drafted by administration, and will be signed by the student and his/her parents. The contract may include, but is not limited to, the following:

- Loss privileges during break and/or lunch
- Loss of participation in extracurricular activities, events, trips, etc.
- Regularly scheduled meetings with the counselor
- Mandatory counseling outside of school
- In-school suspension
- Keeping a behavioral journal

Additional or repeated infractions may necessitate rewriting conditions of a social probation contract. The length of the probationary period will vary, depending on the student, the nature of the offense, and the progress made.

Expulsion: Expulsion is considered only after other interventions have proven unsuccessful, or when school policies have been seriously violated. An expulsion is recorded on the student's permanent record.



The rights, responsibilities, expectations, and consequences herein apply to the all ASOY students. Individual teachers may devise additional rules within their own classrooms, but the overall behavioral guidelines presented here will be followed by all teachers to establish consistent expectations and to teach personal responsibility.

Our expectations and guidelines are explained and modeled for students continuously throughout the school year, presented in a caring environment and grounded in three basic rules:

- Be respectful
- Be responsible
- Be safe

Student Responsibilities and Guidelines

The Six Pillars of Character

The foundation of expectations and guidelines established at ASOY is grounded in the 6 Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. ASOY staff and students work together to integrate the Six Pillars of Character into all areas of the school in the classroom and on the playground, during extracurricular activities and community service projects, and in advisory groups and class discussions. The following guidelines help us uphold the Six Pillars of Character at ASOY:

Respect for People

ASOY is a diverse and multicultural environment. Being sensitive to the diversity in our community is essential, and this means that verbal, physical, and emotional harm, harassment, or bullying cannot be tolerated. To develop such sensitivity, personal integrity is required that includes an awareness of one's own actions and words.

To develop respect for people requires being aware and avoiding intentional harm to others.

- **Being aware** – It is essential to exhibit sensitivity and awareness in the environment in which we work. Our school has a diverse makeup of students and staff, and it is our responsibility to handle ourselves accordingly. Respect for people involves being aware of how one's own words, dress, and actions affect other members of the community.
- **Intentional harm** – Positive personal relationships are based on principles of care, respect, and awareness. Any demonstrations of the following are considered violations of these principles and forms of intentional harm:
 - Insulting, degrading, or hurting another person through verbal or written words
 - Abusing email/internet technology to hurt or insult another
 - Making prejudiced comments
 - Exhibiting harmful or reckless behavior
 - Offering unwelcome sexual advances or other offensive conduct of a sexual nature
 - Bullying, harassing, or slandering another person
 - Selling or using illegal substances to any member of the school community

Invoking intentional harm on another individual or group is a serious offense. All incidences will be reported to the Director or counselor. If a violation occurs, the incident will be reported to parents and documented in the student's permanent file. Consequences will be based on the nature of the incident, the disciplinary procedures detailed in this handbook, and the willingness of the student to take responsibility for his/her conduct.



Respect for Personal Property and Property of Others

It is our expectation that ASOY should be an environment in which property is respected. Students who violate this trust by taking property that is not theirs are in violation of school rules. Students are expected to demonstrate respect for personal and school property. Violation includes misuse of personal property, theft and vandalism, misusing equipment, littering, and not following rules governing specific areas of the campus, such as the library, computer labs, swimming pool, and Canteen.

- Theft is defined as the purposeful taking of another person's property without explicitly stated permission. Students are prohibited from taking the property of other students, staff members, or the school.
- Vandalism is defined as the purposeful damage, marring, or destruction of any property. Students are prohibited from vandalizing the property of other students, staff members, or the school.

Theft and vandalism are serious offenses. All incidences will be reported to the Director. If a violation has occurred, the incident will be reported to parents and documented in the student's permanent file. Consequences will be based on the nature of the incident. Repeated violations may result in expulsion.

Misuse of personal property is also a serious offense. Leaving book bags, backpacks, computers, clothing, and other personal belongings in classrooms, halls, and common areas (i.e. Canteen, pool area, basketball court, hallways, playground, upper balcony, tennis courts) is prohibited. **Personal belongings must be kept in locked lockers, and only texts and materials required for class are allowed in the classroom.** The belongings of students violating this rule will be confiscated. Consequences for repeated offenders include detention, suspension, or calling parents to retrieve items.

ASOY Bullying Policy

ASOY recognizes that bullying of students has a negative effect on the educational environment of its school. Students who are bullied, intimidated or fearful of other students may not be able to take full advantage of the educational opportunities.

Bullying of a student by another student is strictly prohibited between members of the school community, whether it is on campus or not, including via the internet or social media.

Bullying is a verbal, written or physical conduct directed at a student by another student(s) that has the intent and effect of:

- Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities.
- Physically harming a student (e.g., hitting, kicking, spitting, pushing, and invading one's personal space in an aggressive manner).
- Damaging, extorting or taking a student's personal property.
- Placing a student in reasonable fear of physical harm.
- Placing a student in emotional unrest by spreading rumors, manipulating social relationships or environment, engaging in social exclusion, extortion, intimidation, and ridicule.
- Cyber-bullying: forms of verbal and psychological bullying may also occur on the Internet through e-mail, instant messaging, or social media sites.
- Creating verbal statements or written remarks that are taunting, malicious, threatening or sexual.

ASOY strongly encourages all students and parents/guardians who become aware of any act of bullying to immediately report that conduct. Students may report acts of bullying to their teachers,



administration, their advisor, bus monitor, or other school employees supervising school-sponsored activities.

Consequences/Discipline

Consequences for students who are found to have bullied others may include counseling, parent conference, detention, suspension, expulsion, and/or exclusion from school-sponsored activities. Depending upon the severity of a particular situation, the Director may also take appropriate steps to ensure students' safety. Such steps may include separating and supervising the students involved; reporting incidents to law enforcement, if appropriate; and the implementation of a safety plan and/or a supervision plan with parents.

Dress and Decorum

ASOY is a diverse multicultural community; therefore, we must be mindful of varying sensibilities. Our school is an educational institution in an environment with different belief systems and cultural practices. Thoughtfulness, common sense, and an awareness of school as an academic workplace provides us with sufficient guidelines for what is and what is not appropriate and acceptable.

Students and staff are expected to dress appropriately at all times for all school events and occasions on and off campus. This includes dressing neatly, with no ripped clothes, insignia, or statements of questionable and/or inappropriate taste (i.e. Nazi symbols, crude gestures, derogatory wording, drug insinuations, alcohol advertisements, etc.). Students are expected to wear proper shoes at all times. Appropriate clothing includes that which is not considered distracting, revealing, or offensive to any member of the ASOY community, including students, parents, teachers, and staff members.

- Males are not allowed to display underclothing or to wear low-riding pants, hats in the classroom, or tank tops (except during athletic events).
- Female restrictions include, but are not limited to: revealing and/or tight clothing such as spaghetti strapped, halter, or off-the-shoulder tops (tops must be at least 3 fingers wide at the shoulder); display of under garments; bare midriffs; exposure of cleavage; low-riding slacks or jeans; and very short* dresses, skirts or shorts. *to be considered acceptable, dresses, skirts or shorts must reach the bottom of the fingers when the person stands up with her hands at her side.
- Designated uniforms (maroon shorts, grey ASOY T-shirts) and proper athletic footwear are required for physical education classes. Middle or high school students not having their uniform or proper sports/athletic shoes for class will not be allowed to participate that day and will receive a zero.

Individuals dressing inappropriately at any time during the school day or at any school event will be required to change and may be assigned detention or other consequences. Students will receive a failing grade for any classes missed due to their need to change clothes.

Protocol for School Events

All guidelines and rules in effect during the regular school day also apply to school-sponsored activities and events such as dances, sports events, and field trips. The following regulations for school activities and events have been established in order to provide an appropriate, safe, and pleasant environment for all. Expectations include the following:

- All procedures and forms regarding student activities and events will be followed.
- Entrance and access to a school-sponsored activity is at the discretion of the sponsor in charge of the event.
- Once a student enters an activity, he/she is not allowed to leave and re-enter.



- Inappropriate displays of affection are unacceptable and are not allowed.
- The policies, regulations, and consequences concerning the use of alcohol/drugs apply to all school-sponsored activities and events. The use or possession of alcohol/drugs will result in immediate dismissal from an event, and the incident will be reported to parents and to the administration.

Students in violation of guidelines for school-sponsored events and activities will be referred to the Director. Disciplinary action will result in out-of-school suspension, and students in violation will not be allowed to attend school events for the remainder of the school year. A repeated offense will result in a recommendation to the Board for expulsion.

Substance Use and Abuse

At ASOY, we are committed to providing a safe environment and promoting healthful behavior. The school supports this commitment through school-wide advisory, health, and instructional programs which prioritize age-appropriate education regarding tobacco, alcohol, and illicit drugs. Our ultimate goal is to remove substance use and abuse as a risk factor to student physical and emotional health, academic achievement and progress, personal and social relationships, and overall growth and development. Therefore, the use, possession, and sale of alcohol, tobacco, or illegal substances are strictly prohibited on campus during school hours and at all student extra-curricular events.

The policies and procedures relating to substance use and abuse at ASOY are deliberately stringent, established to preserve the welfare and well-being of our students. Students voluntarily seeking aid or information concerning substance abuse are encouraged to contact the administration, school nurse, teacher, or another adult without fear of consequences. Students are, however, subject to school policies and procedures if a violation occurs after self-reporting.

The administration reserves the right to search lockers, backpacks, purses, and other personal belongings, both on campus and at school-sponsored events, should prohibited substances or related paraphernalia be suspected. Communication with parents will be an integral component regarding procedures for violation of the substance abuse policy.

Tobacco Use: ASOY is a smoke-free campus. Smoking and the possession of tobacco products in any form is prohibited on the ASOY campus during school hours or during any school-sponsored trip or event.

Consequences:

1. **First infraction:** If it is determined that a student has violated this policy, the student will be placed on social probation, will be required to write an essay concerning the dangers of smoking, and may be assigned to an in-school suspension.
2. **Subsequent infraction(s):** If it is determined that a student has violated this policy a second or third time, he/she will serve a school suspension and will be required to meet weekly with the counselor for a specified time. Repeated infractions will eventually result in a recommendation to the Board for expulsion.

Alcohol Use: Students are not permitted to use, possess, distribute, or be under the influence of alcohol on the ASOY campus during the school day or during any school-sponsored trip or event. Students who attend school or a school-sponsored event in possession of or under the influence of alcohol will be required to leave campus and/or the event immediately, following the notification of parents and arrangement of transportation at parental expense.

Consequences:

1. **First infraction:** If it is determined that a student has violated this policy, the student will be suspended from school for three days, will be placed on social probation, and will not be allowed to attend extracurricular social events for the remainder of the year.



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2. **Subsequent infraction:** If it is determined that a student cannot meet the school's expectations regarding alcohol use, expulsion will be recommended.

Illegal Drug Use: Our intent is to promote healthy and responsible behavior in order that students may reach their fullest potential. The use, abuse, possession of, being under the influence of, or distribution of any dangerous or illegal drug by any ASOY student on campus or at a school-sponsored event is strictly prohibited.

If the administration, based on strong tangible and visible evidence, has reason to be concerned that a student is involved in drug consumption on campus or at a school-sponsored event, a test for drug use may be required at parental expense. A positive test is considered a violation of the drug policy. Refusal to be tested will also be considered a violation of this policy.

Students who attend school or a school-sponsored event in possession of or having used illegal drugs, on campus or off, will be directed to leave campus or the event immediately, following the notification of parents and arrangement of transportation at parental expense.

Consequences:

1. In the case of a student selling or distributing any dangerous or illegal drug, he/she will be expelled from school immediately on the first offense.
2. If it is determined that a student has violated the drug use policy, the student will be placed on social probation and will be suspended from school for three days. Upon return to school, the student will be required to participate in counseling individually and with his/her parents. A part of counseling may require drug testing. Failure to fulfill the terms of social probation will result in the Director's recommendation to the Board for expulsion.
3. A second violation of the drug policy will result in immediate expulsion from school.

Confidentiality will be maintained to the fullest extent possible. Parents will be consulted whenever there is a need to share information with other professionals, colleges and universities, or with legal authorities.

School Bus Regulations

Students riding the ASOY school bus are expected to adhere to the following guidelines:

1. Be on time and board the bus in an orderly manner.
2. Wear seat belts and remain seated at all times.
3. Keep all body parts within the bus and face the front.
4. Be respectful, polite, and obedient at all times.
5. Do not bully other students.
6. Do not shout, wrestle, make rude gestures, or throw things.
7. Do not damage the bus in any capacity. To do so is considered destruction of school property.
8. Do not eat, drink, or smoke.
9. Do not use inappropriate language.

Students in violation of bus guidelines will be referred to the Director. **Repeated offenses will result in suspension of bus privileges and/or other consequences deemed appropriate.**

Use of Cell Phones, Headsets, and Other Electronic Devices

Every year, numerous cell phones and other electronic devices are lost or stolen at school. To prevent this from happening, it is best to leave valuable cell phones and electronics at home. However, if



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brought to school, the use of cell phones, personal stereos, and headphones are subject to strict guidelines.

- Cell phones and headsets are not allowed to be used in class at any time during the school day, unless given specific permission to do so.
- Cell phones and other electronic devices must be turned off and put away in a safe place at all times.
- *If a headset, cell phone, or other electronic device is seen in use during class time without permission, the item will be confiscated and given to administration to keep in their office for one week.*
- The school is not responsible for lost or stolen cell phones, personal stereos, or other belongings.
- If parents need to reach a student while at school, they are expected to phone the administration office, not the student's cell phone number.
- If a student needs to call home during school hours, they may place the call in the administration office.

Student Rights

All ASOY students have the right to:

- A challenging academic program
- Accommodation of individual needs
- A safe and secure environment
- Respect, courtesy, and consideration
- Recognition of individual achievements and efforts
- Equitable opportunity
- Knowledge of expectations and rules
- Involvement in decisions affecting them, where appropriate
- Freedom of appropriate expression
- Freedom of personal appearance, within school dress regulations
- Freedom to petition and/or appeal decisions in an orderly manner
- Privacy of personal property within school guidelines
- Due process



ACADEMIC INTEGRITY

The learning process is dependent upon academic integrity; therefore, students and teachers must work together to create an honest and trusting atmosphere. Students are responsible for exhibiting integrity in all aspects of their studies, including:

- Appropriate test-taking conduct
- Independent completion of daily assignments and written work, including homework
- Acknowledgement of appropriate authorship when using the ideas, words, or concepts of others
- Group work conducted in an appropriate manner, ensuring individual integrity within a collaborative project
- Understanding of expectations, procedures, and processes

Teachers set guidelines as to what is expected regarding classroom procedures or processes, seeking to ensure that students have a clear understanding of what is meant by academic integrity, cheating, and plagiarism. Students are responsible for making sure they fully understand and comply with what is expected; as cheating on tests, homework, and other assignments, and plagiarizing the work of another will not be tolerated.

Defined in terms of truthfulness, integrity, ownership, and authenticity, academic honesty may well be best understood in terms of what it is not. Academic dishonesty is most often manifested as cheating and plagiarism.

Cheating or Plagiarizing

Cheating is defined as the practice of dishonesty and deception for the purpose of enhancing one's grade. Cheating includes but is not limited to the following:

- Giving or receiving unauthorized assistance on examinations, tests, homework, projects, or other coursework.
- Using unauthorized materials during a test, quiz, examination, or project, etc.
- Obtaining prior possession of tests, examinations, or assessments for the purpose of using answers for personal gain or to assist others.
- Resubmitting the same work for which one has already received credit and/or a grade.
- Copying, modifying, or changing the academic work of others for personal gain.
- Facilitating the academic dishonesty of others by providing other students with answers for tests and homework; revealing test or exam questions; completing homework, projects, or essays for others; and engaging in other related activities.

Cheating is a very serious academic offense and will result in serious consequences. If a teacher suspects that a student has cheated, he/she will verify the suspicion with evidence and inform the administration.

Plagiarism is derived from the Latin word *plagiarius*, and is defined as “the false assumption of authorship: the wrongful act of taking the product of another person's mind, and presenting it as your own” (Lindley, 1952). To plagiarize, as defined in the Merriam-Webster Dictionary, is “to steal and pass off the ideas or words of another as one's own: to use another's production without crediting the source,” and may take any of the following forms:

- Using the words, phrases, ideas, or writings of another as your own
- Adopting a fitting phrase, saying, or expression as your own
- Using or paraphrasing someone else's arguments or ideas as your own
- Presenting the ideas and concepts of another person, as though they were your own, for the development of a thesis



To engage in plagiarism is to give the impression that one has written, thought, or created something that was actually borrowed from another person or source, without attributing proper credit and authorship to that person or source. While it is acceptable to use words, thoughts, ideas, and writings created by another person, the use of such must be acknowledged and attributed to the original author or source. Failing to do so is blatant plagiarism.

For Teachers and Parents: Determining Intent

Determining the intent of plagiarism can be an ambiguous task. If an individual purposefully steals an essay from an internet source and passes it off as one's own, the intent is clearly plagiarism. But if, as often may be the case, a student is confused or naïve about what constitutes proper and acceptable use and what is not permissible, a fair assessment of the situation may be difficult.

It is our intent to focus on the writing process as a means for students to organize thoughts and ideas, and to develop creative and critical expression. If students rely on and use the thoughts and ideas of others, their development of writing skills and expression is hindered, for the content and authorship is not theirs. In short, whether "borrowing" words or paraphrasing ideas which are not one's own without acknowledging authorship, the result is academic dishonesty.

Teachers hold the responsibility for educating students in the proper use and acknowledgement of sources. Students need to be taught how to assimilate the ideas of others into their own writing and how to correctly cite direct quotations, paraphrased passages, and references. But once students have been given the opportunity to understand the meaning of plagiarism, they must be held responsible and accountable. There are no excuses. To do otherwise is to enable dishonest behavior and feign truthfulness, honesty, and integrity.

For Students: What is permissible?

1. Words, phrases, sentences, and passages may be quoted word for word, provided quotation marks are used, authorship and page numbers are included, and the source is cited in the bibliography or reference page. If you use the exact wording of another person without quotation marks, you are guilty of plagiarism, even if you cite the source in your bibliography.
2. It is perfectly acceptable to borrow an idea from another person, provided you summarize it in your own words and cite the author from whom you got the idea.
3. You must cite borrowed facts, except with regard to commonplace dates and information, such as the discovery of America by Columbus in 1492. However, when in doubt, it is always best to find and cite a source that substantiates your information.
4. Famous quotations, such as Shakespeare's "To thine own self be true," do not need to be documented. You can assume that your teacher and/or reader will recognize the quotation. But again, if in doubt, cite it! Use your own judgment and inquire from your teacher. As you read more scholarly writing, your judgment will become more astute.

Plagiarism is a very serious academic offense and will result in serious consequences. If a teacher suspects that a student has plagiarized, he/she will verify the suspicion with evidence and inform administration.

Middle and High School Consequences for Academic Dishonesty

First Offense:

Cheating: The student will complete a RAP form, and the teacher will document the incident. If a determination is made that a violation has occurred, the student will receive a failing grade on the



assignment. The parent will be notified of the offense, and the student will be required to re-do the assignment.

Plagiarism: The student will complete a RAP form, and the teacher will document the incident. If a determination is made that a violation has occurred, the student will be allowed to redo the assignment but will be required to meet after school to review the procedures for documenting information.

Subsequent Offense(s):

If a determination is made that a violation has occurred a second time, the student will receive a failing grade on the assignment, and a parent conference will be scheduled. The student will be assigned an in-school suspension. Future incidents of academic dishonesty may result in the student being required to withdraw from the school.



User Responsibilities

Regarding the use of information technology, email, and the internet, it is the responsibility of all users to:

- Recognize, acknowledge, and honor the intellectual property of others.
- Comply with ethical and legal restrictions regarding plagiarism and the use and citation of information resources.
- Limit the use of computers and resources for educationally relevant purposes. The use of computers for personal use unrelated to the mission or function of the school or for private gain is prohibited.
- Maintain the integrity of the school information technology system. Deliberate tampering or experimentation is prohibited, such as modifying and/or copying system folders or control panel files.

All technology resources, including the internet connection and email, are monitored daily as part of an effort to keep them 100% reliable. The activities of some users may come to the attention of the technology staff if normal parameters are exceeded. Upon notice by an administrator, files and emails may be monitored if inappropriate use is suspected.

General Guidelines and Expectations

The use of all ASOY computers, including those in the library, computer labs, teacher workroom, offices, and classrooms are covered by these guidelines.

- Before using computers at the American School of Yaounde, students must sign the *Acknowledgment form*.
- **School computers are intended for educational purposes only.** The storing and/or playing of commercial games, and the downloading of and/or listening to music for personal use, are not permitted.
- School computers are not to be reconfigured, re-cabled, or modified in any way by students.
- Students are to report any malfunctioning equipment to the information technology instructor or technician.
- No software from any source, including the internet, is to be installed by students.
- Information collected and manipulated by electronic means falls under the same authorship rules as printed material. Students must annotate and cite sources, and may not copy files or portions of files from others or from the internet and present them as their own work. To do so is plagiarism.
- Saving to the hard drive is not permitted, unless it is specifically for a class.
- Printing is not allowed, except for assignments for class. The printing of extensive volumes of research and other collections is not allowed. Printing for personal use is allowed in the Library computer lab only, at a cost of 50 CFA per page.
- Students are not allowed to examine, move, alter, or delete files of another student or teacher.
- Students are not allowed to bring from home nor download from the internet pornographic material or any other material which is inappropriate or offensive to any member of the ASOY community.
- Students are not allowed to connect or disconnect any device to the network.
- Students are not allowed to use, set up, or attempt to run bulletin boards or chat lines from an ASOY computer without permission from the IT coordinator.
- Students are expected to be considerate in the use of computers so others have equal opportunity.
- Students should always remember to log off their work station.
- Students will avoid deliberately disrupting the computer performance or others' work.
- Students are expected to leave equipment and space in good condition for the next user.



- The use of internet translators as a substitute for one's own work in modern language study is academic dishonesty.
- Licensed/copyrighted software is not available for borrowing or copying.

Student files are private and will not be monitored unless there is sufficient evidence brought to the attention of the information technology director, IT technician, Director, or teacher(s) that indicates inappropriate, unethical, or offensive use.

If a determination is made that any offense has occurred against the guidelines detailed above, the student will lose computer privileges for a specified period of time and will be referred to the Director. Disciplinary action will be based on the disciplinary procedures on page 50, the nature of the incident, and the willingness of the student to take responsibility for his/her conduct.

Acceptable Use Policy for Computer and Internet Access

The acceptable use policy for computer and internet access includes the following:

- Before using ASOY computers or accessing the internet on ASOY computers, students will be expected to sign the Acknowledgements form.
- **Accessing the internet on ASOY computers is intended for educational purposes**, including but not limited to classroom activities, research, projects, school-to-school partnerships, language study, university planning, and career development. Students will have access to the internet in the library, computer labs, and classrooms.
- ASOY maintains the right to place restrictions on the types of material that can be accessed or disseminated. Students and staff may not use the internet for commercial purposes, political lobbying, or personal gain.

Personal security

- Students will not post personal contact information about yourself or others. Personal contact information includes parent's name, personal address and telephone number, school address, birth date, and any other identifying data.
- Students will not agree to meet anyone met online without parental permission.
- Students will promptly disclose to the information technology instructor or other adult any message that is inappropriate or causes uncomfortable feelings.

Illegal activities

- Students will not attempt to gain unauthorized access to any ASOY system beyond authorized access.
- Students will not make a deliberate attempt to disrupt the system or destroy data.
- Students will not use ASOY computers to engage in any illegal act, such as drug sales, threatening the safety of another person, etc.

System security

- Students are responsible for personal actions regarding computer, email, and internet use.
- If a student becomes aware of a possible security problem, he/she will notify the information technology instructor immediately.
- Students will avoid the inadvertent spread of computer viruses by following ASOY conduct for electronic users.

Inappropriate language

- Restrictions against inappropriate language apply to public messages, private messages, and material obtained or disseminated from the internet.
- Students will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language at any time.



- Students will not pose information that could cause damage or a danger of disruption.
- Students will not engage in personal attacks, including prejudicial or discriminating comments.
- Students will not harass or bully another person, or act in a manner that distresses or annoys another person. If you are told by a person to stop sending messages, do so.
- Students will not knowingly or recklessly post false or defamatory information about a person, organization, religion, culture, race, or nationality.

Respect for privacy

- Students will not repost a message that was sent to him/her privately.
- Students will not post private or personal information about another person.

Respect for resource limits

- Students will use ASOY computers only for educational, career development, and self-discovery purposes.
- Students will not download large files without the permission of the teacher.
- Students will not post chain letters or engage in “spamming.” Spamming is sending annoying or unnecessary messages to a large number of people.
- Students will refrain from downloading torrents, movies, audio or any other media files.
- Students will not engage in copyright infringement, nor plagiarize works that you find on the internet. Students will always cite their sources.

Inappropriate access to material

- Students are not permitted to use ASOY computers to access material that is profane or obscene, that advocates illegal acts, or that advocates violence or discrimination toward other people.
- If a student mistakenly accesses inappropriate information, he/she will immediately tell the teacher. This will protect students against a claim that they have intentionally violated this policy.
- Parents should instruct their children if there is additional material that is unacceptable for them to access. ASOY expects that students will follow parental instructions.

Student rights

- A student’s right to free speech also applies to communication on the internet. However, ASOY computers are considered a limited forum, similar to a school newspaper or yearbook. Therefore, the school reserves the right to restrict speech on the basis of inappropriateness or violation of school policy. ASOY will not restrict appropriate student speech on the basis of disagreement with the opinions of others.
- Students should expect only limited privacy in the context of network computer use at ASOY due to its nature as an educational institution with a specific mission and purpose, and the school’s specific policy regarding computer use and internet access.
- An individual search will be conducted if there is reasonable suspicion that a student has violated school policy regarding computer use and internet or network access.
- Parents have the right at any time to request to see the contents of their child’s files or email.

Due process

- If a determination is made that a student has violated this policy, computer privileges will cease for a specified period of time. Disciplinary action will be based on the nature of the incident and the willingness of the student to take responsibility for his/her conduct.

Limitations of liability

- ASOY makes no guarantee that the computers or systems provided will be error-free or without defect. ASOY will not be responsible for any damage such as loss of data or interruptions of service. Neither is ASOY responsible for the accuracy or quality of information obtained through the internet.



Personal responsibility

- Every person using the school network is responsible for his/her own behavior regarding appropriate computer use and internet access. One's commitment to personal integrity and educational purpose is a reflection of individual character and values.



ASOY Health Clinic

The school employs a full-time qualified nurse to attend to minor injuries and illnesses, review medical files of new students, and ensure that students have had required immunizations. The nurse also provides basic screening, treatment of minor accidents, first aid training, and classroom instruction for students on relevant topics.

Medical emergencies requiring more in-depth services are referred by the school nurse to local health professionals and/or facilities after consulting with parents. The ASOY nurse is not meant to take the place of the family doctor and does not write prescriptions or request lab tests.

Students who become ill at home should not be sent to school. **The parents of children who need to take medications during school hours must bring the medication to the school health professional along with written instructions concerning administration.**

Required Immunizations

Students will not be admitted until immunization records have been submitted to the school.

ASOY students are required to have the following immunizations, which are considered standard:

- DTAP (for diphtheria, tetanus and pertussis)
- MMR (for measles, mumps, and rubella)
- Polio
- Hepatitis A
- Hepatitis B
- Typhoid
- Meningo A&C or Meningo ACWY (for meningitis)
- Varicella (chicken pox)
- Yellow Fever
- HIB
- Annual tuberculosis screening is strongly recommended (except for those who had a BCG shot)

Required Sports Physical Examination

Parents must sign a permission form acknowledging good health and fitness before a student participates in any sports-related activity. Medical clearance from a physician is required after a serious sports injury before a student may continue in the same sport or begin a new sport.

Basic First Aid and CPR

During the school year, training in basic first aid and CPR is made available to teachers and support staff by the ASOY nurse and the Health Unit at the U.S. Embassy. In addition, the school nurse provides instruction during the school year for students on health, safety, and prevention.

Serious Accidents

Any serious accidents occurring on campus, or during off-campus school events or trips, will be reported in writing by the Director or Elementary Principal to the parents of the child involved and to the Board. The decision concerning the action to be taken in case of accident will be made by the administration or staff member reporting the accident. An **Accident Report Form** will be filled out by the health professional, Director, or staff member involved, and will be filed in the office.

The ASOY Emergency Procedures Manual addresses in-depth procedures for emergencies occurring on campus and/or during off-campus events and school trips. Due to the lack of reliable local



ambulance services, school vehicles will be utilized to transport injured persons for emergency treatment. If deemed necessary, a local reanimation specialist physician from Central Hospital will be called for assistance.

Swimming Pool Regulations

The ASOY swimming pool, when available, is open to all family members of ASOY students and to those individuals who are members of the ASOY Recreation Club. A life guard is always on duty during pool hours. If a life guard is not on duty, it is strictly forbidden to enter the pool or pool area.

It is required that all students, parents, staff, and community members adhere to the following rules and guidelines:

- Changing facilities, showers, and restrooms are available in the Canteen.
- Appropriate swim suits must be worn at all times to avoid offending others. Nude or semi-nude bathing is not allowed.
- Lockers are available for patron use. The school is not responsible for lost or stolen objects.
- All individuals must take a shower before entering the pool.
- Children grade 5 or below must be accompanied at the pool by an adult at all times.
- Guests must be accompanied by their hosts.
- Tables are available for patron use; however, no food or drinks are allowed next to or in the pool.
- Appropriate behavior and language is expected at all times.
- Persons with a skin or other infection should not swim.
- In the pool area, it is not allowed to:
 1. Bring in glass containers
 2. Bring in pets
 3. Chew gum
 4. Dive in shallow water

Procedures for Parents Away from Yaounde

When both parents are out of town without their child, responsibility must be delegated not only to household staff, but to an adult member of the parents' employer or to a family friend. The delegated person responsible for your child should have instructions about what to do in case of illness or other emergency, and should also have access to your child's passport.

Before going out of town, it is imperative that parents ensure the following information has been submitted to the administrative office:

- Destination
- Contact address and phone numbers
- Name and contact information of the person in Yaounde who is responsible for your child in your absence.
- Other information as requested by ASOY

Failure to follow these procedures may result in ASOY requiring the student/s to withdraw from school until appropriate guardianship is confirmed.

Designated Drivers and/or Pick-up

Parents must inform the school concerning who is authorized to pick up your child/ren from school. Parents must also inform the school immediately of any dismissal of an employee who was previously authorized to collect children from school.



School Visitors and Student Guests

For the safety and security of our faculty, staff, and students, anyone entering the ASOY campus who is not a faculty or staff member, including parents, siblings of students, or former students, must sign in and obtain a visitor's pass from the main office. Visitors are expected to abide by all school guidelines, rules, and procedures.

Front Gate, Car Passes, and Parking Lot

School families and ASOY Recreation Club members must have a vehicle pass for their cars to enter on a regular basis. Parents, ASOY employees, and students should not expect the gate guards to recognize them and grant entrance, but rather must display the current-year ASOY vehicle pass every time they enter the gate.

The gate guards have the authority to question the drivers of all vehicles approaching the school gate, including those with security passes and/or diplomatic plates. Any unusual or aggressive behavior at the front gate by any person may be cause for denial of entrance to the ASOY campus.

Drivers are expected to use the parking lot with care at all times. For the safety of all, the following rules must be followed:

- Drive slowly.
- Students must be dropped off and picked up at the gate to the playground.
- Students may not cross in front of other cars to reach their own car or the front gate.
- Under no conditions should a car be left unattended with the engine running.
- Cars may only be parked under the trees or by the outside wall, never in the line of traffic.
- Patience, courtesy, and caution are required at all times.

Insurance and Limit of Liability

Though all children are constantly supervised, accidents may happen for which the school carries insurance. For injuries that take place at school during school hours, you will be given an insurance claim form to complete. Please be sure to keep all necessary receipts for reimbursement. Local insurance is minimal in nature in the case of serious injury, especially in the case of medical evacuation to Europe or the U.S. Most families should have insurance through their employer or agency, and may have personally purchased insurance for severe injuries. Family insurance information must be provided to the administration office as indicated on the enrollment application forms.

When parents are present on the school campus outside of school hours, they are expected to supervise their own children. The American School of Yaounde, the ASOY Recreation Club, and the Parrot's Canteen decline any liability for accidents that occur on campus outside of school hours.

Emergency Channels of Communication

Effective planning and response in cases of an emergency require coordination and participation of school staff, students, parents/guardians, community organizations, and other groups and individuals. To the best of the ability of the school staff, parents will be notified of any situations that may present safety hazards to students.

Therefore, it is required that parents continually update emergency contact numbers so the school can reach you at home and at work. The school will not assume responsibility for lack of communication if accurate contact information has not been provided.



Students will not be released from school without notification of parents. However, in the case of an immediate emergency, the school may act on behalf of the best interest of the student and move students to a safer location. This will only be done in cases where the U.S. Embassy has ordered immediate evacuation and parents are not able to be notified. The school maintains the following mechanisms to notify parents quickly and efficiently in cases of emergency:

- **Email**: It is imperative that all parents provide the school with a valid and reliable email address.
- **Text Messaging**: In addition to email, the school sends instant text messages for communicating general information as well as in the event of an emergency. Parents are required to provide the school with a valid cell phone number for this purpose.
- **Parent Contact List**: In the event of an emergency, or the need to contact parents outside of business hours, or when internet and cell phones are not working, we will contact parents by phone. Again, it is critical that all parents provide us with as many valid phone numbers as possible.

Emergency Procedures

ASOY maintains a detailed and current Emergency Procedures Manual, outlining the steps to be taken in the event of various possible emergencies. If a parent would like to see this manual, they may contact the office.