

AIS Parent-Student Handbook **2026-2027**

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Acknowledgement and Signature Page

We have received the AIS Parent-Student Handbook and agree to abide by all the terms, rules, regulations, and guidelines contained in it as part of the privilege of being a member of AIS.

Student Name: _____ Grade: _____

Student Name: _____ Grade: _____

Student Name: _____ Grade: _____

Student Name: _____ Grade: _____

Parent / Legal Guardian Name: _____

Parent Signature: _____ Date: _____

Please sign and return this page to the AIS office.

AIS Campus Location

Km 74.8 Ruta Nacional 14, Ciudad Vieja, Sacatepéquez, Guatemala +(502) 7929-9700

Letter from the Director

Dear AIS Community,

As we prepare to open our doors for a new school year, the excitement on campus is palpable. We invite you to be part of the energy, whether at morning drop-off, afternoon pick-up, assemblies, community events, or simply stopping by for a visit. We are eager to reconnect and to show you the ways in which our campus and programs continue to improve through the shared commitment of our community.

This year, we will focus on deepening our programmatic strengths and thoughtfully addressing areas where we see room for growth. AIS remains firmly committed to its mission of offering the best education in Central America to all who seek it, and we are well positioned to continue that journey with purpose and ambition.

The year ahead promises to be an exceptional one, built on strong partnerships among families, educators, and staff. Please know that my door is always open to you. I am just a visit, email, or phone call away. I look forward to working together to celebrate successes, tackle challenges, and build an even stronger community. I will also be outside at arrival and dismissal each day, so please come say hello.

There is no place like AIS, and we believe the best is yet to come.

Warm regards,

Nash Adamson

General Director

Director@antiguais.org

1. About AIS

Mission and Vision

Antigua International School is committed to providing the best education in Central America for all who seek it regardless of economic or social status. Through a strong, internationally focused liberal arts curriculum and individualized attention, AIS challenges students to cultivate a love of learning, lead an ordered life, and accept personal responsibility.

AIS's vision is "to guide children to pursue their own ethical highest purpose by teaching them how to think and serve others, so that they may transform Guatemala and the world." The three pillars of the school are to Think Critically, Act Ethically, and Serve Others.

Guiding Principles

AIS encourages students to learn with the following educational objectives:

- Promoting a community of diversity where each person is respected and appreciated
- Creating a culture of personal integrity, ethical behavior and individual responsibility
- Providing individualized attention and support to all of our students so they may achieve their full academic and personal potential
- Offering a liberal arts curriculum that prepares students for higher education anywhere in the world, and a life of learning
- Providing a strong arts program that encourages and supports self-discovery and creative expression in music, the visual arts, theater and dance
- Respecting Guatemala's culture, traditions and environment with an emphasis on social responsibility and community service
- Supporting an athletics program that encourages and develops life-long personal fitness and character
- Ensuring that this education is attainable and affordable for any who desire it, regardless of economic and social status or background

AIS Shared Understanding of High Quality Learning



THINK CRITICALLY WE LEARN:	ACT ETHICALLY WE LEARN:	SERVE OTHERS WE LEARN:
• How to learn • To inquire and apply knowledge in order to solve problems • That critical thinking is a creative act • To cultivate a love of learning • How to think and not what to think	• To do the right thing even when no one is watching • To stand up for what we believe in • To leave our world better than we found it • To live an ordered life structured by morals and values • That finding our own ethical highest purpose is among the ultimate goals of our education	• To engage with our community • To help, cooperate, participate, and empathize • To develop compassion • That acts of service are mutually beneficial • That we can transform Guatemala and the world

Governance

The school is governed by an eleven-member volunteer Board of Trustees. Their duties include approval of the budget developed by the Director, Administrative Director, and Board of Trustees, and decisions regarding the selection and dismissal of the Director. The Board of Trustees is responsible for all policy development and oversight of the school.

Brief History of AIS

A group of dedicated and enthusiastic parents shared a vision to start a high quality, international school in Antigua. They believed that there was a real need to provide a first rate education for all segments of the community that would prepare students for further study in Guatemala, the United States, or anywhere else in the world where a multinational, multicultural experience was valued. They began to share their vision with friends, family, and acquaintances and soon found a legion of “believers” from all walks of life who were willing to devote time, energy, and financial support to the project. This group is referred to as the “Founders Group.” With their help and assistance from scores of other people in and outside of Guatemala, their vision became a reality. The Antigua International School opened its doors in a temporary campus to 60 students in Grades 1-8 on November 7, 2011.

AIS Accreditation and Recognition

In February 2016, AIS received full accreditation from the New England Association of Schools and Colleges (NEASC). This certification of our program demonstrates that we offer an internationally competitive education. Degrees issued by NEASC accredited schools are accepted by private Guatemalan universities and abroad. In addition, the school is a member of the Association for the Advancement of International Education (AAIE). In 2021 and 2025, AIS received approval to continue the ongoing reaccreditation process in partnership with NEASC.

As of December 2013, AIS has been recognized officially by the Ministry of Education of Guatemala (MINEDUC). Our grade levels have been approved through “Quinto Bachillerato.” If you choose to have your student registered with MINEDUC, you will need to provide official certificates from previous years and additional paperwork. Should you need more information, please contact dtecnica@antiguais.org.

In the case that any AIS student wishes to transfer to another educational institution in Guatemala or elsewhere, the administration and staff at AIS will make the transition as seamless as possible and provide whatever assistance we can offer.

2. AIS School Staff – 2026-2027

General Director – Nash Adamson – director@antiguais.org **Director of Operations and Compliance** – Monica de Dios – mdedios@antiguais.org **Early Childhood Principal** – Luis Carrillo – lcarrillo@antiguais.org **Primary Principal** – Natalia Zmaczynska – nzmaczynska@antiguais.org **Secondary Principal** – Lauren Streifer – secondaryprincipal@antiguais.org

Position	Name	E-mail
Primary Assistant Principal	Sadie Rhinesmith de Martinez	srhinesmith@antiguais.org
Secondary Assistant Principal	Michelle Acker Perez	macker@antiguais.org
Early Childhood Assistant and Counselor	Isabel Velásquez	ivelasquez@antiguais.org

Early Childhood Teachers

Position	Name	E-mail
Cubs English teacher	Hicel Cualio	hcualio@antiguais.org
Cubs Spanish teacher	Jenifer Cos	jcos@antiguais.org
Explorers English teacher	Sheyla Recinos	srecinos@antiguais.org
Explorers Spanish teacher	Angela Tubac	atubac@antiguais.org
PreKA English teacher	Luisa Mack	lmack@antiguais.org
PreKA Spanish teacher	Sheyla Hernández	shernandez@antiguais.org
PreKB English teacher	María José García	mjgarcia@antiguais.org
PreKB Spanish teacher	Alejandra Martínez	amartinez@antiguais.org
KA English teacher	Andrea Galy	agaly@antiguais.org
KA Spanish teacher	Lizzie Sánchez	lsanchez@antiguais.org
KB English teacher	Valeska Flores	mflores@antiguais.org
KB Spanish teacher	Alejandra Solis	asolis@antiguais.org
KB Spanish teacher	Camila Chioc	cchioc@antiguais.org
PE	Wuilmer Lorenty	wlorenty@antiguais.org
Creativity Lab	Yansi Aquino	yaquino@antiguais.org
Creativity Lab	Paola Romero	promero@antiguais.org

Primary Teachers

Position	Name	Email
1st Grade English Teacher	Dallas Tucker	dtucker@antiguais.org
1st Grade English Teacher	Kerriane Hartell	khartell@antiguais.org
1st Grade Spanish Teacher	Diana Cajas Córdoba	dcajas@antiguais.org
2nd Grade English Teacher	Sarah Marriott	smarriott@antiguais.org
2nd Grade English Teacher	Paula Rodriguez de Fresco	prodriguez@antiguais.org
2nd Grade Spanish Teacher	Eunice Bejarano	ebejarano@antiguais.org
3rd Grade English Teacher	Molly Cardillo	mcardillo@antiguais.org
3rd Grade English Teacher	Ivy Delaney	idelaney@antiguais.org
3rd Grade Spanish Teacher	Yosselin de León	ydeleon@antiguais.org
4th Grade English Teacher	Juan José Cárdenas	jcardenas@antiguais.org
4th Grade English Teacher	Grace Hilling	ghilling@antiguais.org
4th Grade Spanish Teacher	Luz Morales	lmorales@antiguais.org
5th Grade English Teacher	Christy Engvall	cengvall@antiguais.org
5th Grade English Teacher	Alexandra Ramos	aramos@antiguais.org
5th Grade Spanish Teacher	Lilian Ajsijtuj	lajsijtuj@antiguais.org
Music, Art, and Technology	Gina Tillery	gtillery@antiguais.org
Physical Education Teacher	Maria Elena Valencia	mvalencia@antiguais.org
Physical Education Teacher	Marcela Lopez	
Primary Counselor	Marissa Vásquez	mvasquez@antiguais.org
PiLA: Learning Support	Charles Hendon	chendon@antiguais.org

Secondary Teachers

Position	Name	E-mail
PILA Fellow	Isabella Acosta Jimenez	iacosta@antiguais.org
PE Teacher	Allen, Rosa	rallend@antiguais.org
6th Grade Humanities Teacher	Alonso, Stephanie	salonso@antiguais.org
English Teacher	Amlin, Laura	lamlin@antiguais.org
Science Teacher	Aragon, Fernando	faragon@antiguais.org

Position	Name	E-mail
Spanish Teacher	Avila, Edgar	eavila@antiguais.org
SAL Teacher	Barbero, Nory	nbarbero@antiguais.org
Science Teacher	Brown, Samuel	sbrown@antiguais.org
Spanish Teacher	Bustamante, Javier	jbustamante@antiguais.org
Spanish / Humanities Teacher	Campos, Carmen	ccampos@antiguais.org
Secondary Tech Teacher	Cerrone, Beth Anne	bcerrone@antiguais.org
Music Teacher	Chajon, Edgar	echajon@antiguais.org
Math Teacher	Cook, Matt	mcook@antiguais.org
Humanities Teacher	Cunningham, Sean	scunningham@antiguais.org
Humanities Teacher	Garrido, Victor	vgarrido@antiguais.org
Spanish & Dance Teacher	Gomez, Georgina	ggomez@antiguais.org
STEM Teacher	Griffith, Kim	kgriffith@antiguais.org
MS Counselor	Henríquez Rojas, Ricardo	rhenriquez@antiguais.org
Makerspace Coordinator & STEM Teacher	Hermes, Andrés	ahermes@antiguais.org
English Teacher	Kreutz, Tamara	tkreutz@antiguais.org
Humanities Teacher	Montgomery King, Metta	mmontgomery@antiguais.org
Art Teacher	Morley, Maria	mmorley@antiguais.org
Math Teacher	Oliva, Miguel	moliva@antiguais.org
Performing Arts Teacher	Ruano, Kasey	kruano@antiguais.org
Humanities Teacher	Ruggeri, Gabriela	gruggeri@antiguais.org
Music Teacher	Sicajol, Orlando	osicajol@antiguais.org
Kaqchikel Teacher	Sisimit, Melinda	msisimit@antiguais.org
HS Counselor	Velásquez, Elisa	elisa@antiguais.org
College & Career Counselor	Wirtz, Carmen	college@antiguais.org

Support & Administrative Staff

Position	Name	E-mail
Librarian	Angelica Reyes	library@antiguais.org
Development	Ruth Alegria; Esteban Velasquez	development@antiguais.org; design@antiguais.org
Receptionist	Lisbeth Castillo	reception@antiguais.org
Administrative Assistant	Jenifer Chávez	info@antiguais.org
Ministry of Education	Orlando Sicajol	dtecnica@antiguais.org
School Registrar	Fátima Guerra	registrar@antiguais.org
Admissions	Mei Woc	admissions@antiguais.org
Logistics/Purchases	Jaqueline Cáceres; Marisol Perez	operationsandlogistics@antiguais.org; asistenteadministrativa@antiguais.org
Accounting	Brenda Hernandez; Edwin Valle	bhernández@antiguais.org conta2@antiguais.org;
Accounting	Danny Paniagua; Ana Lucía De León	conta4@antiguais.org; conta3@antiguais.org
Human Resources	Samuel Muñoz	hr@antiguais.org
Nurse	Carolina Gómez	aisnurse@antiguais.org
Maintenance	Edson Lopez	mantenimiento@antiguais.org

3. School Program

Overview

The AIS School Program includes a challenging core academic base of English/Language Arts, Social Science, Science, Math, and Spanish/Language Arts. Students also receive instruction in Physical Education, Technology, Visual and Performing Arts, Social and Emotional Learning, and other areas to ensure a well-rounded education. In order to take full advantage of a holistic education, students are expected to participate in all classes to which they have been assigned. Classes start at 8:05 AM in all divisions.

Afternoon Activities

The AIS After-School Program is an integral part of an AIS education, and students in Grades 1-12 are encouraged to participate. Each semester AIS offers a well-rounded

schedule of after-school activities, including music, drama, athletics, academics, and other pursuits in line with the school's mission and vision. We make every effort to see that students get to participate in chosen activities; however, due to scheduling conflicts or space limitations, this may not always be possible.

Activities regularly run after classes on Monday, Tuesday, and Thursday from 3:00 to 4:00 PM, and on Wednesday from 2:00 to 4:00 PM. Varsity and Junior Varsity athletics begin after 4:00 PM. Some specified classes may follow a different schedule.

Unless staying for previously organized extra help sessions with individual teachers or assigned to a study hall, students who are not involved in on-campus activities on a given day must leave at 3:05 PM, so that only those students registered for activities remain at school after classes end. There is no supervision provided for students who are not registered for After-School activities, and if a student is not collected on time, a late collection fee may be added to the family account.

Parents must pick up their children in a timely manner, because supervision is not provided after the times indicated above. Enrolled students are expected to attend all sessions they have signed up for unless other arrangements have been communicated following the guidance of the coordinator. By signing up for After-School activities, parents accept all After-School protocols. Please note that the school is not responsible for any injuries or other situations that may occur for students who do not comply with stated protocols.

4. AIS Student Services

In order to ensure the success of all students, AIS provides student services in three areas: the Support Program, the Learning Lab, and Additional Language Support.

AIS Support Program The AIS Support Program offers students and families assistance to ensure that each child achieves his or her full potential. AIS students are understood as individuals, and they are taught the skills to manage their school years and beyond. AIS students are given a voice, and they have opportunities to self-advocate. At AIS, personal attention goes hand-in-hand with high expectations.

At the core of the Program is our Social Emotional Learning (SEL) curriculum. Counselors and teachers provide age-appropriate lessons and practice opportunities in numerous areas that will support students to be successful in life.

The Support Program also helps students and families deal with individual issues. We know that students learn best when they are comfortable and able to express themselves. The team offers a safe haven where students can work through problems. While the school emphasizes that students must take responsibility for their own problems, our professionals coach them through their issues so they can see the light at the end of a challenge.

Finally, the support team also works with students who need learning support. Some children thrive in smaller groups where they can avoid distractions. Others may need reinforcement in basic skills that are better done one-on-one. At the other end of the spectrum, some students need to be pushed beyond the grade-level curriculum, and our team supports teachers to reach our advanced learners as well. Through these many services, we have one overarching goal: all AIS students will be equipped to do their best in order to be their best!

The ultimate goal of our comprehensive school support program is student success. The program's design, delivery, and content are dedicated to enhancing the ability of all students to fully utilize the educational opportunities available to them. The AIS Support Program is integral to the school's educational environment and works closely with teachers and families to provide students with short-term, solution focused counseling. The key component of the program is communication between home and school, so that parents, teachers, counselors, and administrators work together to understand and nurture every student at AIS.

The Support Program can provide limited intervention and is capable of acting up to a certain point. Once that point is reached, the matter is referred to the Learning Lab or to external professionals.

AIS Learning Lab

The Learning Lab was created to connect external professionals (e.g. speech therapists, occupational therapists, and reading interventionists among others) to provide support for students. External professionals provide their services in Antigua and throughout the country, and parents are to choose the professional that best meets their needs.

In addition to external professionals with offices in the broader community, some external and AIS professionals offer services on campus at The AIS Learning Lab space. At the learning lab, those professionals provide screenings, evaluations, and interventions for students with perceived or diagnosed developmental and/or socioemotional needs so they can fully access a rigorous K-12 education and reach their full potential. Areas of support include speech and occupational therapy, learning support for dyslexia, dysgraphia, dyscalculia, attention challenges including ADHD, developmental delays, and one-on-one therapy for social-emotional needs. If authorized by the family, external professionals at the AIS Learning Lab or elsewhere may communicate with the support program to ensure interventions are delivered in the school environment.

Additional Language Support: English as an Additional Language (EAL) and Spanish as an Additional Language (SAL)

The Additional Language program is designed to help multicultural, non-native English or Spanish speakers:

- develop their linguistic skills in English or Spanish
- learn appropriate social and cultural cues

The purposes of these programs are to ensure that all students:

- become proficient and confident in English or Spanish
- participate fully in mainstream classes
- achieve academic success
- gain social and cultural acceptance

The Additional Language Support program accomplishes its purpose by:

- building students' linguistic and cognitive skills
- developing students' social skills
- celebrating students' cultural diversity
- encouraging growth and development in their native languages

AIS prioritizes an immersion approach to language acquisition. Following a brief period of pull-out support if deemed necessary, students are integrated into mainstream classes. A pass-fail grading provision may be applied alongside additional supports as determined by the team.

Child Safety and Protection Policy

According to the UN Convention on the Rights of the Child (1989), child abuse includes violations of a child's human rights and obstacles to a child's educational, physical, emotional, and spiritual development.

In compliance with Guatemalan laws stated by the "Ley PINA," schools are charged with providing an institutional service as guarantors of children's safety and well-being. AIS provides a safe and caring environment in which to grow and develop. Educators are in a unique position to identify students who are in need of protection and assistance. As such, all staff members have the ethical and professional obligation to safeguard all students and to take the necessary steps to ensure all students are safe and protected. All AIS staff members must report suspected incidents of child abuse or neglect according to the guidelines provided. Concerns may be reported directly to a supervisor, to childsafety@antiguais.org, or by following the instructions on the posters displayed around campus. School administrators must take the necessary actions and follow internal and legal protocols to ensure all AIS students are safe, including reporting to the appropriate child protection agencies or local authorities as dictated by the Ministry of Education (MINEDUC). For more information on Child Protection at AIS, please see the Child Protection Policy posted on the AIS website.

Field Trips

Field trips are one way that students expand learning beyond the classroom, providing real-life application and enrichment of concepts being taught. Field trips away from the school campus may be planned during part of the school day or beyond school hours and will always be under the supervision of school staff. Parents will be properly notified about the details of the excursion and must sign a permission slip. Students will not be allowed to participate without written authorization from parents submitted by the deadlines stipulated by the school administration. Families may be asked to contribute financially to support trips.

Homework Guidelines

Homework is considered an essential part of the academic program and will be assigned by teachers on a regular basis, though it will vary according to grade level and the needs of the students. If a parent finds their child spending a considerable amount of time above the grade-level guidelines, or frustrated by the work, the child's teacher should be contacted to discuss the situation. Grade-level and subject teachers will coordinate homework assignments in order to distribute the homework load throughout the week.

Objectives of homework:

- reinforce school learning through practice and application
- provide opportunities for spiral review of the skills taught
- stimulate voluntary effort, initiative, independence, responsibility, and self-direction
- extend knowledge and understanding
- actively include parents in the learning process

Service Learning Program: A Leading Value of AIS

AIS is committed to providing a Service Learning Program that gives students opportunities to serve their community so that they may learn the value of helping others while also developing their own organizational and leadership skills. The school creates the structure, and students plan and execute the activities with adult guidance.

House System and Student Leadership

AIS is organized into a House System to facilitate student activities and boost school spirit. All students and staff are assigned to one of four Houses, named after the four local volcanoes and each with an associated color: Agua (blue), Acatenango (green), Fuego (red), and Pacaya (yellow). The House System is organized across all grade levels, creating an additional identity group within the school and encouraging teamwork and recognition of all students as contributors at AIS. Students from the same family are assigned to the same House. Students are awarded House points during the academic year for a range of activities including achievement and progress, sports, participation, leadership skills, and service to the community.

5. Reporting Student Progress

Parents will be kept updated on their children's progress in school through a system of continued communication between the school and home, including report cards, progress reports, conferences, meetings, and standardized tests.

Report Cards

Report cards and progress reports will be issued regularly in order to consistently communicate student progress. A student's progress will be measured using a variety of assessments, including observation of performance, individual interviews, portfolios, projects, tests, and classwork. Report card marks represent student growth and development at the end of each grading period compared to grade-level achievement standards and developmental skills expectations. A progress report is provided if a student does not attend the full grading period (6 weeks or more per quarter).

Progress Reports

Teachers will keep parents informed of student progress during each quarter. If necessary, a teacher or parent may request a meeting before, during, or after school to discuss student progress. In Grades 3-12, parents and students are responsible for reviewing grades frequently using the school's grading platform.

Early Childhood through Grade 2. Report cards are standards/skills based. The report card contains a detailed narrative of the student's performance in all core classes.

Grades 3-8. Report cards are a combination of letter grades and a comment on each student's performance in core subjects. The table below shows our grading scale.

High School. Students in high school receive a grade point average (GPA) calculated using the scale below. Classes are weighted by how many times they meet per week in calculating the GPA. AP classes are not weighted.

Letter Grade	Grade Point Average	Points
A / A+	4.0	93-100
A-	3.67	90-92
B+	3.33	87-89
B	3.0	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.0	73-76
C-	1.67	70-72
D+	1.33	67-69
D	1.0	63-66
D-	0.67	60-62

Letter Grade	Grade Point Average	Points
F	0.0	0-59

Standardized Testing (MAP)

The Measure of Academic Progress (MAP) exam is given each year in designated grades. MAP assessments are computer based, adaptive, and not grade-level dependent. The assessment accurately measures learning growth over time on an individual and grade-level basis. MAP compares AIS performance with U.S. schools and other international schools that have similar characteristics. MAP data is also used by teachers to inform learning. MAP test scores may be obtained upon request. More information about MAP can be found at www.nwea.org.

Student Cumulative File

The school's registrar keeps a cumulative file on every student. Parents can examine the contents of their child's records, but may do so only in the presence of the Director or designee. The cumulative folder will minimally contain the following documents:

- Enrollment Form
- Birth verification
- Required vaccination record
- Parent Handbook signature page
- Report card from previous school, if applicable
- Report cards for each year at AIS
- Standardized test results for each year at AIS
- Medical form / child history (Support Program will provide the form)
- Reports from special support personnel, if applicable
- Notes from parents to the office

If a student withdraws from the school, the cumulative records will be retained for a period of three years or until a parent-approved request is received from another school. A parent may personally request to carry the records with them provided they sign a statement relieving the school of all further responsibility for the records.

Please note: Report card information will not be released until all financial responsibilities have been settled.

Promotion and Retention

The purpose of the AIS promotion procedures is to guarantee that all students have acquired the skills necessary to enter the following year and be successful. Retention of a student in a grade will only occur if it will increase the student's chance of achieving success in school. Retention requires the recommendation of the student's teachers and/or Support Program in consultation with the parents. Many factors, including achievement and ability levels, behavior, maturity, and family considerations, will be evaluated before a

decision on retention is made. The Ministry of Education in Guatemala requires 80% attendance for students to be promoted to the next grade. Parents will be kept informed throughout the year when a student's progress is insufficient and will be consulted regarding any possible retention during the last semester. The final decision regarding retention rests with the Director according to the current guidelines.

Please note: participation in school special projects and events, or representing STUCO, may be contingent upon a student demonstrating sufficient academic performance and compliance with behavioral expectations as determined by the school administration.

Toddlers to 1st Grade. Students' progress is monitored throughout the school year. If parents choose to have their child repeat the grade, this can only happen if it corresponds with the appropriate age for that grade level.

2nd Grade through High School. A student may not repeat the same grade more than once at AIS. In certain subjects, to continue to the next grade, a student must pass a remediation test. Please refer to the table below for details.

Information from MINEDUC Regarding Retention

Please verify against current MINEDUC guidance before publication.

Grade (Guatemala)	Grade (US)	Promotion and recovery
Parvulos 1	PreK	Automatic promotion
Parvulos 2	Kinder	Automatic promotion
Parvulos 3	1st	Automatic promotion
1ro primaria	2nd	Core classes (Matemática, Español, Inglés, Kaqchikel) cannot be failed. If another class is failed but the overall average of all classes is 60 or higher, the student is promoted.
2do primaria	3rd	Core classes (Matemática, Español, Inglés, Kaqchikel) cannot be failed. If another class is failed but the overall average of all classes is 60 or higher, the student is promoted.
3ro primaria	4th	Core classes (Matemática, Español, Inglés, Kaqchikel) cannot be failed. If another class is failed but the overall average of all classes is 60

Grade (Guatemala)	Grade (US)	Promotion and recovery
		or higher, the student is promoted.
4to primaria	5th	Qualifies for recovery of up to 3 subjects; one recovery opportunity.
5to primaria	6th	Qualifies for recovery of up to 3 subjects; one recovery opportunity.
6to primaria	7th	Qualifies for recovery of up to 3 subjects; one recovery opportunity.
1ro Básico	8th	Qualifies for recovery of up to 3 subjects; one recovery opportunity.
2do Básico	9th	Qualifies for recovery of up to 3 subjects; one recovery opportunity.
3ro Básico	10th	Qualifies for recovery of up to 3 subjects; one recovery opportunity.
4to Bachillerato	11th	Qualifies for recovery of up to 3 subjects; one recovery opportunity.
5to Bachillerato	12th	Qualifies for recovery of up to 3 subjects; one recovery opportunity with the exception of Seminario for students enrolled in MINEDUC

Re-enrollment in the Next School Year

The enrollment of a student in the next school year is not automatic. The school reserves the right to refuse re-enrollment. Everyone must turn in completed registration paperwork each year. The school may decline enrollment for the following school year at its discretion and for any reason, including for students or families who:

- do not demonstrate the academic progress and achievement necessary to successfully participate in school programs
- demonstrate behaviors that are not in line with the school's mission and vision or general conduct expectations

- demonstrate insufficient attendance (less than 80% of the academic year)
- whose parents or guardians are not solvent with the payment commitments acquired with the institution and with services provided by third parties
- whose parents or guardians have not complied with the school's recommendations or requirements

Credits for Graduation

Credit requirements for graduation. 28.5 credits are required for graduation. One credit is awarded for a year-long course that meets every day; 0.25 credit is awarded for a class that meets 2-3 days per week per semester. Mandatory MINEDUC courses in specific grades are noted with an asterisk.

Service hour requirements. High school students must log 50 hours of service per year to count toward their graduation requirements. Students may begin earning yearly service hours during the summer prior to the school year. The Service Learning coordinator will orient students on qualifications for service hours and how to log them.

Subject	Credits Needed	Available to Grades	Mandatory for MINEDUC	US High School Diploma
English	4	9-12	9-12	9-12; at least one recommended to be a literature course
Spanish	4	9-12	9-12	9-12; at least one recommended to be a literature course
Math	4	9-12	9-12	Algebra 2, Geometry, Pre-Calculus, Calculus or Statistics
Science	4	9-12	Biology, Chemistry, Physics	9-12
Social Science	4	9-12	9-12	9-12
Fine Arts	1.5	9-12	Grades 9, 10, and 12	9-12
PE	1.5	9-12	9-11	9-12

Subject	Credits Needed	Available to Grades	Mandatory for MINEDUC	US High School Diploma
Electives	2	9-12	Technology required in grades 9-12	9-12
Philosophy*	0.5	11	11	
Psychology*	0.5	11	11	
Emprendimiento*	0.5	9-10	9-10	
Kaqchikel*	0.5	9-10	9-10	
Metodología de la Investigación*	0.5	11	11	
Seminario / Capstone*	1	12	12	

6. Home-School Communication and Relations

Change of Address / Telephone Numbers

It is essential that parents notify the school of any move or change in contact information (home, work, or cell phone numbers), emergency numbers (neighbor, family, or friend), or email address. Updates can be made by phone, email, or by visiting the office. Valid and current information is essential in the event of an emergency.

Assemblies / Parent Meetings

The entire school participates in regular assemblies, normally held on Fridays before classes begin, to promote a sense of community. These include student performances, announcements, recognitions, and celebrations of learning. Parents are welcome to join.

Informational Sessions

Periodically, members of the faculty and staff host informational sessions. These sessions are for parents to learn about upcoming initiatives, school programs, strategic plans and major learning goals, and some may also serve as opportunities for the school to receive feedback.

Parent Involvement

AIS encourages parents to be involved in the school in a variety of ways. Aside from the traditional “room parent” role, we envision parents volunteering as chaperones for field trips and special activities, as well as through the Parent-Teacher Organization (PTO).

Please let us know how you are willing to help so that we can involve you in a meaningful way!

AIS is a non-profit foundation, and we would not be able to offer our full program without donations. In addition to their time and talents, parents are encouraged to consider opportunities to donate financially to the school and to support school fundraising efforts. Parents are expected to participate in the annual AIS Raffle.

Parents as Partners

Parents and teachers share the same goal for children: well-being and excellence in education. When we work together, we form a strong alliance to support a child's emotional, social, and academic growth. Some ways we can partner:

- See that your child attends school regularly and arrives punctually. If for any reason your child cannot attend, email the office (reception@antiguais.org), all relevant teachers (for Primary School and Early Childhood), and the After-School coordinator prior to 8:15 AM on the day of the absence.
- Check school communications through institutional email regularly.
- Notify your child's teacher and the school receptionist by email of any pick-up changes before 12:00 PM, especially if a different person from the authorized list will come to school, in which case identification documents will be required. The same protocol applies if your child will be leaving with an AIS teacher, in which case that teacher's own children must be in the car as well.
- Follow the school's protocols for officially authorizing other adults to collect your child, and attend parent-teacher meetings.
- Support the school in its efforts to maintain proper student conduct based on mutual respect.
- Encourage your child to try the nutritious lunches offered at school, or send a packed lunch. Due to lunch service and busy schedules, lunches sent from home cannot be warmed in the microwave or kitchen.
- Encourage your child to seek help at school when needed. Teachers, counselors, and administration are here to help. Please note that students may not independently use the front office or other school devices to make phone calls or send messages home. In case of emergency, office staff will call parents on the child's behalf or coordinate the phone call.
- Make sure your child gets enough sleep and eats a balanced diet. Please apply sunscreen and bug repellent before school, as teachers may not be able to assist students with these.
- Send a water bottle and healthy snacks daily. Sugary drinks, candy, and food delivered from outside are not permitted. Sharing food with other students is not allowed.
- Plan family trips around school vacation times.
- Let us know if your child has any problems outside of school that might affect their attitude, behavior, self-esteem, or schoolwork.

- If you have concerns or questions about any aspect of the school program, please ask. Your child's teachers, counselors, and administrators are available to discuss areas of interest.
- Follow the school's recommendations to carry out additional learning evaluations or learning support and tutoring for your child.
- Be visible. Attend parent conferences and school events so that you and your child's teachers can get to know each other. It is important that children know their parents value education.
- Look at your child's completed homework and sign the required papers, while encouraging your child to complete the work independently.
- Respect and follow parking-lot procedures. If you wish to come into school, please park in the designated area, walk into the school office, and sign in. Additional guests must receive a visitor's badge.
- Follow all school guidelines when visiting AIS, including special permissions to celebrate birthdays at school and all divisional guidelines on birthdays and class celebrations. Failure to do so may result in denied access.
- Keep pets off campus.
- Encourage your child to independently manage their interpersonal relationships, resolve conflict, and take responsibility for their actions. School-related issues should be resolved by the academic staff.
- Schedule meetings with teachers or administration by email ahead of time.
- Report to the main office and collect a visitor's badge if you need to enter campus. Alternatively, wait for your child outside the main office or in the cafeteria.
- Respect other students' and families' confidential information.
- Report to the school whenever your child contracts a contagious disease, at aisnurse@antiguais.org. Please see the AIS Health Guidelines for further guidance.
- Ensure that your child does not bring objects or toys to school that might disturb their learning or the learning of others.
- Do not send food or items to school for children to share, as these may be confiscated.
- Students are not permitted to bring items onto campus for sale.

Tips for Helping Your Child Read at Home

- Recognize your child's successes in reading and offer specific praise.
- Ensure that your child is exposed to a wide range of reading materials in print and electronic formats (newspapers, letters, emails, the internet, recipes, TV guides, magazines, puzzle books, and so on).
- Read with your child for at least 15 minutes a day. It enhances comprehension, literacy skills, and love of reading.
- Model the lifelong habit of reading, and encourage your child to read for different purposes: learning from biographies and novels, exploring articles, sharing reading with a younger sibling, researching a topic, and for fun.
- Value your own and your child's reading, and widen each other's horizons.

- Read some of the books your child enjoys so you can share reactions together, and talk about books by favorite authors.
- Encourage your child to talk about books they enjoyed or disliked, fostering thoughtful comments.
- Discuss ideas and beliefs evident in newspapers, books, posters, advertising, the internet, videos, video games, and television.
- Respect the different choices you and your child make about what to read, and broaden experiences by exchanging books.
- Read books that have been made into films and discuss the differences together.

Questions and Concerns

The school is committed to meeting the educational needs of your child in a safe, positive, and enriching environment. Your questions and concerns are important to us. Please use the following procedure:

- **Teacher.** Start by talking with the appropriate teacher first. This direct route results in faster and more effective service.
- **Administration.** If you need additional help after talking with the teacher, contact the administration, the appropriate principal, and then the Director.
- **Board President.** If your problem has not been resolved after talking to the administration, you may contact, in writing, the Board President (boardpresident@antiguais.org) to arrange for possible Board review.

Please remember that bus transportation is not an AIS-provided service. Talk to your child's bus driver and share your concern before contacting the Main Office at reception@antiguais.org.

AIS Community Communication Norms

Think Critically. All stakeholders in the school, including staff, faculty, and parents, think critically about our message, its tone, and the setting in which it is delivered.

Act Ethically. We act ethically to ensure that our communication is honest and accurate, and that it results in making our community a better place.

Serve Others. We ask ourselves if our communication serves others before we deliver our message.

At AIS we:

- use official means of communication (family institutional email address). WhatsApp group communications are not an official channel of communication for AIS.
- allow up to 48 hours for school personnel to respond to emails
- communicate with the school's faculty about any incidents taking place at school
- are courteous and respectful in all communications

- as parents, schedule meetings and communicate about non-urgent school matters with faculty during school hours
- schedule meetings ahead of time
- respect the allocated time for the meeting
- listen actively and assume positive intent
- reach out to teachers directly with questions about their classes
- speak for ourselves, respecting the privacy of ourselves and others
- respect the confidentiality of other students and parents
- are prepared to work collaboratively to solve problems
- have an open and positive mindset
- talk to others, not about them
- criticize ideas, not people

At AIS we do NOT:

- use confrontational language, including profanity
- use threats
- act aggressively toward fellow community members
- make disrespectful comments about members of the AIS community
- use technology to record meetings without permission
- record images or audio files of anybody without their permission

Failure to comply with the Communication Norms above may result in:

- Reminders from the school administration, including a meeting to discuss communication norms and determine next steps.
- A determination by the administration of the need to write Family Specific Communication Norms, resulting from either repeated violations of the norms above or a single particularly flagrant violation.
- Family Specific Communication Norms that lay out an individualized plan, with interventions that may include requirements that: all communications be pre-approved through a designated administrator; the individual or family no longer communicate directly with members of the faculty or staff; the individual or family no longer attend school functions; or the individual or family no longer be allowed on campus.
- The family may be denied the opportunity to re-enroll for the next academic year.
- Other outcomes as determined by the AIS administration.

Student Guests

Any student or staff member wishing to bring a guest to AIS must obtain permission from the relevant principal or After-School coordinator at least 48 hours prior to the visit so that necessary arrangements can be made. The school will decline such a request if the class is committed to a specific activity that is not conducive to having additional children present, such as testing days, field trips, or the last day of school preceding a holiday. Generally,

visits by guests are approved for only one day and are intended primarily for visiting family or friends. On the day of the visit, the student must bring the guest to the office to check in. AIS community members are responsible for the behavior of their guests and for informing them of the school's expectations and regulations. The school is not responsible for any accidents occurring to visitors. Each guest must stay with their host throughout the day.

7. Conduct Guidelines and Expectations

General Conduct

Students enrolled in the school shall, while on or off the school grounds, conduct themselves in a manner that brings credit to themselves and the school. Expectations have been established to guarantee the welfare and safety of everyone, and are designed to promote responsibility, reasonable order, and good citizenship in each student.

AIS students are expected to follow school procedures and comply with school regulations. Students should show responsibility by arriving to class on time in the correct uniform, studying for tests and quizzes, and turning assignments in on time. They are also expected to be respectful to their teachers, classmates, and school personnel. When students are referred to the principal's or Director's office for disciplinary reasons, parental contact may be made to explain the situation and discuss corrective strategies.

Discipline Philosophy

AIS uses a progressive conduct policy to help create the most productive and positive learning environment possible. The goal is to educate students about the value of appropriate behavior and to emphasize the social skills taught throughout the curriculum, in line with the school's mission and vision. While this may vary from classroom to classroom, opportunities for positive reinforcement are built in. Students are held accountable to the ideas found in the Mission and Vision of AIS, namely to think critically about their choices, learn how to act ethically at all times, and accept responsibility for their actions. Students are also held accountable for their daily choices, including proper uniform use, compliance with cell phone expectations, and timeliness to class, among others. Relevant consequences as defined by this handbook will be applied when appropriate. When our children do not meet expectations, staff and school leadership work with the student, and the family when necessary, to help them learn from the experience and ensure positive outcomes.

STUCO Community Norms

See something, say something. Respect and celebrate differences. Treat others how they want to be treated.

At AIS we:

- speak up for what is right
- respect diverse opinions and beliefs

- do what we know is right, not what others are doing
- take responsibility for our actions
- listen to learn
- empathize with others to understand their feelings
- criticize ideas, not people
- learn from mistakes

Additional Expectations of Students

- Assist in maintaining a safe environment for all by moving through walkways in an orderly and quiet manner, playing under control, and staying in supervised areas of the campus.
- Listen to appropriate school personnel and follow their requests promptly.
- Stay in supervised areas.
- Avoid putting yourself or others at risk through your actions.
- Actively participate in the learning environment without disrupting the lesson or interfering with other students' learning.
- Settle disagreements and conflicts by keeping emotions under control and going to a member of staff if a satisfactory solution cannot be reached.
- Students are encouraged to resolve conflicts independently, but may seek counselors' support. Those sessions should be arranged outside of class time.
- Ask relevant adults at school for help when needed.
- Respect school facilities and materials, as well as other people's personal property.

Student Uniform Expectations

Students are expected to wear one of the following each day:

- the AIS school uniform of khaki pants, shorts, or skirt and a navy blue polo
- the Physical Education uniform of navy blue shorts/skorts or pants and a school-issued AIS PE shirt

Additional guidelines:

- Skirts and skorts must be a conservative length, mid-thigh or longer.
- If students wear leggings, they must be worn under shorts or a skirt.
- School-issued clothing items (sports uniforms, class shirts, and so on) may also be worn.
- House colors are encouraged on designated days.

Additional expectations. For outerwear, an AIS-provided hoodie or jacket is required. In case of inclement weather, other outer garments may be authorized by the administration. Students should dress conservatively and appropriately for a teaching and learning environment and be well groomed. The following clothing is not permitted on uniform and non-uniform days: bathing suits, tank tops, strapless tops, crop tops, spaghetti straps, exposed undergarments, see-through clothing, ill-fitting clothing, short shorts or skirts,

clothing with plunging necklines, clothing with inappropriate or offensive messages, ripped clothing, or anything considered to be distracting in class or inappropriate at the discretion of the school faculty and staff. All determinations regarding clothing that is not permitted are ultimately at the discretion of the divisional principal. Closed-toed, flat, comfortable shoes must be worn at all times; cleats, sandals, crocs, and high heels are not allowed during the school day. Hats and hoods must be removed indoors.

Students are expected to comply with the uniform policy. Students who fail to comply will be required to change and may need to purchase a new uniform, which will be charged to the family account. Repeated uniform concerns may result in additional disciplinary action.

Bathroom Expectations

Students are expected to use the bathroom in a timely fashion and to clean up after themselves. Playing in or sharing stalls is not permitted. Students should report any inappropriate bathroom behavior to the office or their teacher. In the Early Childhood Program, bathroom usage is supervised by an adult, and a waiver to authorize bathroom assistance will be sent to Early Childhood families. The entrances to bathrooms are monitored by cameras.

Lunch Expectations

Upon arriving in the cafeteria, students should line up and wait patiently to be served. Students are expected to stay in their seats until dismissed by the teacher on duty and to clean up after themselves before leaving. Students may not use the microwave to heat their food.

Playground Expectations

- Students must finish eating their snacks and put their lunch bags in the designated area before they begin to play.
- At the end of recess, students have a couple of minutes to collect equipment and line up to return to class. Playground supervisors dismiss students back to class.
- Students may not leave the playground area without permission from the teacher on duty.
- Students are expected to demonstrate good sportsmanship and meet general conduct expectations.
- Students must follow the instructions given by teachers supervising recess.

Cellular Phones and Electronic Devices

“Away for the day:” Student cell phone use is prohibited from arrival on campus until the end of the school day. Student cell phone use is also prohibited for students enrolled in after-school activities, including study halls. Early childhood and primary school students are prohibited from bringing cell phones, smartwatches, or any other electronic devices onto campus. The following additional guidelines apply:

- Secondary students are strongly encouraged not to bring a cell phone onto campus. Should a secondary student bring a cell phone, it must remain powered off, not on their person, and out of sight at all times.
- Students may not connect a cell phone to a smartwatch while on campus.
- All headphones, AirPods, and Bluetooth headphones must be stored away, not on the person, and out of sight while students are on campus. Students may use headphones for an educational purpose only with explicit permission from their teacher.
- AIS is not responsible for lost, damaged, or missing cell phones or headphones.

If cell phone or headphone use is not in accordance with the above, the following progressive consequences apply:

1. First instance: the device is stored in the office until the end of the day and collected by the student, and a communication is sent home to parents.
2. Second instance: the device is stored in the office until the end of the day, a communication is sent home, and a parent must collect the device from the office.
3. Third instance: the device is stored in the office, the student may lose the privilege of bringing a device to campus for a set period, and further consequences are assigned according to the response to major infractions below.

Infractions and Consequences

AIS uses a progressive conduct policy to help create the most productive and positive learning environment possible. As part of this holistic approach, there are times when infractions are documented and consequences assigned.

Below is a non-inclusive list of infractions and their consequences. Consequences are applied by teachers, and in the case of major and severe infractions by the divisional principals or General Director. The administration reserves the right to apply a consequence as deemed necessary and to take relevant steps to seek resolution. While parents' feedback is welcome, consequences are defined and applied by the school faculty, in line with this handbook. In the absence of concrete or eyewitness evidence, a teacher's testimony is sufficient to initiate the discipline protocol.

Any repeated activity in one area may become a more serious offense. While the school attempts to inquire into every incident, this process may not always be conclusive. Parents will receive communication on major infractions where relevant. Parents are responsible for partnering with the school to ensure their children are familiar with the handbook and behave in the manner it outlines.

Minor Infractions include but are not limited to first warnings for:

- late arrivals to class
- disruptive or inappropriate behavior during class or other school events
- not following instructions
- unkind language

- using or displaying phones or personal devices during the school day (see Cellular Phones and Electronic Devices)
- public displays of affection
- uniform or dress code violations
- encouraging or promoting another person to commit any minor offense
- other similar infractions as determined by the school administration

Consequences for Minor Infractions include but are not limited to the following, in no particular order:

- verbal or written warning
- student-teacher reflection
- communication sent home
- working lunch or mandated after-school study period or repair time
- community repair time or reflection
- other similar consequences as determined by teachers or the administration

Major Infractions include but are not limited to:

- accumulation of minor infractions
- fighting, rough play, or any activity that threatens to cause bodily harm to another student
- putting oneself or others in danger
- offensive language or gestures
- marring of school property or other people's property, or inappropriate use of materials
- skipping class
- hiding school information from parents
- leaving school without permission
- plagiarism and cheating, including use of Artificial Intelligence (AI) that does not align with the Affirmative AI Guidelines (Appendix A)
- other similar infractions as determined by the school administration

Consequences for Major Infractions include but are not limited to the following, in no particular order:

- student-teacher-school leadership reflection
- communication sent home
- meeting with parents
- community repair time or reflection
- working lunch or mandated after-school study period or repair time
- internal suspension
- external suspension

- in the case of plagiarism or cheating for a major or repeated offense, a student may receive a zero as a grade and other consequences described in the Academic Integrity section
- loss of privileges (Student Government, team membership, field trips, After School, and so on)
- other similar consequences as determined by the school administration

Severe Infractions include but are not limited to:

- accumulation of minor and major infractions
- verbal abuse, hate speech, or harassment (including online harassment), including sexual, racist, homophobic or otherwise abusive language, as defined in the Child Protection Policy
- vandalism and destruction of property
- blackmail and extortion
- possession, use, selling or distribution of, or being under the influence of drugs (including alcohol, tobacco, and vaping devices) at school or at school events on or off campus
- possession, use, or distribution of weapons, including look-alikes
- stealing
- accessing pornography at school or other similar misuses of technology
- other similar infractions as determined by the school administration

Consequences for Severe Infractions include but are not limited to the following, in no particular order:

- internal or external suspension
- permanent suspension
- report to the Ministry of Education or other relevant authorities, including the police
- exclusion from re-enrollment for the upcoming school year
- student-teacher-principal-director meeting
- other similar consequences as determined by the school administration

Behavior Off Campus

Any incident involving AIS students that happens off campus, including through online or digital platforms and communication, but affects the learning environment is subject to our discipline policy. Students must strive to represent the ideals of AIS at all times.

Behavior Plan

The school's administration can require a personalized Behavior Plan at any time. This document is signed by the student and parents and outlines required steps.

Academic Integrity

In a learning community, each one of us seeks to learn, understand, be treated fairly, treat others fairly, and be honest in our relationships with people and with our schoolwork. Integrity is one of the single most significant capacities for happiness and success. When we do not meet these standards, our own learning or that of others is compromised. The following is a partial list of examples of academic dishonesty, which are prohibited.

Cheating. Examples include, but are not limited to:

- using any notes, study aids, or information on a test or quiz without the teacher's permission
- allowing another person to do your work, or using another's work with or without permission
- turning in the same paper for credit in more than one course without permission from the course instructors
- using Artificial Intelligence (AI) that does not align with the Affirmative AI Guidelines (Appendix A)

Plagiarism. Examples include, but are not limited to:

- using another person's writing or ideas without permission and without giving credit to the original author. Whether intentional or unintentional, plagiarism is stealing. To avoid it, use the skills of summarizing, paraphrasing, and quotation along with citation.
- using photographs or other digital media without practicing fair use
- making up information and presenting it as fact
- using Artificial Intelligence (AI) that does not align with the Affirmative AI Guidelines (Appendix A)

Obtaining an Unfair Advantage. Examples include, but are not limited to:

- stealing, reproducing, or circulating any information about tests and quizzes
- stealing, destroying, defacing, or hiding library materials to keep them from others
- working with other students on any assignment without the teacher's permission
- intentionally interfering with another student's work
- helping others to do any of the things mentioned above
- using Artificial Intelligence (AI) that does not align with the Affirmative AI Guidelines (Appendix A)

Changing Documents and Permission Slips. Examples include, but are not limited to:

- changing any school papers
- forging a signature or giving false information of any kind

In instances of academic dishonesty, the teacher will collaborate with colleagues, their principal, and the Director as necessary to determine appropriate consequences. Repeated

behavior of this nature may result in the consequences outlined in the Severe Infractions section above. The school administration will interpret these guidelines to ensure a safe and productive learning environment for all.

8. General Information

School Hours

The school campus opens to students at 7:45 AM. Classes in all divisions start at 8:05 AM. If a parent or driver arrives with a child before that time, it is their responsibility to stay with the child until the campus fully opens. Parents or drivers must ensure that students are picked up in a timely fashion at the end of the school day. If a student from Early Childhood rides the bus, the driver or monitor must stay with the student until the classroom doors open at 8:00 AM. There is no adult supervision after 4:00 PM unless students are enrolled in an extracurricular activity meeting at that time. The Main Office closes at 4:00 PM.

Attendance

Being on time and regularly attending school directly influences a child's academic performance. Parents are required to inform the school of a child's absence, as well as early pick-ups, in advance, prior to 8:00 AM on the day of the absence. **Early Childhood and Primary families** should email the office at reception@antiguais.org, and should also email all relevant teachers. **Secondary families** should email the Secondary Office at secondaryoffice@antiguais.org. If a parent is not able to call or email regarding an absence, a written explanation is required upon the student's return.

Excused vs. Unexcused Absences

Missing school affects learning. Make-up work cannot replace what takes place in the classroom and, depending on the nature of the assignment, may not always be available. The school expects students to be in class every day unless there is an illness or a family emergency. After 3 consecutive days of absence for illness, a student must present a note from a doctor upon return. For recurring absences, a medical note may also be required. We strongly recommend that appointments with doctors, psychologists, dentists, and other professionals be scheduled outside of school hours. Some urgent appointments may be excused at the principal's discretion.

The following are considered excused absences:

- illness of the student, with the respective certification or medical note
- a family emergency (death or serious illness of a close family member)
- absences due to religious obligations (please notify the school ahead of time)
- approved participation in special activities outside the school (authorized exchanges, university visits, sports federations, and others), subject to adequate attendance, academic performance, and behavior

Family vacations should be planned during breaks. Students who miss school due to non-essential trips receive an unexcused absence and may receive lowered marks for the work they miss. The administration determines whether an absence is excused or unexcused. In the case of unexcused absences, no make-up work is provided to families ahead of time, and grades may be affected by the missed class time and assignments. Unexcused absences are always discouraged, particularly during the end of term when missed exams and projects are likely to result in significantly lowered academic performance.

If the absence is excused, the student receives make-up work upon returning to school and has as many days as they missed to hand in the work. Any work assigned (including exams) before the student was absent may be required on the original due date. Students and parents are responsible for meeting with teachers about missed assignments and how to make them up. Lack of regular attendance may become a consideration for not offering re-enrollment.

Punctuality

Valuable teaching time is lost for all students when children are late to class. Please make every effort to be on time, as frequent lateness may affect your child's and other students' well-being and academic success. Class starts at 8:05 AM in all divisions. Frequent tardiness may be converted into absences. If your child arrives late, please sign in at the reception desk and take the tardy slip to the homeroom teacher. Parental presence may be required to receive an excused tardy. The final determination of excused versus unexcused tardies is left to the discretion of each divisional principal. Parents are not allowed in hallways and classrooms after 8:05 AM, except during designated activities or a pre-scheduled meeting.

Students Leaving Campus Early: Parent Requests

The school requires that the office and relevant teachers be notified by email by 12:00 noon of a student departing early. To be allowed to leave campus before the close of school, a student must check out in the office. Parents must wait in the office while students are in school. Students may be picked up by a parent or an adult with proper identification who is on the child's pick-up list. The person picking up the student must present the exit pass given in the office to the gate to leave campus. Any changes in collection arrangements must be requested in writing before 12:00 noon by emailing the receptionist and the relevant teachers. Frequent early departures may affect your child's well-being and academic success.

Students Leaving Campus Early: Illness

Students are to remain on campus at all times during the school day. As cell phone use is not permitted during the school day, students may not contact parents via cell phone or electronic device. If students must leave because of illness, the nurse is responsible for contacting parents.

Care of School Property

Students are expected to respect and properly care for the school grounds and personal property, including facilities, equipment, and instructional supplies. They may be held financially responsible for loss of or damage to these items.

Inspection of Student Belongings

Cubbies, desks, and other areas where student items may be stored are the property of the school. The administration reserves the right to check these areas to maintain the health and safety of all students. The administration also reserves the right to inspect the belongings of any student or guest on campus in any area, including but not limited to backpacks, objects on their person, and any car driven to campus. Any unauthorized items found during inspection may be confiscated and may result in disciplinary action. All learning spaces must be kept orderly. Students should not bring valuables to school. The school does not take responsibility for lost, damaged, or missing items.

Image Use Policy

The school uses images of our students on our website, in promotional materials, and on social media. If a parent does not want their child's image used by the school, they must contact the Development and Communications Coordinator at development@antiguais.org. Parents should not distribute images of other students without prior approval.

Language of Instruction

Students should do their best to speak only English in their English classes and only Spanish in their Spanish classes. They may speak any language they choose during free time.

Grade Sections

While we always welcome parents' feedback, teachers and counselors are in charge of creating class lists for each grade. Parental requests for a specific section or teacher cannot be honored.

Lost and Found

The care of personal property (money, clothing, lunch boxes, notebooks, toys, electronic devices, and so on) is the student's responsibility. Students may not bring non-school items to school unless previously authorized by the teacher. Names should be clearly marked on all clothing and personal property so items can be returned if lost. AIS is not responsible for the reimbursement or recovery of lost or stolen possessions. Items found on campus should be turned in to the front office and held in Lost and Found. At the end of each quarter, unclaimed items are donated to a local charity.

Lunch, Snacks, and Drinks

All students are offered lunch each day. Students with special diets are encouraged to bring their own food. Students may not use microwaves. All students and staff are encouraged to carry a reusable bottle that can be filled with water from the filters located around campus. Students may bring other drinks, but juice boxes are discouraged and soft drinks are not allowed. Because the school day is long and children need to maintain energy and concentration, they are encouraged to bring healthy snacks from home such as sandwiches, fruit, crackers, or granola. Candy and sweets are not allowed as a snack. Snack time is part of morning recess, and there is time for an additional snack before the start of after-school activities.

No Smoking Rule

Parents, students, professional staff, and guests are not permitted to smoke on campus, at school-sponsored activities, or on the school bus. Students may not possess tobacco or vaping products, lighters, matches, or other smoking or vaping paraphernalia while at school or at school-sponsored activities.

Safety Consideration

AIS has a zero-tolerance policy for bodyguards and guns or other weapons on campus. Bodyguards are expected to wait outside the school.

Prohibited Items

- Skateboards, roller blades, shoes with wheels, scooters, and similar items are not allowed in school or on the school bus unless required as part of an organized PE activity or with the express permission of the administration.
- Toy guns, knives, swords, or other replica weapons are not allowed in school, including as props in theatrical productions.
- Toys, electronic devices (phones, smartwatches, and so on), or other non-school items that cause disruptions to learning are not allowed unless previously authorized by the class teachers.
- Any other personal items considered dangerous or inappropriate may be confiscated until parents are able to collect them.

School-Issued Books and Library Books

All textbooks and library books damaged beyond normal use, lost, or not returned will be charged to the family account at an amount to be determined by the school.

School Calendar

The school calendar is available on the website and posted at school. It is subject to updates, so please check online before making travel plans.

Private Transportation Expectations and Rules

Parents or drivers should drop off and pick up students at the designated areas. If parents choose to park, they are expected to escort the child to and from the car to avoid unsupervised children in the parking lot. Parents and visitors may park in the school's parking lot, in allocated spaces, at their own risk. AIS is not responsible for damage to vehicles parked on campus or for loss or theft. Early Childhood students should be dropped off and picked up in their classrooms.

Students are required to follow all guidelines established by transportation providers while riding the bus. These expectations include:

- wear a seatbelt at all times and sit in an assigned seat
- be polite and keep hands and feet to yourself
- do not put your head or arms out the window
- follow the instructions the first time they are given
- talk quietly; no loud or rude language or screaming
- do not litter; take everything brought on the bus with you
- no eating or drinking
- no firecrackers or other flammable materials

The school is not responsible for loss of items on the bus. Any incident involving AIS students that happens off campus, including on the bus, but affects the learning environment is subject to our discipline policy. Students must strive to represent the ideals of AIS at all times.

Rule violation consequences:

- warning by the bus monitor or driver
- conference with administration, parents, and students
- loss of bus privileges for a designated period
- other consequences as determined by the school administration to support behavior expectations set by bus companies

Transportation changes. There can be no change to a child's bus route unless a parent contacts the office in writing before 12:00 noon. If approved by the office, the change will take place; otherwise, the child follows the regular route. If parents wish to have a child's friend or a group of classmates use bus transport to their residence, the parent must get approval from the bus driver or bus company at least 48 hours in advance to ensure adequate space and arrangements.

Meetings with Parents

To maintain the strictest confidentiality, teachers are authorized to share information on a child's progress only with the parents or legal guardians. Should a parent wish to include an outside professional in an AIS meeting, this must be authorized by the administration ahead of time.

Student Drivers

Only seniors may be granted the privilege of driving to school. If a student drives to school, they must have prior written parent permission, a valid driver's license, and must follow all student driving agreements. Further restrictions apply. Please see the Student Driver Authorization Form for further details.

9. Medical, Health Insurance, and Emergencies

Medical Issues

If a student has one of the following conditions, they should not be sent to school: fever, diarrhea, vomiting, conjunctivitis (pink eye), active head lice, or any other contagious disease. For any of these conditions, a student should be symptom free for 24 hours and off medication before returning to school. Parents should not medicate students with fever-reducing medication in order to send them to school, as it only masks the symptoms.

If any of these conditions develop during the school day, parents will be contacted to collect the student, as they are responsible for obtaining medical care and treating the student at home. No student with a high fever, vomiting, or diarrhea may go home on the school bus. Office personnel will use discretion when dealing with sick students, and parents may be asked to come to school to pick up their child.

The school nurse provides first aid for minor injuries and illnesses that arise during the school day, but this is not intended to replace parent-directed medical care. In the case of injuries requiring more than basic first aid, and certain medical conditions, the parent will be contacted immediately. In the event of a life-threatening illness or injury, the school will call ALERTA MÉDICA and the student will be transported to the nearest hospital. A copy of the student's medical information will be sent with the student, and the nurse or another adult will accompany the student and remain with them until a parent arrives. Parents are responsible for the payment of any medical expenses incurred due to an accident or medical incident at school.

Sun Awareness

Students are encouraged to bring a cap or hat to wear during recess, assemblies, PE class, and other outdoor times, and to apply sunscreen each morning before coming to school. If your child brings a hat to school, please mark it with their name.

Medication at School

The nurse is prepared to follow a doctor's written instructions for medicine that may need to be taken during school time. This information must be sent in a written note given directly to the nurse or by email at nurse@antiguais.org. The medication must be brought to the office in its original container, clearly labeled with the student's name, medication name, and dosage. A medication authorization form, available in the office, must be

completed by the parent or guardian with instructions and the reason for taking the medication.

Health Insurance for AIS Students

All AIS students are covered by insurance as part of their tuition fee. The Personal Accident (PA) Insurance covers medical expenses that result from an accident. In the event of a serious accident and full usage of the insurance coverage, the parent may be required to pay a fee as determined by the insurance company. The coverage also includes ambulance services.

Emergency Evacuation Procedures

The school will update parents about the safety status of students in the event of a natural disaster or other emergency. Our primary goal is to get children to a safe area, ensure everyone is accounted for, and then communicate as needed with medical services, local authorities, and parents. Therefore, please do not call the school numbers for information and do not call teacher cell phones, as AIS staff will be using all phone lines to communicate with authorities and parents. The school has emergency procedures that are practiced throughout the year. If you are asked to come to school during an emergency, please follow instructions immediately to ensure safety for all students and staff. Please do not take your children from school without first informing a member of the office staff.

10. Enrollment and Financial Information

Tuition Fees

Tuition fees are set by the Board. Tuition is due by the 5th of each month. Tuition is non-refundable and non-transferable.

Inscription Fee

An inscription fee is charged to all students annually. This fee is payable according to options offered after confirming enrollment and is non-refundable, unless the family is transferred from Guatemala before the school year commences or the school does not place the student.

Capitalization Fee (One-Time Family Fee)

Families are charged a one-time capitalization fee, which is non-refundable and non-transferable. It may be paid in one lump sum or 50% by the first day of classes with the balance no later than January 15.

Late Charges

A late fee of 5% per month is assessed to any parent who is in arrears for payment of the inscription, tuition, or capitalization fee.

Tuition for Students Joining AIS During the School Year

If a student is here for a semester or less, tuition is prorated.

Mid-Year Withdrawal Procedures

Parents are required to inform the school of plans to withdraw one month in advance of departure. Before school records can be released, the family must have all accounts settled and all school property returned to AIS in good condition. Please notify the school office of your departure so they can prepare an exit package. An AIS Student Withdrawal Form must be completed before school records are released.

Exclusion for Non-Payment

In the event that a parent becomes three months in arrears, the family must either enter into a financial payment agreement with the school or withdraw their child. No student will be allowed to attend AIS until any outstanding balance from the previous year is paid in full.

11. Acceptable Use Policy and Technology Guidelines

The purpose of our network facilities is to support the school's educational purposes and further its mission. These facilities are available to teachers, students, and administrators. Their use is a privilege, not a right, and calls for appropriate use at all times. We have a filtering and user login system to ensure acceptable use. All users of the AIS network and the internet at school are required to read and adhere to the AIS Acceptable Use Policy and Technology Guidelines. Students may be asked to sign additional forms agreeing to follow specific rules regarding technology.

Acceptable Use Policy

The use of AIS's computing facilities, resources, and the internet must support education and research consistent with the educational objectives of AIS. The school's goal is to improve teaching and learning and to broaden opportunities for collaborative projects.

We Use Technology to Maximize Learning

Technology is used intentionally to deepen understanding, create, and collaborate.

Research shows that when we use technology with intention, not by default, it can strengthen learning when paired with active thinking, real-world tasks, and thoughtful conversation.

We choose the best tool for the task. We think critically about what tool or method will help students learn best. Sometimes that is a device, though often it is paper and pencil or a conversation. Preparing students to be thoughtful digital citizens means helping them evaluate when and how to use technology. Knowing when not to use technology is just as important as knowing when to use it.

We prioritize developing interpersonal skills. We intentionally create time for face-to-face interaction and breaks from screens to support focus, well-being, and meaningful relationships. In a digitally driven world, strong communication, collaboration, and interpersonal skills are crucial for students' personal growth and success.

Grade-Level Device Agreements (Secondary)

6th-7th Grade. Students use school-issued Chromebooks as needed, with a maximum of three uses per week per class. Teachers may check out additional Chromebooks for special projects. Instruction prioritizes note-taking skills, organizational strategies, responsible use of Google Suite tools, and digital citizenship.

8th Grade. Students bring personal laptops to school (tablets and iPads are not permitted). Teachers establish clear systems for managing and monitoring technology use so that students understand classroom expectations. Technology use is purposeful, appropriate, and intentional.

9th-12th Grade. Students are strongly encouraged to bring personal laptops. Tablets and iPads are not permitted. Teachers continue to build and reinforce shared norms and expectations for appropriate and intentional technology use.

Online Etiquette

All users are expected to abide by generally accepted rules of computing etiquette and personal safety, including:

- Be polite.
- Use appropriate language; do not swear or use any language deemed inappropriate.
- Respect copyright laws and fair use guidelines.
- Assume that all information and communications accessible via the network are public.
- Understand that email is not guaranteed to be private; those who operate the network have access to all mail, and messages relating to or supporting illegal activities will be reported to authorities.
- Do not reveal any personal address or phone numbers.
- Do not use computers or networks in ways that disrupt or interfere with their use by others, including hacking, video games, and personal use that misuses data.
- Do not use an account owned by another user.

Responsibility

All members of the AIS community who digitally with individuals, groups, or institutions do so as individuals and not as representatives of the school, unless express permission has been given by an administrator.

Connectivity Guarantees

AIS makes no guarantees, expressed or implied, for the connectivity service it provides. AIS is not responsible for any damages, including loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions. Use of any information from the AIS system is at your own risk. AIS denies responsibility for the quality or accuracy of any information acquired through its services.

Security

Passwords should be kept confidential and not given to another person. No one should use another person's access information. The system administrator should be notified of any suspected security issue.

Vandalism

Vandalism is any malicious attempt to harm or destroy the data of another user, hardware, software, the internet, or any other connected network, including the uploading of viruses. Vandalism will result in revocation of privileges.

Supervision

Teachers who allow student use of computer facilities, networks, or the internet will exercise reasonable supervision regarding materials accessed or contributed by students under their supervision.

Use of School Chromebooks and Computers

Students may be permitted to borrow school-owned tablets or Chromebooks for classroom use at the discretion of their teacher and subject to availability. Students are responsible for using all school-owned electronic devices in a respectful, appropriate, and responsible manner, in accordance with the school's Acceptable Use and Technology Guidelines. Misuse, including but not limited to intentional or accidental damage, negligence, loss, or unauthorized use by another student, may result in disciplinary consequences. These may include loss of access to school-owned devices, financial responsibility for repair or replacement, and additional administrative action as determined by school leadership.

Exceptions of Terms and Conditions

All terms and conditions stated in this document are applicable to AIS facilities and networks. These terms and conditions reflect the entire agreement of the parties and supersede all prior oral or written agreements and understandings.

Appendix A: Affirmative AI Guidelines

Antigua International School (AIS) recognizes the growing importance of Artificial Intelligence (AI) in today's world. Our commitment is to leverage AI technology to enrich

the educational journey of our students while ensuring its responsible and ethical use to uphold academic integrity. This policy complements the AIS Technology Acceptable Use Guidelines to ensure student safety and meet educational objectives.

Guidance. The following are acceptable use applications and frameworks for enhanced student learning within the Antigua International School environment. Any application outside these parameters is considered a breach of the Academic Integrity Policy and is subject to strict scrutiny and loss of privileges.

Enhancing Education / AI as a Support Tool:

- AI is to be used as a guide and assistant in the learning process, not as a substitute for student effort, critical thinking, and creativity.
- AI can help with processes such as brainstorming, research assistance, and feedback, unless otherwise directed by the teacher, and the primary work and decision-making should come from the student.
- In creative and project-based work, AI-generated materials should serve as supplements to student creativity.

Academic Integrity and Ethical Use:

- Students must use AI ethically, respecting the principles of academic integrity.
- Whenever AI is allowed for an assignment, students must follow proper citation methods to reference the original source.
- Students should consult with teachers on the use of AI and be able to provide a justification for the use of AI that is satisfactory to the teacher.
- Students must understand and apply the boundary between AI assistance and plagiarism.

Continuous Evaluation. The effectiveness and ethical use of AI tools will be regularly reviewed, with adjustments made as necessary to ensure they align with our educational goals.

Consequences for Violation. In instances of academic dishonesty, the teacher will collaborate with colleagues, their principal, and the Director as necessary to determine appropriate consequences. Repeated behavior of this nature may result in the consequences outlined in the Severe Infractions section of this handbook. The school administration will interpret these guidelines to ensure a safe and productive learning environment for all.

A Quick Check: AI and Academic Honesty. Use this simple check to decide whether your use of AI is honest work or plagiarism:

- Did I do the thinking? If the ideas, analysis, and decisions are your own and AI only supported you, that is acceptable. If AI did the thinking for you, that is plagiarism.
- Did my teacher allow AI for this task? If yes, stay within the limits they set. If no, do not use it.
- Did I show how I used it? When AI is allowed, cite or acknowledge how you used it.

- Still not sure? Ask your teacher before you submit.

Student Acknowledgement. The following acknowledgement is reviewed and signed with students and their families.

I, _____, understand the correct and incorrect use of AI in the classroom, and I agree to abide by the terms outlined in this AI Use Policy. I agree to only use AI for class assignments in a way that follows the principles of academic integrity.

Student's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

Parent/Guardian Acknowledgement.

I, _____, acknowledge that I reviewed this information with my student and that I understand the acceptable and unacceptable uses of AI in the classroom that my student is expected to abide by for their classes.

Parent/Guardian's Signature: _____ Date: _____

Parent/Guardian's Name: _____ Relation to Student: _____