



APEX INTERNATIONAL ENGINEERING ACADEMY (AIA/AIEA)

LEARN GROW SUCCEED

Parent/Student Handbook Schoolwide

Revised November 15th 2023

This Handbook at all times is the superlative handbook to the AIA Virtual School Handbook and others where applicable.

Important Numbers

School Phone: **289-9288**

Web Site: <http://www.apexschool.com>

E-mail: apexcenters@gmail.com

Absences: Call 289-9288

A Message to Parents and Students,

Welcome to our Academy. At Apex, our sole focus is student success. We offer accredited programmes and quality teaching. We understand different learning styles and we recognize that today's student fits no mould.

We work hand-in-hand with parents and students and offer an extensive curriculum to ensure students reach their full potential.

We do this by preparing our students for the world of 21st century learning implementing instructional methodologies currently being used in Universities and Colleges abroad.

By introducing our students to these learning modalities, our students will gain a considerable head start when they enter the world of tertiary education.

This Parent/Student Handbook is intended to provide you with an overview of the school's purpose, procedures, and practices. A review of this document will help you understand our programmes, procedures and school community.

On behalf of the AIA Community we welcome you to our school.

VISION

To be a modern and progressive learning institution concerned about generating educational pathways that will lead to a more efficient individual; empowering learners and helping them to foster a sense of independence by making use of available resources responsibly.

MISSION

Our mission is to best prepare our students to make a successful social and academic transition into our technology driven world.

Our Academy is student centered and focused on excellence. Our low student – teacher ratios enable our teachers to work on an individual basis with students to ensure that our students benefit from a holistic approach to education.

EDUCATIONAL PHILOSOPHY

Curriculum

The curriculum at Apex will incorporate real-life applications of student learning as much as possible. For the elementary and middle school programmes we follow the curriculum set forth by the Ministry of Education of Trinidad and Tobago. At the High School level students have the option of enrolling in our CXC programme OR the International High School Diploma programme. There is also an option for students who meet the necessary pre-requisite requirements to pursue a Dual programme at the High School level.

Teachers

The teachers at Apex will emphasize that students actively inquire into and make connections between ideas and subject areas. A variety of teaching methods will be used including;

- Group discussions,
- Demonstrations,
- Small group teaching,
- Individual teaching using assignments, tests, problem solving, etc.

Students

Each student at Apex will be treated as an individual and encouraged to express their own opinions and ideas.

Opportunities will exist for all students to be successful by providing them with the opportunities to seek extra help, to have large complex tasks broken into manageable chunks, to have regular scheduled student conferencing with their teacher and to have clear standards for evaluations.

Assessment and Evaluation

A wide variety of assessment and evaluation tools will be used at Apex including tests, observations, reports, project based learning, group work, essays, quizzes, journals and final assessments.

Aim

Apex International Academy has established a programme of student assessment with the goal of improving student learning and performance. Assessment, record-keeping, and reporting to parents is a meaningful process.

The aim of student assessment is to facilitate the learning of each student by providing information which supports student success. Parents are key players in their child(ren's) educational development and accurate, informative reports (both written and oral) facilitate their active involvement. Teachers use a variety of assessments which are both formative and summative.

Qualitative assessment provides an in-depth understanding of students' experiences, perspectives in the context of their personal

circumstances or setting. It focuses on the student's work, reasoning capacity, and measures skills acquired.

It is a process of knowledge-building through ideas, connections and extensions. Assessment is also differentiated to students' level of ability and learning styles. Accurate teacher assessment is crucial to inform future planning as well as to chart students' progress.

Objectives

- Measure students' personal & academic growth
- Provide cumulative information on personal & academic growth Grades 1-12
- Reflect upon & evaluate teaching & learning
- Engage students in their own learning & monitor their progress
- Provide a variety of assessments to encourage student learning
- Provide a record & acknowledge students' achievements
- Inform parents, the board, administration & outside agencies of assessment outcomes

Principles of Assessment

Effective assessments:

- Show what students know, understand, and can do
- Have criteria that are known and understood in advance
- Are both summative and formative
- Are valid, relevant, and reliable
- Demonstrate mastery and expertise
- May be open-ended
- Are fair, objective, and significant
- May be differentiated

Learning Strategies that Align with the Principles of Assessment

Teachers ensure that a range of learning experiences and teaching strategies is:

- Embedded in the curriculum
- Built upon prior learning
- Age-appropriate, thought-provoking and engaging
- Based on the differing needs of all students, including those who are learning in a language other than their mother tongue, and students with learning support requirements
- Open-ended and involves teaching problem-solving skills.

Teachers choose strategies that provide for learning through disciplined inquiry and research; involve communication of ideas and personal reflection; and give students the opportunity to practice and apply their new understandings and skills

Types of Assessment

Different types of assessments are used to track student progress and improve student learning

- **Pre-Assessment**

This is the assessment that gives information about students' prior knowledge.

- **Formative Assessment (Assessment for Learning)**

This is the on-going assessment of how students are learning, undertaken by the teacher and the student during the course of the learning process. It provides feedback on students' understanding and application of knowledge, concepts and skills. The process of using formative assessment *allows adjustments to be made in teaching and student practice to better assure students achieve targeted learning outcomes within a set time frame.*

Formative assessment is interwoven into the daily learning which:

- Provides feedback and shares learning goals with students
- Encourages students to reflect on performance and set goals for learning

- Guides teacher planning and instruction to meet student learning needs.

Teachers develop ways of understanding students' prior learning so that they can plan appropriate learning experiences and teaching strategies. Teachers also monitor and support learning as students engage with the unit. Formative assessment provides teachers and students with insights into the ongoing development of knowledge, understanding, skills and attitudes. Effective formative assessment also provides teachers and student with a way to explore personal learning styles as well as individual student strengths, challenges and preferences that can inform meaningful differentiation of learning. Formative assessment can also provide important opportunities for students to rehearse or refine performances of understanding as they prepare to complete summative assessment tasks. Peer and self-assessment are often valuable formative assessment

Recording/Reporting

Recording of achievement & effort is an essential part of all assessment procedures. It is the responsibility of all teachers to keep records which contain:

- Assessment outcomes (Grades, portfolio samples)
- Level of student effort
- Identification of strength & weaknesses
- Student self-assessment and peer assessment data
- Information relating to issues which may affect learning
- Set goals for the future

Conferences

We offer two types of conferences at AIA to provide information to both students and parents.

Reports of student achievement communicate a student's achievement level for each assessment criterion within a discipline as well as indicate an overall level of achievement within a given course.

- **Teacher-student conferences**

These conferences are usually informal. They are incorporated into the regular classroom routines and are meant to provide the students with feedback on their progress. These conferences also allow students to reflect on their own work and to make decisions regarding their portfolios.

- **Teacher-parent-student conference**

This conference is a formal conference among teachers, other professionals who work with the student, and parents to provide feedback about the child's progress and needs. Students may also be included. Teachers take this opportunity to report student progress, answer the parent's questions, address any concerns, and help define each person's role in the learning process. At AIA this type of conference takes place at least twice a year.

Actions for students who are experiencing difficulties

In the Middle and High School, students who are experiencing difficulties will be responsible for creating an action plan that they will discuss with their parents and teachers in which they record what they plan to do to improve their level of achievement and understanding.

This plan will be discussed and reviewed by both the parents and teacher(s) and progress on the plan will be tracked throughout the remainder of the year.

Teachers and parents can request a conference during any time of the year to discuss the progress of a student.

Grading Policy

All teachers are responsible for ensuring that grading takes place consistently within a subject.

Grading of students' work should follow individual subject policy. In general, these should allow for:

- Grading of students' work by their teachers on a weekly basis
- Accurate self-marking and peer/group assessment where applicable
- Identification of strengths/weaknesses of students' work with respect to objectives
- Homework recognition by effort/or achievement marking
- Relating outcomes/meaning of marking back to students using appropriate comments/grades
- Communication of outcomes of marking to parents

It is expected that the main emphasis when marking will be to convey to the students an understanding of their progress within the subject area. Feedback to students emphasizes achievement with respect to learning objectives in the form of useful comments and annotation of work, wherever possible, giving guidance to support future progress. Students are monitored using varied internal and external.

GRADING STANDARDS and Equivalent Percentages

GRADING (1-2)

E Excellent
VG Very Good
G Good
S Satisfactory
NI Needs Improvement

GRADING (3-12)

A 90- 100%
B 80 – 89%
C 70 – 79%
D 60 - 69%
F below 60%

****Grading criteria may vary according to programme**

STUDENT SUPPORT SERVICES

Apex International Academy (AIA) has a commitment to developing the individual potential of each student as outlined in our school philosophy. Therefore, AIA aims to provide a comprehensive, sequential framework for meeting individual student differences while simultaneously promoting high standards of academic achievement. Through differentiated instruction in the classroom, limited pull-out for specific skills and in-class support from Teaching Assistants, AIA provides services to:

- Students with limited learning gaps or processing difficulties (LD)
- Students with attention difficulties (ADD/ADHD)
- Students who require enrichment opportunities
- Students who are not maximizing their potential because of behavior or motivational problems

Staff within Student Support Services use an inclusion model which promotes socialization skills, as well as learning/re-teaching the content of the topic/subject.

The Student Support Team provides support using a variety of methods to meet the learning needs of all students such as:

- Small group settings
- Supportive teaching (classroom teacher takes the lead role, the support personnel rotate among the students)
- Consultation (support personnel work in collaboration with the teacher)
- Limited one-to-one or small group instruction on specific skills

Within these methods, we are able to:

- Provide alternative formats for test taking
- Adapt or modify the curriculum and/or instructional techniques
- Differentiate the instruction and/or content
- Provide positive academic and/or behavior supports for identified students

- Teach students strategies for their unique learning style

If your child has an IEP, ILP, or an educational assessment recommending one-to-one support (i.e., remedial instruction or personal tutor) AIA may be able to offer this support, yet there will be an additional cost to the parent for this service.

Elementary and Middle School students who are functioning academically above grade level may receive enrichment activities and assignments in addition to the general curriculum.

High school students may enrol in Advanced Placement courses at an additional cost to parents.

Student Support Team

In cases where students experience difficulty, or if their skills and strengths are discrepant from grade level expectations, their progress may be reviewed (for academic and/or behavioral reasons) at a grade level meeting. The Student Support Team reviews the student file, the specific areas of concern and decides on a plan of action.

This process consists of:

- **Pre-referral for support services stating the area (s) of concern.**

- Individual screenings (developmental and/or behavioral) may be administered in order to gather data to assist teachers in developing a support plan.

- The use of SMART goal setting.

- Suggested teaching strategies, interventions, and accommodations to curriculum, along with positive behavioral student support.

- Occasionally the team may recommend the student have a full educational assessment administered by an outside professional. This assessment is to determine the student's specific areas of

academic difficulty, and would be the financial responsibility of the parents.

- An Individualized Learning Plan (ILP) or Academic Improvement Plan may be developed, focusing on the student's unique learning style, and identifying student goals and objectives. Parent and teacher input are essential in developing the ILP. Parents are asked to attend a meeting to review the plan, as their support is critical to student success.

English for Speakers of Other Languages (ESOL)

Apex International Academy provides limited support to English language learners. Students with no English language background may require intense language instruction prior to inclusion in a full academic day. Upon application for enrolment into the school, students who have limited English skills meet with the Admission Team.

The admission team will:

- Make an assessment of English Language skills.
- Determine the level of ESOL services needed based on the student's English language skills.

Each applicant will be reviewed by the admission team to determine the student's eligibility to attend Apex International Academy and appropriate grade placement. Depending on the level of ESOL services required during school hours, there could be additional financial responsibility for the parents.

Parents may be advised to seek additional support outside of school to assist the student with homework and building language proficiency.

An Individual Learning Plan (ILP) may be developed to focus on language arts skills and content standards for learning.

GUIDANCE AND COUNSELING

The guidance and counseling programme at AIA is aimed at facilitating students' educational journey.

This programme provides students with the opportunity to learn more about themselves and each other, as well as to explore various issues that are important for them as they strive to fulfill their inherent potentials.

The Guidance and Counseling programme will help all students develop:

- Educational/Vocational/Career goals
- Social Skills
- Personal Strengths
- Self Awareness
- Drug and Alcohol Awareness
- Conflict Resolution

In order to achieve these objectives the school guidance and counseling programme will provide the following services to the school's community:

- Orientations
- Individual and small group counseling
- Education on issues such as drug/alcohol abuse etc.
- Parental support/consultation
- Peer counseling programme (students for students)

COMMUNICATION

The smooth operation of our school is dependent upon a clear line of communication so that questions and concerns can be acted on quickly at the level of closest contact to the question or concern.

Therefore, please use the following guide when resolving questions or concerns:

- Please schedule a meeting with your child's teacher when you have a concern. The teacher is in the best position to know and understand your child's needs. Most problems can be resolved at this level. Teachers can be contacted through the Assistant to the Director/Head of School will be happy to schedule a meeting.
- If your question or concern is not resolved with your child's teacher, please make an appointment to discuss the matter with the Director/Head of School.

STUDENT RECORDS

Upon written request to the Head of School, the parent, legal guardian or student, if the student is 18 or over, will have the right to review the contents of the student file, question those data, and if a difference of opinion is noted, shall be permitted to insert a letter stating their position. If further challenge is made to the record, the normal appeal procedures, established by school policy will be followed.

Student records may be accessed by the appropriate parties using the following procedures:

To release student records to other school(s) in which the student intends to enrol, the parents, legal guardian, or the student if he/she is 18 or older, must be notified of the transfer and the kinds of information being released .

They will receive a copy of such information if it is requested in writing and shall have the opportunity to challenge that record as described above Student data may be released to state education and other governmental agencies only if the names and all identifying markings are removed to prevent the identification of individuals.

- To release student records to other persons or agencies, written consent shall be given by the parent, legal guardian, or the student if he/she is 18 or older. This consent form will state which records shall be released, to whom they shall be released and the reason for the release. A copy of the student record being sent will be made available to the person signing the release forms if he/she so desires.
- Student records will be furnished in compliance with judicial orders, or pursuant to any lawfully issued subpoena when the parents, legal guardian, and students are notified.
- All authorisations for release of information will be filed in the student cumulative folder. **The Academy does not store or maintain records for unenrolled students upon leaving the Academy.**

STUDENT TRANSCRIPTS

Student transcripts are issued to students upon written request. A **TRANSCRIPT REQUEST FORM** must be completed as applicable. Parents are reminded that International High School Transcripts have a 6-8 week processing time from the date of request.

There is a fee associated with a transcript request or evaluation.

PARENT TEACHER CONFERENCES

Parent/Teacher conferences are formally scheduled. A conference can, and should, take place at any time the need arises. Teachers welcome discussions with parents throughout the school year.

CURRICULUM PROGRAMMES NIGHT

These are parent only events when and if scheduled. All parents are invited to attend the Curriculum programme Events. Faculty will inform parents about what they plan to teach, how they plan to achieve their goals, and what they will require of their students for

the school year. Curriculum Night programmes take place on separate evenings for the Elementary, Middle and High School.

TEXTBOOKS

The school will assign students textbooks while enrolled in the school as applicable. Lost books must be paid for at the actual replacement cost plus shipping. Textbooks may be borrowed from the school during the summer. A deposit of TTD \$400.00 TTD minimum is required for each book borrowed, depending on the text, and should be arranged through the Director/Head of School/head of the school. **Student Records and Reports will be withheld pending (1) The return of textbooks issued to students and (2) Payment of any costs associated with such return or non-return.**

STUDENT RESPONSIBILITY

The Honor Code of Apex International Academy is based on the community's belief that personal conduct and academic integrity are as important as academic achievement.

Academic honesty serves to promote personal integrity and engender respect for others and the integrity of their work. Upholding academic honesty also helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies. All members of the AIA community must strive to be "principled," acting with "integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere." Students of AIA are expected demonstrate academic honesty at all times.

ACADEMIC MISCONDUCT

Principles and Statements Regarding Academic Misconduct

Academic misconduct is defined as "behavior that results in, or may result in, or may result in, the student or any other student gaining

an unfair advantage in one or more assessment component." Academic Misconduct of any kind constitutes a violation of the Honor Code.

A. Academic misconduct includes: plagiarism- the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment collusion—supporting academic misconduct by another student, as in allowing one’s work to be copied or submitted for assessment by another duplication of work—the presentation of the same work for different assessment components any other behavior that gives an unfair advantage to a student or that affects the results of another student (falsifying data, misconduct during an examination, creating spurious reflections).”

B. Academic misconduct, intellectual property and authentic authorship:

- An authentic piece of work is one that is based on the student’s individual and original ideas, with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use that student’s own language, expression and ideas. Where the ideas or work of another person are represented within a student’s work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged.
- There are many different forms of intellectual property rights, such as patents, registered designs, trademarks, moral rights and copyright. Forms of intellectual and creative expression (for example, works of literature, art or music) must be respected and are normally protected by law
- When using the words of another person, it must become habitual practice for a student to use quotation marks, indentation or some other accepted means of indicating that the wording is not their own. Furthermore, the source of the quotation (or paraphrased text) must be clearly identified along with the quotation and not reside in the bibliography alone.

C. Conventions for citing and acknowledging original authorship:

- The minimum information required for identifying sources includes the name of the author, date of publication, title of source, and page numbers, as applicable.
- The need to acknowledge the source of data, works of art, computer programmes, photographs, diagrams, illustrations, maps, and so on, are articulated to students by their subject teachers.
- (Note: The methods used for citing and acknowledging original authorship vary across the elementary, middle, and high school at AIA. Classroom and subject teachers are responsible for setting expectations and outlining conventions to be used within their courses.)

D. The distinction between legitimate collaboration and unacceptable collusion:

- Collaboration may be loosely defined as working together on a common aim with shared information, which is an open and cooperative behavior that does not result in allowing one’s work to be copied or submitted for assessment by another. Collusion occurs when a student uses fellow learners as an unattributed source.

Examples of violations of the Honor Code:

Problem	Consequence
<u>Cheating</u> . This includes, but is not limited to the following: Talking with another student during a quiz or test. Using any type of notes not permitted by the teacher. Giving test information to other	1st offense Memo & documentation sent to principal and parents Disqualification of test/exam results Possible withdrawal from

<p>students.</p> <p>Fabricating or altering laboratory data.</p> <p>Turning in the same paper to more than one class without prior approval (duplication).</p> <p>Representing a project as one's own when it involved collaboration, without prior teacher approval.</p> <p>Removing a test without teacher</p>	<p>course.</p> <p>2nd offense</p> <p>Disqualification from all exams</p> <p>Academic probation</p> <p>Suspension</p> <p>Possible expulsion</p>
Problem	Consequence
<p>permission from the classroom in which it was given.</p> <p>Accessing and sharing information about tests and quizzes stored in computers.</p> <p><u>Copying of homework/ class assignments.</u> This includes but is not limited to:</p> <p>Copying or offering answers on tests or quizzes either verbally, in written form, or by electronic means.</p> <p>Copying work that was assigned to be done independently (including homework) or allowing <i>someone else to copy</i> your work (collusion), either verbally, in written form, or by electronic means.</p> <p>Turning in work that was done by another person during this year or from prior years.</p>	

<p><u>Plagiarism:</u></p> <p>Copying phrases, sentences, passages without citation while writing a paper.</p> <p>Use of materials that do not respect copyright or intellectual property laws.</p>	
Problem	Consequence
4. Forging Signatures	<p>1st offense Letter to parents/guardian documenting the incident</p> <p>2nd offense Suspension, Probation.</p>

Discipline Matrix

The matrix outlines progressive disciplinary measures for different violations.

Problem	1 st Offense	2 nd / Repeated Offense
Violating School Rules		
Chewing gum	<ul style="list-style-type: none"> ▪ Throw it out 	<ul style="list-style-type: none"> ▪ Memo to principal
Incorrect Uniform	<ul style="list-style-type: none"> ▪ Sent to Principal. Letter sent home to parent. 	<ul style="list-style-type: none"> ▪ Student sent home to change
Running or rough behavior	<ul style="list-style-type: none"> ▪ Warned by observing teacher 	<ul style="list-style-type: none"> ▪ Memo to principal and conference with principal.

on campus		<ul style="list-style-type: none"> Loss of privileges
Inappropriate language	<ul style="list-style-type: none"> Warned by observing teacher 	<ul style="list-style-type: none"> Memo to principal and conference with principal. Conference with parents.
Problem	1st Offense	2nd / Repeated Offense
	<ul style="list-style-type: none"> Asked to pick up what was dropped, plus anything in the area. Memo to principal 	<ul style="list-style-type: none"> Memo to principal Special cleaning duty assigned by principal
Late for class	<ul style="list-style-type: none"> Recorded in database. Reflected in transcript. 	<ul style="list-style-type: none"> 3 lates in one month result in detention. Letter from principal Daily report
Skipping class	<ul style="list-style-type: none"> Investigated by principal Letter to parents Detention/suspension 	<ul style="list-style-type: none"> Parent conference Daily report Suspension
Anti-Social Behavior		
Graffiti or vandalism	<ul style="list-style-type: none"> Response will depend on degree and intent Repair/payment for damage Action plan requiring student to do clean up or 	<ul style="list-style-type: none"> 2nd) same as first. Student is also placed on probation. 3rd) expulsion recommended

	<ul style="list-style-type: none"> maintenance Serious malicious damage will result in suspension/expulsion 	
Problem	1st Offense	2nd / Repeated Offense
Being rude or disrespectful to another student	<ul style="list-style-type: none"> Warning and/or memo to principal Possible mediation (principal, counselor, homeroom teacher, peer) 	<ul style="list-style-type: none"> 2nd) Letter on file Parent conference Mediation Suspension/Expulsion
Being rude or disrespectful to a member of the professional or support staff	<ul style="list-style-type: none"> Memo to principal Possible suspension and parent informed Possible mediation Appropriate restitution 	<ul style="list-style-type: none"> 2nd) suspension; parent/student/principal conference; contract
Intimidation, bullying or abusive behavior (see bullying policy)	<ul style="list-style-type: none"> Memo to principal Parent conference Possible suspension Appropriate restitution 	<ul style="list-style-type: none"> 2nd) probation 3rd) Counseling recommended for third and subsequent offenses.
Fighting	<ul style="list-style-type: none"> Immediate suspension Parent conference 	<ul style="list-style-type: none"> 2nd) probation and counseling Suspension / expulsion

Problem	1st Offense	2nd / Repeated Offense
Dishonesty		
Stealing	<ul style="list-style-type: none"> ▪ Documented and investigated ▪ Suspension + probation ▪ Parent/ student/ principal conference ▪ Appropriate restitution ▪ Possible police involvement 	<ul style="list-style-type: none"> ▪ 2nd) probation; counseling; possible expulsion
Lying to a member of the professional or support staff	<ul style="list-style-type: none"> ▪ Documented and investigated ▪ Conference with students, parent, staff member ▪ Counseling 	<ul style="list-style-type: none"> ▪ 2nd) probation; counseling; possible expulsion
Cheating on tests or exams	<ul style="list-style-type: none"> ▪ Memo and documentation sent to principal ▪ Disqualification of test/exam results 	<ul style="list-style-type: none"> ▪ 2nd) disqualification from all exams; suspension ▪ Possible expulsion
Forging signatures	<ul style="list-style-type: none"> ▪ Letter to parent/ guardian documenting the incident 	<ul style="list-style-type: none"> ▪ Suspension; probation

Problem	1st Offense	2nd / Repeated Offense
Copying homework/class assignments from other students	<ul style="list-style-type: none"> ▪ Letter home to parents 	<ul style="list-style-type: none"> ▪ 2nd) conference with teacher, parent, student, principal ▪ 3rd) suspension; counseling
Borrowing / copying from publications for research, but not acknowledging sources and plagiarism of documents in whole or in part.	<ul style="list-style-type: none"> ▪ Parent conference 	<ul style="list-style-type: none"> ▪ 2nd) suspension ▪ 3rd) probation
Substances		
Tobacco (smoking or possession)	<ul style="list-style-type: none"> ▪ Warning letter sent home; counseling/ education provided 	<ul style="list-style-type: none"> ▪ 2nd) One day suspension ▪ 3rd) Three day suspension and contract
Problem	1st Offense	2nd / Repeated Offense
Alcohol (possession or	<ul style="list-style-type: none"> ▪ Three day suspension; parent 	<ul style="list-style-type: none"> ▪ 2nd) One week suspension;

being under the influence)	conference; counseling required	probation and contract; school may require professional assessment <ul style="list-style-type: none"> 3rd) Possible expulsion or extended suspension
Controlled and Illegal Drugs		
Possession	<ul style="list-style-type: none"> Two week suspension; parent conference; counseling/ education; probation and contract, and/ or possible expulsion at the discretion of the school's administration 	<ul style="list-style-type: none"> Expulsion
Being under the influence	<ul style="list-style-type: none"> Two week suspension; parent conference; counseling/ education; probation and contract, possible expulsion 	<ul style="list-style-type: none"> Expulsion
Sale and/ or distribution	Expulsion	

- Resolve conflicts in a peaceful, rational manner
- Be honest, always tells the truth and don't take what does not belong to you
- Care for others physically, psychologically, and emotionally
- Give of yourself to your community
- Do your best every day; strive for excellence in everything you do
- When you see others violating the Honor Code, speak out

Discipline Philosophy

- We believe that students learn best in an atmosphere in which appropriate behavior is expected of everyone and is based upon mutual respect and trust.
- We believe that all students have the potential for behaving positively, that they choose and are responsible for their behaviors and students can be guided and taught to make appropriate choices.
- We believe that an environment, in which appropriate behavior is consistently expected and recognized, creates a sense of security, increasing student attention to learning and to self-responsibility.
- We believe that discipline procedures should be based upon what is ultimately best for the student directly involved as well as the most positive impact upon others. Therefore, discipline procedures reflect options that permit a range of consequences.
- We believe that students benefit directly from the education process best when parents support and reinforce school regulations by demonstrating follow up with students at home when misbehavior occurs at school.
- We believe in rewarding appropriate behavior.

Therefore, we expect that all students will:

- Practice tolerance and respect diversity
- Behave in such a way that brings honor upon Apex name
- Be responsible for your own conduct both in and out of school and understand that improper conduct has consequences

General Disciplinary Procedures

The Subject Teacher, Counselor, Homeroom Teacher, or Principal will confer with the student(s). The parents may be conferred with in person or by phone. A meeting may include other appropriate people. Several conferences may be required before further action

is taken. As a result of the conferencing process, one or more of the following consequences may occur as a result of a student's inappropriate behavior:

a) Detention

Students may be required to serve one or more lunchtime detention periods of 20-35 minutes. If the entire period is taken, the student will be given lunch in the detention room that is supervised by a staff member. A behavior detention is assigned only through the Middle School or High School office.

b) Behavior Contract

A formal written contract between the school, parents, and student may be required which specifies expectations and consequences of behavior.

c) Counseling Referral

The school may require professional counseling or diagnostic evaluation as a requirement for continued enrollment. The results of any testing and/or professional recommendations for school action would also be required.

d) Disqualification of grades due to cheating or plagiarizing

A student who chooses to cheat or plagiarize will have the assignment or assessment disqualified from the available body of assessment evidence considered. This disqualification represents a lost opportunity for the student to score within that quarter or term.

e) Financial Reimbursement

A student and his/her parents may be required to reimburse individuals for the loss, damage, or destruction of property.

f) Suspension

Suspension is the removal of a student from classes and activities for a short time.

There are two types of suspension utilized depending on the nature of the misbehavior as well as the student's behavior history.

- **In school suspension**

Students may receive one to two days of in-school suspension, which means they are isolated in a supervised area of the school. A student is expected to work on schoolwork during this time.

Lunch and breaks are monitored and held separately from grade level peers.

- **Out-of-school suspension**

In serious situations when it is deemed best to remove a student from school to emphasize the seriousness of the behavior or to remove the student from the premises while an investigation of the incident occurs, a suspension, supervised by the parents, may be given for a period ranging from one day to three weeks. In this situation, it is the responsibility of the student and/or parents to obtain the academic work missed during the student's absence.

Prior to any supervision, the Director or his/her designee shall:

- A) Advise the student in question of the particular misconduct and the basis for accusation;
- B) Provide the student an opportunity to explain his/her version of the situation; and,
- C) Any student whose continued presence in the school poses a danger to persons or property or an ongoing threat of disruption to the academic process may be immediately removed from the school premises without benefit of the above procedures, The necessary procedure shall follow as soon as practical.

In all cases, parents will be notified of a suspension in writing and by telephone.

If the suspension is to be for 10 days or less, the above procedures are considered sufficient. If the suspension is to be for more than 10 days, the steps below shall be followed in addition to the above procedures.

A) A notice in writing of the suspension and the reasons thereof shall be given to the parents or guardians of the student suspended if the student is less than 18 years of age. This notice shall be provided in sufficient time (minimum of three days ahead) to give the student a chance to prepare his/her defense.

B) The student (and parents or guardians if he/she is under 18) shall be provided with a copy of the board's policy and administrative procedures of suspension and expulsion.

C) At the hearing, the student shall be provided with the names of individuals who have primary knowledge of the facts forming the basis for the suspension or expulsion.

D) Students shall be permitted to examine any document or record the school will use at the hearing or which will aid them in their defense.

E) The student shall be permitted to obtain legal counsel.

F) The student or his/her counsel shall be permitted to cross-examine those who have primary knowledge of the facts, For procedural purposes suspensions exceeding 10 days and expulsions shall be treated in a similar manner. Unless there is an emergency, hearings shall precede the imposition of any long-term suspension or expulsion.

If the parent wishes to appeal any suspension of more than 10 days, the student will continue school until the appeal process has been completed at the Director's discretion with consideration of the impact on safety and learning.

If, in the opinion of the Principal, the student is considered dangerous to the school, he will not be permitted to attend and will remain in home suspension until the appeal process has been completed.

g) Expulsion

In extreme cases of misbehavior or recurring behavior problems, a student may be permanently dismissed from attendance. Decisions concerning the expulsion will be made by the Director of the school. Any violation of the Academy's Rules policies and procedures by any student or parent can constitute an immediate ground(s) for withdrawal or expulsion of the student.

BULLYING

Bullying is a form of aggression involving unwanted, negative and hurtful actions by one or more students against another who feels unable to prevent it or make it stop. It involves a real or perceived imbalance or power and is intentional and often repeated. The policy in regard to bullying behavior requires training for staff and students annually to help make the school a "bully free zone". To this end, the following matrix is meant to serve as a guide for consequences that will be implemented for different types of bullying and the frequency with which they take place. In all cases, an incident report is to be provided to the principal and student's teacher. These consequences may be changed if the school administration feels it is appropriate.

Bullying Consequences Matrix

Type of Behavior	1st Offense	2nd Offense	3rd Offense
Verbal/Written: Teasing, name calling, offensive remarks, spreading rumors	Teacher conference with student	Principal conference with student Student calls parents In school detention/misused recess	Out of school suspension Excluded from social settings Graduated individual plan possibly leading to expulsion
Social/Emotional: Exclusion, rejection, preventing others from befriending	Teacher conference with student	Principal conference with student Student calls parents In school detention/misused recess	Out of school suspension Excluded from social settings Graduated individual plan possibly leading to expulsion
Intimidation:	Principal	Conference with	Out of school

threatening, extortion, encouraging others to bully	conference with student Student calls parents	parent, Principal and student In school suspension/miss ed recess	suspension Excluded from social settings Graduated individual plan possibly leading to expulsion
Type of Behavior	1st Offense	2nd Offense	3rd Offense
Damage to Property: Including theft	Principal conference with student Student calls parents Restitution	Conference with parent, Principal and student In school suspension/miss ed recess	Out of school suspension Excluded from social settings Graduated individual plan possibly leading to expulsion
Physical: hitting, kicking, tripping, throwing objects, spitting, etc.	Principal conference with student Student calls parents Suspension (MS and HS, possibly ES)	Conference with parent, Principal and student Out of school suspension	Extended suspension (up to 10 days) Graduated individual plan Possibly leading to expulsion
Cyber Bullying:	Principal conference	Conference with parent, Principal	Out of school suspension

		and student	
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SCHOOL WIDE POLICIES

We would like remind you that we are here to assist our students in every way possible as they accomplish their educational goals. **The following policies are in addition to those stated in the signed ENROLMENT AGREEMENT as applicable.**

Arrival:

School starts promptly at 8:30 a.m. for all grades. Early and Late arrivals disrupt established routines and classroom schedules and therefore as parents you need to make every effort to have your child at the school between 8:20 a.m. and 8:30 a.m.

Dismissal:

All students are dismissed at 2:00 p.m sharp. Pick-up after school should be no later than 10 minutes after your son's/daughter's last activity of the day. **After school care charges will apply after 2:15 pm.**

Students should not stay at the school after dismissal unless they are participating in a supervised afterschool activity.

Daily Attendance:

Parents are urged to make the necessary arrangements to compensate for road traffic conditions as necessary.

Regular attendance is absolutely essential for children to be successful in their educational endeavors. Students are expected to attend school and be on time for classes in order to benefit from the instructional programmes offered and to develop habits of self-discipline and responsibility. Any absence from school counts as a non-attendance day and will be reflected on a student's attendance record.

- Students in the Elementary and Middle Schools who are absent more than 15% of class time during a grading period will be given credit only upon the approval of the teachers involved, Director/Head of School and Director of the school.
- High School students who miss more than 6 classes in any one subject in a semester (15% of class time) will be brought before the Academic Standards Committee, which may vote to revoke credit for the course as applicable. In order to graduate, lost credit may need to be made up during the summer, or through correspondence courses
- ALL full time students are required to attend 5 days per week for the full duration of the school day. **ALL students are required to maintain a minimum attendance of 85% each month. Students are allowed 3 excused absences maximum per 20 day school month.**
- **Students not enrolled full-time will be subject to the conditions/rules set forth by the School Administration.**
- **School Hours are 8:30 AM to 2:00 PM daily.**
- Middle-Secondary school students may be required to sign in and out each day with a School Official. Any absences will be reported to parents daily.

General Reporting Requirements for Student Absences and Tardiness:

A parent/guardian has the responsibility to report a student's absence by contacting the School Offices at by 9:00 am on the day of the absence. The information which needs to be given to the office is:

- 1) Student's name

- 2) Grade of student
- 3) Reason for absence or tardy
- 4) Length of absence, if known
- 5) Who is calling?

If the length of absence is not known, daily calls are requested.

If a parent does not report the absence by 9:00 am, the student **must** bring a note from the parent upon his/her return to school. If no phone call or note has been received, the absence will be considered unexcused.

Excused/Unexcused Absences:

Absence from school is excused for illness, funerals and family emergencies, or when the Director/Head of School has approved an absence in advance.

Absences require parental/guardian notification of the school offices **by 9:00am** on the particular school day an absence is expected.

Excused absences are as follows:

- Sickness/Emergency medical event (Written excuse by parent or Doctor Required)
- Unforeseen personal/family Emergency event (Written excuse by parent or Doctor Required)
- Public Holidays
- Medical or Governmental Appointment (Written excuse by parent or Doctor Required)
- Natural Disasters

All other absences will be marked as unexcused.

Family vacations which require absence from school are discouraged. If a family emergency must require school absence, prior school approval (at least five (5) school days in advance of the absence) will permit students to make up work missed. For school

approval to be granted, a student must be in good standing and not in danger of failing any classes. No vacations will be approved during the last ten days of each semester/term.

If a student has an unexcused absence, it is the school's policy that assignments missed, including tests and projects, will receive a score of 0 and calculated as such when determining grades.

Tardiness:

Parents are urged to make the necessary arrangements to compensate for road traffic conditions as necessary.

ALL Full time students are expected to be present at school by 8:30am each day. Students who arrive after 8:45am will be marked late and will be required to sign the late attendance record. **Students who arrive after 9:00 am will NOT BE ALLOWED TO ENTER THE SCHOOL GROUNDS.**

Students who are late more than 3 days per 20 day month will be recorded for excessive tardiness and will be placed on academic probation due to not meeting full time student attendance requirements.

Students who are unable to satisfy the above requirements for attendance will be placed on academic probation and a parent conference will be held. Consistent failure to meet attendance requirements will result in student suspension and eventual withdrawal from AIA.

Make-Up/Missed Work:

Make-up work will be provided only in the case of excused absences. On all make-up work, it is the student's responsibility to check with the appropriate teacher(s).

If a student is absent, assignments that were given before they were absent are due on the day they return. It is the student's responsibility to see that they are handed in to the teacher.

For assignments given while the student was absent the student will be given two days to do make up work for every day missed.

In the event of extended illness (two or more days), parents should request homework from the Assistant to the Director/Head of School by 9:00 a.m.

The packet may be collected from the front desk after 2:15 p.m. If the request is made after 9:00 a.m., the packet may be collected on the following day. Parents should turn completed homework in as soon as possible for teachers to grade and provide feedback to the student. The Director/Head of School may allow additional time to complete work in the case of extended absences.

Attendance at Extra-Curricular Activities:

Since a student's health is of paramount importance, students who are absent due to illness the entire school day or at the end of the school day, should not participate in any extra-curricular activity on that day to help insure the student's recovery. In the event of extenuating circumstances, which may seem to justify an exception to this policy, students must secure the approval from the Director/Head of School in advance.

Attendance is taken at all Extra-Curricular activities and these records are passed to the front desk once the activity has finished.

Student Illness during School:

Students who become ill or injured at school will be taken to the Director/Head of School's office. If necessary the student may only leave campus after having secured the approval of the Director/Head of School.

Parents whose children are on routine daily medication should indicate this in the "Student Health" form, which is part of the Application Package.

It is the goal of AIA to provide the safest and most health conscious environment possible for students and staff.

Therefore, you are required to keep your child home and inform the school if he or she:

1. Has a fresh respiratory illness, i.e. a runny nose, wet cough or requires frequent medication.
2. Has a fever or has had a temperature greater than 100F/38 degrees C in the last 24 hours.
3. Is vomiting or has diarrhea including signs/symptoms related to.
4. Is on the first 24 hours of antibiotics for strep throat or other related streptococcal infection. If symptoms are not markedly improved, he/she should stay home for the first 48 hours of antibiotic therapy.
5. Has any contagious skin rashes such as impetigo or infected draining wounds.
6. Has any communicable childhood illness.

Parents will contact parents as necessary to pick up students who display signs symptoms associated with any of the above as applicable.

A Doctor's letter of fitness to attend classes should be submitted on return to school.

It is important to complete the **AIA Parent Contact Information form** with all appropriate phone numbers and to update these phone numbers as they change. Please also list a friend or neighbour who knows your child in case we cannot reach you.

It is important to list any drug, food or environmental allergies as well as any health problems on the health form provided. It is imperative that you identify any special health problems such as diabetes, seizures, asthma, frequent nosebleeds or ADHD.

We realize that children will have some minor discomforts and injuries at school. You have the option of having the Nurse give the medication you have given consent for or giving you a call It is our policy that only the medications on the form be kept and administered at school and will only be done with your permission.

Cuts and scrapes at school will be cleaned with soap and water then antibiotic ointment and a Band-Aid is applied. If your child has any sensitivity to the treatment or you disagree with any part of the procedure, please indicate it on the HEALTH FORM. If your child has sensitivity to bee or wasp stings and has ever had a severe reaction, please indicate this on THE HEALTH FORM. This could be very important on field trips.

Head Lice:

Head-lice are a common problem for school children. Complete eradication is impossible, but prompt detection, effective treatment, and prevention can maintain control. If you suspect that your son/daughter has head lice ***Please notify the school if your child has head lice and when you start the treatment.***

A Doctor's letter of fitness to attend classes should be submitted on return to school.

School Tuition payments:

Tuition fees are due in full on the 1st of the month. July 1st, November 1st and March 1st. Fees which are not received on the first working day of the month will be subject to late payment fees of 5% of outstanding balances per day after seven business days. **In addition, all outstanding balances will accrue monthly interest charges. Tuition refunds are not available for any payment or part payment for any school term for which such payment has been made; further refunds will not be made for any Term in which a student has attended classes. Refunds if due will be issued by May 31st of the Academic School Year. Effective January 1st 2024 due to policy changes there will be no refunds of any fee type.**

Updated Student Enrolment Agreement Forms:

ALL students must maintain an updated copy of necessary administrative documents on their student records; specifically Enrolment Agreements.

Parental Involvement:

Parents, you are strongly encouraged to take an active interest in your child's education by participating in school activities and ongoing projects. **Parents will be notified in advance of upcoming school activities and projects in which your involvement/contribution will be appreciated.**

Report Cards:

Parents are required to review end of term report cards sent home and return these signed to the school upon receipt.

Conferences will be held as necessary to ensure that reasonable and steady academic progress is maintained by all students. Please contact the school for copies of any Report card as needed.

Admissions:

All students seeking to enrol must be able to demonstrate a working knowledge of the English language.

Students who just completed the SEA (age 11+) are eligible to enrol in our middle school programmes.

Students enrolling in any high school programme must be able to provide proof of completing the eighth grade or (Form 3).

Transferring Students:

Most of our transfer students need to transfer credits from other high schools or programmes. To facilitate the process, we will offer transcript evaluation for transferring students at a cost.

Readmission: All students must apply for re-admission before the start of each school year. Overall Academic and non-academic positive performance in the previous academic year as well as adherence to school policies and guidelines are mandatory requirements for consideration before being readmitted into the Apex programme.

EXPLUSION, WITHDRAWAL AND RE-ADMISSION

The Academy reserves the right to immediately suspend, refuse or terminate the enrollment or reject admission of any student with or without notice should it be deemed that any student or parent/guardian as follows below;

- Is or becomes a constant/consistent threat to the safety of themselves or others around them.
- Consistently destroys or damages the Academy's materials, supplies or property.
- Is or becomes consistently objective or uncooperative with the regular operations of the Academy.
- Is noncompliant with the Academy's policies and procedure
- Verbally or physically abuses, badgers and or makes false statements regarding students or staff members.
- Negatively promotes the Academy by any means or method
- Displays an inconsistent behavior or is unable to function successfully with the school environment.
- Is or becomes in conflict or disagreement with the Academy's mission, policies, procedures or school community.
- Is not performing academically.
- Has a need which exceeds the capacity of the Academy.

- Has a tuition arrear or non-payment of an outstanding financial balance.
- Is determined to be in communication with a former employee of the Academy in a manner deemed to negatively affect the Academy.

Above all; The Academy is a privately registered organization and as such reserves the right to deny admission to any applicant without reason. In addition there will be no financial compensation or refund should a student be removed from the Academy for any of the following reasons stated above.

EMERGENCY HOSPITAL VISIT

AIA school representatives will summon emergency medical help when, in the judgment of said personnel, it is in the best interest of the student. Students will be taken to the nearest medical facility; either **Medical Associates or Chaguanas Regional Health Centre**, which will, provide the care needed.

LUNCH AND BREAKFAST

Parents who wish to establish a prepaid lunch/breakfast account for their child must make a deposit per month in advance on the 1st of the month. Students are strongly encouraged to bring their own lunches should they desire to do so.

The School will not issue lunch credit.

AIA has a system to monitor the delivery of food services. In order to ensure the smooth operation of the system, the following guidelines will be followed:

Parents will be asked to pre-pay their accounts either at the front desk or in the business office. This is done via cash **ONLY**.

Parents will be advised via e-mail or note from the student's café balance once it reaches \$100.00 TTD or less.

Lunch accounts are NOT allowed to carry negative balances.

- Parents should monitor their account balances regularly after making purchases.
- When a student's lunch account reaches zero, no further purchases will be allowed by the student, until a deposit is made to the account either at the front desk or business office.
- Lunch is provided at the school on a daily basis and **there is no need** for any student to leave the school grounds.
- **Parents must sign a permission to leave school grounds form prior to the start of the school term to allow their child to leave for lunch**
- Each student is strongly encouraged to choose the option of bringing lunch to the school on a daily basis.
- The School bears no responsibility for the student's actions or safety outside of the school premises during lunch hours.
- All Students are accountable for their actions outside of the school grounds.
- Students must sign out with a school official upon leaving the school grounds.
- Students must sign in with a school official upon re-entering the school grounds.

Leaving School Grounds during Class Hours:

No student shall leave school at any time during class hours without first receiving permission from the office. Students who must leave school during the day shall bring a signed note from their parents or guardian stating the reason and time the student is to be excused. This note must be taken to the school office before school begins so that a pass may be issued for the appropriate dismissal time.

Students who forget to secure their pass before school begins will not be dismissed in the middle of a class for their appointment. Students who leave school without school approval will be considered absent. At the time the student leaves school, the students shall sign-out at the front desk. Students returning to classes before school is dismissed are to sign back in when they return.

LEAVING SCHOOL GROUNDS (BREAKFAST)

NO STUDENT WILL BE ALLOWED TO LEAVE THE SCHOOL PREMISES FOR BREAKFAST.

School begins at 8:30 am PROMPTLY. This is a full half hour after the 8:00am start times of other schools. As such, Parents are strongly encouraged to use this opportunity to ensure that your child has had a healthy breakfast.

Areas of the School's Jurisdiction

The area of the school's jurisdiction defined as follows:

- School property and its surroundings
- School sponsored functions held off campus.
- All other school-related events including field trips.

The school's jurisdiction extends beyond the above if a student's misuse of alcohol, controlled or illegal drugs places him/her or others at risk or brings the school's name into disrepute.

DRUG AND ALCOHOL POLICY

Reporting of Use of Prohibited Substances

It is expected that students, parents, teachers and support staff will report suspected cases of violation of this policy to a school counselor and a member of the school's Administration.

The purpose of this policy is:

- 1) To ensure that all community members – students, parents, guardians, teachers, and support staff – are educated about the dangers of the use-of tobacco, alcohol, controlled and illegal drugs.
- 2) To establish such preventative measures, including urine testing of students perceived to be at risk, as will ensure that the school is seen not to tolerate the misuse of controlled and/or illegal drugs or any form of substance abuse.
- 3) To ensure that firm and consistent disciplinary measures will be taken against students who possess, use or sell any of the following: tobacco, alcohol, controlled drugs or illegal drugs.

Prevention

The school's curriculum will each year provide age-appropriate education, including counseling services, for all students about the nature of tobacco, alcohol, controlled and illegal drugs and the dangers of their use/misuse.

Students found possessing, using or selling these substances within the school will receive mandatory education and counseling by the counselor in addition to disciplinary action.

The school will provide opportunities for teachers, parents, and support staff to learn about these substances and the dangers of their use.

Definitions

Substances not tolerated for student use or possessions are as follows:

1. All tobacco/electronic cigarette products;
2. All alcoholic beverages;
3. All illegal and controlled drugs

Violations and Consequences:

1. Tobacco/Electronic Cigarettes: Smoking or Possession

1st offense - warning letter sent home; counseling/education

2nd offense - one-day suspension; parent conference;

3rd offense – three-day suspension; parent conference; probation and contract

2. Alcohol – Possession, Drinking or Being under the Influence

1st offense – three day suspension; parent conference; counseling/education

2nd offense – one week suspension; probation and contract (possible including professional assessment);

3rd offense – possible expulsion or extended suspension

3. Controlled and Illegal Drugs

1st offense – possession – two week suspensions; parent conference; counseling/education; probation and contract; and/or possible expulsion at the discretion of the school’s administration.

2nd offense – possession – expulsion

Being Under the Influence – 2nd offense – expulsion

Sale or Distribution 1st offense - expulsion

WEAPONS ON CAMPUS

No student or non-student, including adults and visitors, shall possess, carry, keep, use or distribute any weapon when in a school location, or while attending or participating in any school activity, including transporting to or from any such activity.

Definitions:

A **weapon** means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or injury.

A **“deadly weapon”** is any weapon used in a violent or threatening manner.

A **“firearm”** is defined as any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive or other propellant.

“School location” includes school buildings, school grounds, school activities or trips, school vehicles or vehicles hired for the purpose of transporting members of the school.

“Possession” means having a weapon on one’s person or in an area subject to one’s control in a school location.

Consequences:

For students:

Weapon

1st Offense: Minimum 5-day out of school suspension.

2nd Offence: Minimum 10-day out of school suspension with recommended expulsion.

Deadly Weapon - Minimum 10-day out of school suspension with recommended expulsion.

Fire Arm – Expulsion

For non-students:

Any member of the public who violates this policy shall be informed of the policy, and asked to leave the school location. Depending on the circumstances, the person may be barred from future entry to school locations.

An employee who violates the policy is subject to disciplinary action, including termination, suspension or non-renewal.

Exceptions:

It shall not be a violation of this policy if:

- The non-student is a licensed police officer, or military personnel on official duty.
- Students are using objects which are a natural component of any approved school programme/activity.

Administrative Discretion:

While the school will generally take a “zero tolerance” position on the possession, use or distribution of weapons by students, the Director/Head of School may use discretion in determining whether a course of action other than the minimum consequences is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

ELECTRONIC DEVICES ACCEPTABLE USE(S)

Adherence to these guidelines and policies is a condition of continued access to the schools’ technology resources. Violation of this Acceptable Use Policy may result in the loss of computer privileges, disciplinary action, and/or legal consequences. The policy applies to computer use and to student use of Internet-access devices at the school.

- AIA’s computers and network infrastructure are provided as educational tools for students and staff. Class and course-related use of this equipment will take priority and **all non-educational use (including exploring Internet resources) will be dependent on staff approval.**
- **Students using computers in the school are required to cooperate with the staff members supervising computer areas and are to follow the instructions for any computer use in such area.** This includes but is not limited to specific guidelines for printing, downloading from the Internet, playing audio and/or video, and playing educational games. **Other games, chat, and instant messaging are not allowed.**
- Each user bears full responsibility for his or her actions. Users shall assume full liability (legal, financial, or otherwise) for their actions. In addition, the school takes no responsibility for any information or materials that are transferred through the Internet by students.
- **Students may NOT connect personal computers, peripherals, or any other equipment to the school system’s equipment without specific permission from the Education Technology staff. Permission may only be granted for extraordinary curriculum-related purposes.**
- No changes in computer settings, software, or configurations may be made without the authorization of the Education Technology staff. All computers and

electronic devices within the school are subject to the control of the School Administration.

- Use of the computers and/or network to develop or knowingly pass along viruses or other programmes that infiltrate/damage computers or computing systems is prohibited. **Students are responsible for providing their own storage media for files and educational material. The school will not be responsible for loss of academic material/files saved on school computers.**
- All student computers are subject to remote monitoring by authorized staff. The school also reserves the right to inspect all student documents. The School will restrict the access to websites and networks as it sees fit.
- Use of the school's system technology resources is an integral part of education at AIA. Student access to these resources, in and out of class, is dependent on compliance with acceptable use policies. AIA reserves the right to deny, revoke, or suspend specific user privileges and/or to take other disciplinary action, up to and including suspension or expulsion, for violations of this policy. The academy will advise appropriate law enforcement agencies of illegal activities conducted through the school's Internet service.

DRESS CODE AND UNIFORM

AIA has a dress code and all students wear a uniform. Teachers and administrators will enforce reasonable standards of cleanliness and neatness and therefore the school reserves the right to ask students to remove distracting jewelry, articles of clothing, make up or nail polish and/or cut long hair or change hair style if it is not reflective of a business atmosphere. **STUDENTS NOT IN FULL COMPLIANCE SCHOOL UNIFORM WILL BE REFUSED ENTRY INTO THE SCHOOL.**

Girls:

- Pant Style: Dress Fit (maximum 2 pockets at rear and one pocket per side)
- Pant Color: Solid Black.
- **Uniform Shirt: Apex issued polo shirt.**
- Shoes/laces: Solid black. (No steel toed boots/No open toed shoes)
- Belts/Socks: Solid Black (Socks: plain white is also allowed)
- Haircuts must be neat, no coloured dyes, no mo-hawks.
- Jewellery – one pair simple earrings, watch.
- Only Apex school sweaters are allowed. Sweaters are available for order at the school offices.

Boys:

- Pant Style: Dress Fit (maximum 2 pockets at rear and one pocket per side)
- Pant Color: Solid Black.
- **Uniform Shirt: Apex issued polo shirt.**
- Solid black or Brown (Business Style Dress Shoes)
- Belts/Socks: Belts(Solid Black);(Socks: plain white is also allowed)
- Jewellery – watch.
- Boys must also be professionally groomed at all times; neatly trimmed facial hair.
- Only Apex school sweaters are allowed. Sweaters are available for order at the school offices.

All Students:

- Students are allowed to wear a plain white T-undershirt. (No logos, designs or colour prints)
- No makeup or visible tattoos (facial or body) allowed.
- Hair must be less than 1 inch high and must not exceed the length of the neck at natural extension.
- Haircuts must be neat, no coloured dyes, no mo-hawks.
- Only Apex school sweaters are allowed. Sweaters are available for order at the school offices.

RESPONSIBILITIES OF PARENTS IN CASE OF EMERGENCY

It is imperative that parents and guardians ensure that the school has up-to-date contact information as well as medical history on their children.

AIA has an up-to-date and thorough Health and Safety Manual with emergency plans for a variety of possible events

Parents should establish emergency procedures for home and outside the school; they should review and reinforce these procedures with their children on a regular basis.

Open house meetings and other school-wide gatherings (e.g. parent-teacher conferences) are important communication vehicles for parents to voice concerns they have about safety and learn more about school plans for emergencies. Suggestions for ways we can improve school safety are always welcome and encouraged.

Parents must understand that foremost in the minds of school administrators and staff, especially in the event of an emergency, is the safety of the children. It will be important for parents and guardians to be patient, but alert observers until the school has communicated information and possible directives to them. If, however, parents have accurate and useful information that could help the school emergency team, they should make the effort to contact the school-designated spokesperson.

Rumors tend to spread rapidly through the school community and can create unnecessary problems. We ask that you do not engage in speculation in the event of a situation at the school and await accurate information from the school.

BURST SMS/EMAIL FOR EMERGENCY USE

The school utilizes a combination of burst SMS and parent email to be used in the event of an emergency. Emergency contact information is requested upon admission to the school.

Burst SMS by the schools' administration in the event of an emergency.

It is important that our parent body update the school's admission department with any changes to contact information.

WHAT PARENTS SHOULD DO WHEN AN EMERGENCY SITUATION OCCURS

1. AIA will send out burst SMS and Email immediately.
2. **DO NOT CALL THE SCHOOL** Your incoming calls tie up our lines and keep us from making the calls needed to communicate with all parents.
3. We expect all students to stay at AIA or the designated safe haven until dismissed, either by the regular method, or to the custody of an identified parent or guardian, or a designee you have listed on the information form. Please do not arrive at the school and expect to collect your child. This will only delay the evacuation of children

If you have any questions regarding the emergency burst SMS/Email system or the duties of parents, please contact the school.

SCHOOL ACTIVITY PROGRAMMES

This is a broad-based programme that strives to provide a wide variety of enjoyable, valuable learning experiences that cater for the physical, intellectual, and social needs of the students of AIA. Activities are conducted by instructors and teachers who are all specialists in their areas.

COMMUNITY SERVICE

All students, especially in the Middle and High School, are required to participate in some form of community service. Community

Service activities and projects are held throughout the academic year.

FIELD TRIPS

Field trips play an important part in a student's education and will be included in the curriculum when appropriate. **Parents will be notified in advance and must give written permission before their children can participate.** Parents may be asked to help transport the children. Every precaution is taken to safeguard the children on these trips, but neither the school nor the parents furnishing the car for the trips can assume complete responsibility for participating students. We require that each field trip driver be certain that his or her car is in excellent driving condition, that he/she has proper insurance coverage, and that each child wears a seat belt.

All school rules and policies are applicable during field trips.

LOST AND FOUND

All items found will be placed in the lost and found boxes in the school administrative office. Any item of value found, for example money, cell phones and spectacles should be given to the Receptionist or Security immediately. The Lost and Found boxes are cleared regularly. Items not collected are discarded or given to a charitable organization at the discretion of the Academy.

TELEPHONE USAGE

The school has a limited number of telephone lines, so student calls will be limited during the day to emergencies only. Parents should avoid calling the school to speak to their child(ren) unless it is an emergency.

Communicating after-school plans to students is not considered an emergency.

Messages can be left with the school's Receptionist for delivery to your child, but please be sure that these messages are important.

Students may not use personal cell phones and pagers during the academic day.

We understand that cellular phones are an important "security link" for parents, yet we do not encourage students to bring them to school. **The use of cell phones is not permitted during the school day and if a student is found using it, it will be confiscated.**

VISITORS ON CAMPUS

An appointment to visit the school should be made through the office. Parents and visitors must proceed to the office and sign in upon arriving at the school. Prior to 2:00 pm, all visitors must wear a visitor's badge issued at the Security Booth or the Front Desk.

UNFORSEEN EVENTS

The Academy reserves the right to modify operational hours with immediate notice in the unlikely event of an emergency or unforeseen event. Examples of such cases of emergency are but not limited to:

- Any Viral Outbreak.
- Any Utility loss.
- Any National emergency.
- Any conditions that may prevent staff or students from obtaining unhindered transportation

There will be no financial reimbursement for such events.

SPECIAL CIRCUMSTANCES

The School Principal/Director/Head of School reserves the right to evaluate and grant exceptions to the school policies for all extended absences due to injury, chronic illness, or special circumstances.

PLEASE TURN OVER 
PARENT STUDENT HANDBOOK

The Academy's Handbook is a compliment in addition to the required registration and policy documents parents and students would have signed at the start of the school year.

Signed Receipt/Acknowledgement of Student Handbook as well as any changes to the Student Handbook; is a necessary requirement for the enrollment/continued enrollment of any student(s) at the Academy.

The Academy reserves the right as a private institution to modify or change ANY policy or procedure outlined herein with or without timely notification.

-END OF DOCUMENT-