

ACADEMICS

4.1 ACADEMIC INFORMATION

4.11 GENERAL INFORMATION

In this handbook, we provide a clear outline of the academic program at LAS. We hope that this overview will serve as a useful guide for parents in making decisions that will help their child to achieve academic success.

4.12 COURSE REGISTRATION

Fall registration for current students is finalized during the previous spring, at which time they are tested and placed in the next appropriate group of classes.

4.121 Departmental Placement Testing

LAS uses placement tests to ensure that students are enrolled in appropriate classes based on language and mathematical abilities. Placement testing for English, ELA, Mathematics courses are conducted by our Admissions Department prior to registration. Placement tests may be repeated during the course registration process.

4.122 Schedule Changes

Student-requested schedule changes must be submitted within the first two weeks of the fall semester. Changes can only be requested within the first week of the winter semester. After these time periods, no requested schedule changes will be accepted. Changes may be recommended and made based on academic performance by the Dean's office.

4.1221 Schedule Changes in the IB Diploma

Changes can be made to a student schedule during the course of the IB Diploma. It is much more difficult due to IB Diploma requirements and so students should aim to choose the correct courses from the beginning.

Students in the IB Diploma Programme will be registered in the Fall of their senior year. After the published deadline, any schedule changes in the senior year will result in charges from The International Baccalaureate.

4.123 Disclaimer

LAS will offer only those courses in the upcoming school year for which there is adequate enrollment and/or faculty availability. Courses, numbers of sections and staff assignments are determined on the basis of need. Occasionally, circumstances may merit changes in the number and types of courses available. LAS reserves the right to cancel courses, to rearrange course sequences, and to make schedule changes for the purpose of leveling class sizes.

4.13 ATTENDANCE POLICY

We expect our students to attend every class every day.

The majority of LAS classes represent approximately 60 teaching hours over the course of the semester. In conjunction with most US state laws, students are guaranteed to receive credit for a course if they have both earned a passing grade in the course for a semester and attended at least 90% of course meetings. LAS students who have acquired more than 6 total absences in one course within one semester may forfeit credit for that course, regardless of the grade they have earned. The threshold of six total absences assumes the student has missed a combination of both 45 and 90 minute class periods. For calculation purposes, 90 minute class periods will count as two missed courses. All cases involving excessive student absences will be referred to the School Operations Committee for final decisions.

At the discretion of school administration, one additional leave per academic year may be authorized. The administration will take into consideration the length of the requested leave as well as the student's whole picture which will include factors such as academic performance, behavior records, health history, and attendance history.

Parents will be contacted if a student has more than three absences, at which time the parents, the student, and the school administration will make a plan together to address the issue satisfactorily for the student and the school.

4.131 Tardies

Students are expected to arrive on time for classes, meetings, and school functions. Failure to arrive on time is a tardy and may result in a consequence. The specific consequence may vary based on the degree of lateness and the student's history of being tardy. Two tardies in any one class are equivalent to one absence in the overall attendance count. Students who acquire more than six total absences in one course over one semester may forfeit credit for that course, regardless of the grade that they earn. All cases such as these will be referred to the School Operations Committee for final decisions.

The Academic Offices on each campus will conduct weekly reviews of tardies in order to ascertain if any students are habitually late.

4.132 Medical Appointments

All scheduled medical appointments during the school day must be approved through the school's Health Center. In order for students to have absences excused as a result of an off-campus medical appointment, they must submit their request by making a medical request through Boardingware.

4.133 Health Absences

If students are too ill to attend class, they must report to the Health Center no later than 15 minutes before school starts.

4.134 Disciplinary Sanctions - Absences

Each Campus Academic Office runs a weekly attendance report every Monday for the previous week. If a student has two or more absences in a given week, he or she will be precluded from Pass on the following weekend. (In this tally, please note that two tardies within a given week will be counted as one absence.) As well, if a student has accrued three tardies, total, in a given week, he will be precluded from Pass on the following weekend. Additionally, further sanctions, as deemed appropriate by the Dean of Students' Office, may also be applied. If students believe that they have received an absence by mistake, they have one week following the absence to request that the absence be investigated. After one week, the Campus Academic Offices will not make further changes to a student's attendance record.

In summary, a student may not have Pass if he:

1. Has two absences in a given week,
2. Has three tardies in a given week, or
3. Has one absence and two tardies in a given week.

4.135 Make Up Work Policy for Grades 9-12

If students miss work due to an absence, it is their responsibility to communicate with their teachers regarding make-up work *the day they return to class*. Student-initiated email contact is a suitable form of communication to arrange a timeline for make-up work. If students do not submit an assignment on time, for any reason, they are expected to take personal initiative and submit assignments at the soonest possible time. Individual teacher policies for make-up work, including expectations, deadlines, and late penalties, are communicated on class syllabi. Teachers will make reasonable accommodations for students who demonstrate motivation in completing missed assignments. Nevertheless, any missing or late assignment is subject to late penalties and thus it is in the students' best interest to submit all assignments on time.

4.14 ASSESSMENT AT LAS

“The purpose of assessment is to help students become successful independent learners.”

It is an ongoing process that lets a student know where they are and what steps they need to take in order to improve.

At LAS, this is facilitated by grading students in two ways:

- Assessment of Academic Ability
- Assessment of Learning Behavior

The former grading policy (A-F) that our new policy replaces will remain on student transcripts for all years prior to the 2019-2020 school year. Up until the end of school year 2022-2023, both the former and the current system will be reported on transcripts for students who experienced both systems. When there are no longer any LAS students who attended LAS during the time the former grading system was in use, only the grading system described here will appear on the transcript.

4.141 Purpose of Assessment

The primary purpose of assessment is to improve learning. LAS believes that as well as assessment *of* learning, which helps us identify what has or has not been learned, assessment must also be considered as assessment *for* learning. LAS defines the process of formative assessment, which is the basis of assessment for learning, as:

“an ongoing, collaborative process that provides feedback to both students and teachers to allow them to adjust their learning or teaching strategies towards specific learning goals.”

In this process, students and teachers work together to specifically improve learning by sharing intended learning purposes, examining models and descriptions of what ‘good’ looks like, comparing student work to these models and descriptions and using feedback from teachers, peers and practicing self-assessment to plan a path to the next steps to meeting the learning purposes.

To help students understand how they are progressing as learners, we use two forms of assessment:

- Academic grading on a 1 - 7 scale that indicates the student’s academic performance.
- Learning behavior grading on a 1 - 4 scale that indicates how a student is developing the vital skills necessary to be an effective independent learner. *Learning behavior grades do not contribute to and have no effect on academic grades.*

4.142 Principle: Effective Assessment

- reflects the school’s values of inclusion, challenge, and success

- provides opportunities for all students to be challenged through strategies such as:
 - open-ended tasks
 - complex contextual tasks
- ensures all students are included through such strategies as:
 - providing multiple ways to demonstrate understanding, with choices of task where appropriate
 - scaffolding at different level based on pre-assessment
- promotes success through strategies such as:
 - use of feedback with opportunities to act on the feedback
 - opportunities for resubmission where appropriate
 - use of clear criteria and exemplars
- generates formative feedback which
 - uses common criteria which are made available to students in advance
 - makes use of peer- and self-assessment based on criteria and exemplars
 - provides exemplars of what 'excellent' looks like
 - provides opportunities for students to reflect on products and processes
 - provides opportunities for students to act on feedback
- allows students to demonstrate understanding by
 - providing opportunities for students to apply skills and knowledge in context where possible
 - providing opportunities for students to demonstrate the six facets of understanding (explain, interpret, apply, empathy, perspective, self-knowledge)
- promotes independent learning that provides students with the tools and support to self-assess and set goals for future learning and improvement

In addition, it is the duty of the school to ensure that any assessment activity that takes place

- is fair
- utilises a variety of assessment strategies
- is consistent and compatible with the taught curriculum
- uses strategies and criteria that are known and understood by all students
- represents a manageable workload for teachers and students
- separates achievement from other factors such as effort or behavior so that it is clear what is being assessed

4.143 LAS Grading Policy

This policy pertains to grading (summative reporting) as opposed to marking (formative assessment). The purpose of grading is to improve learning. This is accomplished in part through clear communication about student achievement. Therefore:

4.1431 What is Included in Grades?

- Individual Achievement, not behavior
- Summative evidence. Formative assessment – practice in the course of the learning process – is recorded but not explicitly included in final grades
- Evidence from quality assessments

4.1432 What is Not Included in Grades?

- Classroom behaviour
- Group scores. Only individual achievement evidence
- Academic dishonesty. This is a discipline issue. Grades are not reduced as a form of punishment. The response is to ensure the work is completed in a context that encourages honest completion in the first instance. *See LAS Policy on Plagiarism.*
- Zeros when evidence is missing or as punishment. Alternatives are used, such as reassessing to determine real achievement or recording "I" for Incomplete
- Extra credit or bonus points. Only evidence that more work has resulted in greater achievement is recorded

4.1433 How Are Grades Calculated?

- Evidence from summative assessments, supported by teacher professional judgment
- Instead of averaging grades, the most recent student achievement is taken into greater account

4.144 THE ASSESSMENT CRITERIA

4.1441 Academic Grading

LAS uses a 1 - 7 scale for academic grading in order to provide consistency with International Baccalaureate (IB) grading practice.

Each grade descriptor indicates a level of skill. In the table below, keywords are associated with 1 - 7 grade descriptors based on Bloom's taxonomy, a hierarchical system of thinking skills

Grade			Thinking Skills
7	Excellent	demonstrating mastery of the subject and able to creatively combine ideas	Synthesis Creating, Discussing, Evaluating
6	Very good	able to apply ideas and concepts effectively to a variety of situations	Application Explaining, Understanding, Applying
5	Good	able to apply ideas and concepts to a variety of situations	
4	Satisfactory	able to demonstrate recall of knowledge and skills	Recall
3	Sufficient	able to recall basic ideas	Describing, Remembering

2	Insufficient	not yet performing at an acceptable academic level	Insufficient
1	Insufficient	very low or non-existent level of performance	

4.1442 LAS and IB Grading Scales

In grades 11 and 12, the majority of students work to achieve the externally-examined IB Diploma. The school produces predicted grades to inform students and parents of progress towards these externally examined subjects. The assessment described in this handbook is based on what LAS determines as the important knowledge and learning skills that students should develop. IB and LAS assessment are both described using a 1 to 7 scale based on levels of thinking skill (objectives 1 - 3), and although not necessarily exactly equivalent, we have developed the LAS scale to closely reflect the key ideas of the IB scale.

What is Standards-Based Grading?

LAS will use standards-based grading for reporting to students and parents. This is different from traditional grading familiar to many.

Traditional grading typically involves:

- Simple letter grades
- Assessments based on teacher-defined criteria
- A single overall grade per student based on a combination of related and unrelated assessments of skills, knowledge, performance and conduct over a period of time

The main advantages of the traditional method are simplicity and familiarity. However, it results in a very limited measure of a student's abilities. An A on a student's report card might look good, but this grade does not convey any precise information about what the student did to obtain the grade or what they might do to improve further. Standards-based grading overcomes this problem.

Standards-based grading involves:

- Rubrics with meaningful labels
- Assessments based on specific school-wide standards so that there is consistency across all classes
- Multiple grades per student: one for each standard that reflects the student's ability related to the standard at a certain moment in time, and the ability to see how a student has made progress towards that key skill over the course of the school year

Key Skills

Each department identifies the key skills that are most important to learners in that subject. This allows students to monitor and develop these key skills over the course of their time at LAS from entry to school to graduation.

English

- *Knowledge and understanding* - Having knowledge and understanding of literary and rhetorical text and terminology through different perspectives.
- *Application and analysis* - An ability to analyze and apply elements of: genre and author's stylistic choices; literary and rhetorical terminology; the effects of these on the *reader*, and an ability to substantiate and justify ideas with relevant examples.
- *Organization* - An ability to express ideas engagingly, clearly, and with fluency in both written and oral communication.
- *Presentation and speaking* - An ability to express ideas engagingly, clearly, and with fluency in both written and oral communication. Having an ability to use the oral and written forms of the language in a range of styles, registers and situations.

English Language Acquisition (ELA)

- *Receptive skills* - Extracting meaning from aural and text resources in different contexts. Understanding language strategies used to convey meaning.
- *Productive skills* - Using oral and writing techniques to convey meaning in different contexts, using appropriate conventions and language features.

Modern Languages

- *Receptive skills - Reading and Aural Comprehension* - Developing the ability to comprehend aural and written texts.
- *Productive and interactive skills - Oral and Written Expression* - Developing the ability to express ideas through writing and oral means.

Social Studies

- *Knowledge and comprehension of specified content* - the ability to demonstrate knowledge and understanding of course content.
- *Application and analysis* - the ability to analyse and apply evidence and to synthesize knowledge and concepts.
- *Evaluation* - the ability to critically review conclusions, and conduct peer review and self reflection.
- *Selection and use of skills appropriate to subject* - Skills individual to each subject area are demonstrated and used appropriately.

Science

- *Identifying a problem* - Identifying and evaluating key factors relevant to the problem, creating a clear research question.

- *Researching* - Gathering information, prototyping and trialling, sharing information.
- *Analysing* - Drawing conclusions from research, identifying limitations of research.
- *Evaluating* - Critically reviewing conclusions, peer review and self reflection.
- *Communicating* - Communicating information in a relevant and effective manner using conventions where appropriate.

Mathematics

- *Problem solving* - Applies and adapts a variety of appropriate strategies even when asked to solve unfamiliar problems in challenging situations.
- *Reasoning and proof* - Understands and explains the significance and reasonableness of results and draws full and relevant conclusions.
- *Communication* - Communicates mathematics in a clear, effective and concise manner, using correct techniques, notation and terminology.
- *Using mathematical tools strategically* - Uses graphing calculator, computers, manipulatives, diagrams and software appropriately and effectively.

Arts

- *Knowing and understanding* - Students discover the aesthetics of art forms and are able to analyse and communicate using specialized language. Students inform their work and artistic perspective using explicit and tacit knowledge alongside an understanding of the role of the arts in a global context.
- *Developing skills* - Students develop their artistic ideas to a point of realization by applying their skills. Students make final commitments to their artwork by presenting it to audiences.
- *Thinking creatively* - Students develop curiosity, and purposefully explore and challenge boundaries. Students explore the unfamiliar and experiment in innovative ways to develop their artistic intentions, their processes and their work. They discover their personal signature and realize their artistic identity.
- *Responding* - Students respond to their world, to their own art and to the art of others. Students must make connections and transfer learning to new settings. Through reflecting on their artistic intention and the impact of their work on an audience and on themselves, students become more aware of their own artistic development and the role that arts play in their lives and in the world. Students learn that the arts may initiate as well as respond to change.

Physical Education

- *Knowledge and understanding* - The ability to know basic skills used, their techniques and the rules required.
- *Planning for performance* - Prior planning which involves tactical and strategic thinking.
- *Applying and performing* - Demonstrating prior knowledge and experience whilst performing in a variety of contexts.
- *Reflection and improving performance* - Using previous experiences and observations to reflect on self and peer work.

Learning Behavior

Learning behavior describes the behaviors a student might engage in that have an effect on their own learning and on the learning of those around them.

Developing good learning behaviors is a key element in becoming an effective independent learner. These skills will be reported on a 1 - 4 scale where 4 indicates a self-motivated independent learner.

Learning behavior is shown in three key areas:

- **Engagement in the Learning Process** - how students address their own learning, focus and attitude in the classroom, how engaged is the student in the learning process, regardless of academic ability?
- **Participation** - how students interact with others, how students contribute - working with others, compassion and empathy during class discussions, etc.
- **Organization** - how students manage themselves; are students prepared for learning? Are they on time, do they have the necessary equipment or materials, do they use their tools for learning effectively, have they completed any necessary work? This would include homework tasks, pre-reading or other tasks required to take effective part in a lesson.

Students will be graded on a 1 - 4 scale in each category:

1 - Unsatisfactory	2 – Cause for concern	3 - Good	4 - Excellent
The student is making no effort to further learning	The student requires a high level of guidance in order to learn	The student understands that further independent study is necessary in order to be successful	The student is a self-motivated independent learner

Learning behavior grades are regularly reported in PowerSchool, but have no influence on the academic grade. Separating learning behaviour from academic performance allows students' individual learning needs to be more easily identified and addressed.

4.145 Retaking assessments, Missing Work, Plagiarism

Retaking assessments

- Students, if present, must take the first assessment
- Midterm and Final Exams cannot be reassessed
- Teachers will endeavour to offer reassessments (retakes) to encourage student mastery and learning. Teachers will use their discretion in advising and restricting students on

how to do this in a reasonable and timely way. It is recommended that students demonstrate their efforts at further learning before having such an opportunity.

4.1451 Procedures & Consequences for Missing Assignment Deadlines

If a student does not meet an assignment deadline:

1. A new deadline is arranged with the student at the teacher's discretion. Late work affects the behavior grade and not the academic grade, though of course a pattern of late work is likely to affect academic achievement negatively.
2. If there are ongoing issues with late work, the student must attend a supervised study session to complete the work. Ongoing issues with late work can result in suspension of after school activities, including sports teams, as well as travel restrictions, for example, staying on campus on a Saturday to attend a supervised study session

Process:

- Supervised study sessions for late work are held on Wednesday mornings and Saturdays. Students are required to submit the completed assignment to the supervised study session supervisor and can then leave the session.
- A notification will be sent to the parents when a student has been sent to a support session.

Students who fail to report to a required supervised study session are referred to the Academic Offices. The consequences may include, but are not limited to:

- Removal from extra-curricular activities and other privileges
- A contractual period of probation for academic issues

4.1452 Academic Integrity & Avoiding Plagiarism

Defining Plagiarism

Plagiarism is presenting someone else's words or ideas as one's own. It may take the following forms:

- using another person's ideas, language, theory or other original material without acknowledging the source, creating the impression that these ideas are one's own;
- paraphrasing material located in web sites, magazines, newspapers, books, journals, charts, or graphs without citing the source;
- citing sources one did not use; and
- copying or using work done by another individual.

Plagiarism material will not be given any academic credit and the work must be redone. In addition, faculty will discuss with the student what plagiarism is, why it is treated so strictly by the IB and in academics in general, and how to avoid it.

4.146 Grades 11-12

Students enrolled in IB courses are assessed against a subject's externally set assessment criteria for many of their class assignments. These criteria are set by the IB and will give the teacher and student an idea of the student's progress towards a final IB mark. In addition, these criteria can inform a teacher's IB score prediction for the student, although they cannot give an exact indication.

Students enrolled in IB courses are expected to complete formal Internal Assessments (IAs) in each of their IB classes, which are marked by the teacher and sent to the IB for external moderation. The IB Coordinator will publish a list of IA deadlines for all subjects in order to help manage the students' workload. These formal IB Internal Assessment assignments will form part of the student's LAS course grade, and will also count towards the external IB grade for the subject.

Important Note

It is important to note that, while marking period reports are a very important indicator of student progress, internal LAS semester grades do not contribute to the final grade awarded by the IB in any subject. While there is usually a correlation between students' achievement in their semester grade and their anticipated IB grade, this is not always the case. The reason for this discrepancy is the composition of each of these grades, which is described below.

- *Semester Grade* = a combination of formative and summative assessments, with class participation and student effort factored into the grade
- *Anticipated grades* = what teachers believe students can achieve in the actual exam together with the students IA grades etc.
- *Predicted grades* = official grades reported to universities

Neither anticipated nor predicted grades will be modified on student or parental request: these are intended to show all interested parties how the student is expected to perform on the IB exams and thus must be a true reflection of the work that has thus far been completed.

Collection of Grades:

The IB Coordinator will internally gather information about student progress from subject teachers at various points throughout the year. These will be completed in the form of both anticipated IB grades and the more formal predicted IB grades, which are reported to universities and to the IB.

Grades are collected at these points throughout the year:

Anticipated Grade, Year 1	End of semester one
Anticipated Grade, Year 1 <i>Only modify if change is required from first collection at the end of December.</i>	End of marking period 4 (usually mid-February)
Anticipated Grade, Year 1 <i>Key first year set of anticipated grades. Will help us make decisions on whether students should be counseled out of the DP in their senior year.</i>	End of semester two
Anticipated & Predicted Grade, Year 2	Mid-October of senior year
Predicted Grade, Year 2 <i>This will be updated only if the previous anticipated grades collected earlier in the fall need to be modified based on a student's performance.</i>	End of semester 1

In cases where there is cause for concern, the IB Coordinator will contact parents in a timely fashion, to make sure all stakeholders can take action in order to avoid poor performance in the IB Diploma. The results of both anticipated and predicted grades can affect the standing of a student in the IB Programme.

Credit For IB Courses

In order to earn the distinction of earning academic credit in an IB course, a student must fulfill all of its requirements and complete each of its assessments, including external IB exams.

4.15 MARKING PERIODS

There are three marking periods per semester, each between three to six weeks in length. Each marking period ends on a Friday. By the following Monday, all assignments are entered into PowerSchool.

Grades 9-12

Grades issued at the conclusion of the third and sixth marking periods of the year represent the final semester grades for the fall and spring semesters, respectively. Only these grades will appear on a student's final LAS transcript. Grades will fluctuate during the semester. Students' final grade in a course may be higher or lower than during the semester, depending on how they perform on final exams.

4.16 ROLLING ADMISSION AND SEMESTER CREDIT

Grades 9-12

LAS awards 0.5 credit for passing a class each semester. The administration will determine if students entering LAS after the first marking period of a semester may receive credit for that semester.

4.17 DISMISSAL/EXTENDED ABSENCES FROM SCHOOL AND EXAMS

1. If students are dismissed from LAS or leave before the second marking period of a semester is complete, they will not receive credit for the courses that they had taken during that semester.
2. If a student is dismissed from LAS or otherwise leaves during the third marking period before Semester 1 exams occur, they must make up their exams:
 - A) when they return in January,
 - B) as soon as possible following, or even during the December exam period in an approved testing facility and under supervision approved by the appropriate Associate Dean or campus administrator.

In the case of an exam taken off-campus, a student's account will be charged 85 CHF for an exam that is created for them. If an approved testing facility cannot be found, then a student will not be allowed to take their exams, and will receive a failing grade. For students who are absent during Semester 2 exams due to illness or dismissal, the assigning of final grades will be determined on a case by case basis, including whether the student is required to sit their final exams of the semester. Deciding factors will encompass: student's historical academic performance, nature of absence, date at which student separates from school, and the availability of an appropriate testing environment.

3. In situations identified above, exams may be taken only in classes in which the student had a passing grade as of the student's departure date from LAS. In such cases, if a student fails a semester exam, the student will only receive credit for the course if the teacher (in consultation with the Campus Academic Office) regards the student's overall semester performance as meriting the receipt of credit. A student should not expect to receive credit for a course unless he or she passes the semester exam for that course.

4.18 HOMEWORK AND TESTING POLICY

Students at LAS are encouraged to make practice in their subjects an essential ingredient of the LAS academic program. Effective homework assignments reinforce skills, promote good study habits and instill responsibility.

Students are engaged in homework or academic study every night of the school week (Sunday through Thursday), and are expected to spend some time in meaningful study during weekends and school holidays.

In-class testing is generally conducted according to a weekly schedule developed by the Campus Academic Offices and department heads, organized by academic discipline.

4.181 Study skills and meeting deadlines, student responsibilities at LAS.

Students at LAS are given support and training in study habits and skills as an essential part of their learning. Learning at LAS is deliberately designed to encourage enquiry and student interest, which aids their motivation. Students will maintain their progress to ensure work is done promptly and according to the deadlines set by their teacher. Students will develop their time management, organisation, self-advocacy, and personal responsibility, which are important lifelong skills that we seek to develop in students at LAS.

4.182 Deadlines in the Diploma Years Program

International Baccalaureate classes are available to students in the full Diploma Programme and also to those completing a High School Diploma. These subjects place high demands on students in terms of time that they need to spend reviewing material and completing key assignments. Major deadlines such as the Extended Essay and internal assessments are key to student success.

Students who miss internal deadlines for their IB subjects will meet with the Associate Dean of Diploma Years. A plan will be devised to help them improve. They will potentially be placed on an academic action plan. A pattern of this behavior could result in the student being removed from the subject and potentially the IB Diploma Programme.

Students may also be removed from classes until work is complete. We take these decisions seriously and, in our experience, students who meet deadlines are the most likely to be successful in the IB Diploma Programme.

4.183 Consequences of Academic Dishonesty

Academic integrity is an important aspect of the LAS academic program. The school makes its expectations clear to students through the school's social and academic regulations. We believe that good study and social habits developed at LAS will serve as a foundation on which our graduates can build confident, courteous and successful lives.

In the event that a student violates LAS values in their academic work, the following sanctions will be applied:

- *First offense:* A meeting with the appropriate campus Associate Dean. When a student has submitted work that shows evidence of academic dishonesty, the initial assignment will earn an INC (incomplete). The student must redo the assignment. The work will be considered incomplete until it is redone and may not receive full grades. Additionally, a letter is sent home to the student's parents or guardians.
- *Second offense:* A meeting with the appropriate campus Associate Dean. An additional letter is sent home to the student's parents or guardians. The student will also need to redo or repeat the assignment and may not receive full grades for their work. IB students will be considered for dismissal from the IB Programme.
- *Third offense:* A meeting with the appropriate campus Associate Dean, a letter home to the student's parents or guardians and a one-week off-campus suspension. The student

will also need to redo or repeat the assignment and may not receive full grades for their work. IB students will be considered for dismissal from the IB Programme. The Head of School can weigh further sanctions, including possible dismissal from LAS.

Note: If an IB student is found to be plagiarizing in any aspect of their IB-assessed work, the student may be dismissed from the IB Programme on the first offense.

4.19 DRESS CODE

4.151 Philosophy

Our school dress code was introduced for two important reasons:

- Wearing a “learning uniform” helps our students focus more successfully on their studies and other responsibilities without the distraction of fashion.
- School uniforms are easily identifiable and thus aid in the safety of our students, as LAS is an open campus.

4.152 Our School Uniform

Our school dress code is in force throughout the school day on campus, and at all school functions. During classes, students are expected to wear the following:

- *Boys:* LAS school uniform shirts and black school uniform pants. Only a plain white T-shirt can be worn underneath the shirts.
- *Girls:* LAS school uniform shirt and black school pants or black school skirt. Note: Skirts must be no shorter than the length of a school id card starting from the knee. The back hem of skirts should also meet the appropriate length.
- *Sweaters:* All students are allowed to wear only the LAS sweater, LAS hoody or LAS sweater vest over the uniform top. Students must wear the LAS polo shirt underneath their sweater.

Since students on the Savoy campus must walk between different buildings, they may wear a jacket between classes, but are expected to remove them once they have entered a classroom or cafeteria. Hoodies or non-LAS sweaters cannot be worn as jackets during the class day.

All LAS clothing is available through the school’s Campus Store and can be charged directly to a student’s Personal Account. Only LAS-supplied clothing qualifies for the school uniform. We ask that each student purchase at least three pairs of pants (or skirts), three shirts and a sweater or sweater vest in order to meet the daily expectation of being in uniform during classes.

No hats may be worn within campus buildings during the school day, and never in the cafeteria.

4.2 GRADUATION INFORMATION

4.21 PROGRAMS OF STUDY

Students can choose to pursue their studies in one of the following three LAS academic programs:

4.211 LAS Diploma for ELA

For students whose first language is not English: A program of study requiring a concentration in ELA coursework, 5.5 on the IELTS examination, and a minimum of 24 course credits. The goal of the ELA program is to support students whose first language is not English to acquire social and academic proficiency in English, while learning content in the sciences, social studies, math and arts. LAS offers distinct levels of ELA courses, in addition to individualized support for English language learners.

4.2111 ELA Placement Policy

Students who apply for admission to LAS and speak another language at home are expected to take the Oxford Online Placement Test (OOPT), and/or submit language results from a TOEFL or IELTS (International English Language Testing System) test. The Admissions Office will specify testing requirements. Scores on these assessments will help us with a student's initial placement into either our ELA program or mainstream classes. All students who speak another language at home other than English may be re-assessed immediately prior to their enrollment at LAS, such as during our Orientation Week in August. This reassessment is to help ensure correct course placement. Students arriving in January will also take the OOPT and a written placement test, assessed by the ELA Department Head and one other teacher, so that the student can be placed accordingly.

At the end of each semester, the progress of all students in the ELA program is examined by the ELA Department to determine whether a student may progress to a higher ELA level or into mainstream classes. Reasons for a student's promotion may include advancement in skills well beyond that of the current performance level in their classes, as well as other assessments. Parents and students will be informed of student achievement and progress via PowerSchool as needed. Once the semester begins, a student's ELA level may not be changed except in extraordinary circumstances.

4.212 LAS Diploma

This program of study requires a minimum of 24 course credits, as specified in our graduation requirements. Students completing this program receive a US High School Diploma, with the

endorsement of the New England Association of Schools and Universities and of the Council of International Schools.

4.213 International Baccalaureate (IB)

LAS is an International Baccalaureate World School and offers students the opportunity to earn the rigorous IB Diploma along with the LAS High School Diploma. Some LAS students may also choose to pursue individual IB courses in order to earn IB Certificates along with the LAS High School Diploma. The school can advise students and their parents to decide if an IB based course of study fits the student's current and future needs. IB coursework usually begins in the eleventh grade and requires two years to complete.

4.22 GRADUATION REQUIREMENTS

Students must meet a number of requirements to be eligible for the LAS High School Diploma. These requirements include satisfactory completion of required coursework, and, in the case of ELA students, earning a minimum score of 5.5 on the IELTS examination at any time prior to graduation.

The school year, comprised of two semesters, begins in late August and ends in early June. All students take at least seven classes each semester. In order to graduate, a student must earn a minimum of 24 credits. One half-credit is awarded for the successful completion of a course each semester. Credits are distributed across the following disciplines as shown:

	Mainstream	ELA
English/ELA	4	7
Modern Language	3	0
Social Studies	3	3
Science	3	3
Math	3	3
Arts	1	1
7a. TOK	1	1
7b. Electives, Core, Activities	6	6
Total units (minimum)	24	24

Our Admissions Office determines a student's acceptance to LAS. Since our students come from a variety of international backgrounds, their graduation requirements will be adjusted as needed to take into account their past courses of study.

4.3 ACADEMIC SUPPORT

LAS provides several resources to help students discover their full academic potential. While LAS provides an *in loco parentis* environment, our students ultimately must take responsibility for their own academic success.

Services available to all students include:

- Study Hall: Designated time five nights a week, dedicated to academic engagement.
- Teacher Office Hours: Each teacher will be available during the academic day at specific times, in order to assist students desiring or requiring additional support in the teacher's subject area.

4.31 ACADEMIC IMPROVEMENT PLANS

The Associate Dean of the Preparatory Years and the Associate Dean of the Diploma Years are authorized to take action on behalf of students who repeatedly fail to meet our minimum academic standards. Therefore, any LAS student with an average grade of "1 or 2" in two or more classes at the close of a marking period will automatically be placed on an Academic Improvement Plan. Students in the IB Diploma Programme are expected to maintain passing grades in their IB subjects. This is an overall score of 24 or higher with 12 points or more in their HL classes. Students not meeting this will also be placed on an academic improvement plan.

An Academic Improvement Plan provides scaffolding for students in their studies. It serves to motivate students to seek the additional assistance they need and help them gain a better focus on their academic studies. Students placed on an Academic Improvement Plan are reviewed at the end of each marking period, and remain on an Academic Improvement Plan for the subsequent marking period if their academic standing has not improved.

If a student's academic performance worsens, the Dean of Academics will confer with the Head of School and a Learning Support Specialist to determine whether LAS is an appropriate school for the student in question. This decision will not be based on the student's academic performance alone, but will include a discussion of the student's behavior, attendance, punctuality, engagement with available academic support and involvement in the school community. Students earning two or more "1/2" grades during the fall semester may begin the spring semester on an Academic Improvement Plan. Students earning two or more "1/2" grades during the spring semester may be placed on an Academic Improvement Plan at the beginning of the following school year.

4.32 LEARNING SUPPORT DEPARTMENT

The Learning Support Department at LAS works collaboratively with students and all vested parties to discover and support a greater understanding of students' unique academic needs. The Learning Support Department has highly qualified Learning Support Specialists who work alongside teachers and students to ensure their needs are met across academic and residential settings.

Services offered through the Department of Learning Support include:

4.321 Individualized Education Program (IEP)

Our Learning Support Specialists create individualized academic support plans, as appropriate, for students with documented learning needs, detailing students' unique challenges and the appropriate accommodations and modifications necessary for students' academic success. Clear and measurable goals are set in order to track and highlight student achievements.

4.322 Academic Intervention Program

Struggling students are supported through a three-tiered support model here at LAS. The Learning Support Department works with the Admissions Team to determine individual student needs prior to enrollment. A conditional acceptance to LAS may require enrollment into the Academic Intervention Program.

All students on Academic Contracts and Action Plans will be automatically enrolled in the Academic Intervention Program. Students and their families may opt into the program at any time upon request. A Learning Support Specialist will assess the needs of each student under his/her care.

Tier 1: Classroom Teacher

Tier 1 interventions take place in every classroom. Our teachers utilize high quality, evidence-based instruction targeting all students. Additionally, teachers are available during office hours for additional academic support.

Tier 2: Tutoring - Additional Fees Apply

Tier 2 interventions target specific students needs and challenges with one-on-one tutoring sessions. The total number of sessions may vary dependent upon individual student needs. At this stage, students may be brought to the attention of the Students of Concerns Committee as well as the Learning Support Department. Our Learning Support Specialists will collaborate with teachers and dorm staff to discuss additional evidence-based instructional strategies.

Tier 3: Academic Intervention Program - Additional Fees Apply

Tier 3 interventions target student needs through high quality, evidence-based individual interventions. Students receive one-on-one support from our Learning Support Specialists during the school day via academic mentoring, classroom support and individual remedial support when necessary. The Learning Support Department will conduct classroom observations to aid collaboration between the Learning Support Specialists, classroom teachers, dorm teams, and the Health Center when necessary. Students in tier three will have between one and three

tutoring sessions a week for academic support. LAS may refer students for cognitive and/or educational psychological evaluation at this time.

4.323 Assessment

Preliminary assessment

Any student arriving at LAS with a history of additional needs will undergo a preliminary assessment with our Learning Support Department. The goal of this assessment is to determine the areas where the student requires support and the nature of that support. Preliminary assessments are undertaken at the parents' expense.

Secondary assessment (IB only)

Learners who are enrolled in the IB Diploma Programme who have learning difficulties, will be individually re-assessed for an up-to-date record of current need. This secondary assessment assists in determining appropriate examination concessions for the external IB examinations. LAS uses an independent Educational Psychologist to undertake an independent assessment of the learner (this is an IB requirement). Secondary assessments are undertaken at the parents' expense.

Referral for assessment by LS specialist

An assessment can be arranged for any learner about whom there are academic concerns during his/her time at the school. The learner can be referred by a teacher or parent or indeed may self-refer (parental permission is always sought before assessment). A report is written containing practical strategies and recommendations and this is shared with parents, teachers and the student.

4.324 Tutoring

Tutoring sessions are class- or discipline-specific, and offered as an option when teachers' office hours sessions are not sufficiently meeting a student's needs. Tutoring may be mandatory in situations where support for students is a requirement for them to be successful in the course. Tutoring sessions are only available at additional cost, and if an appropriate tutor is available. Each hourly session has a cost of 95 CHF, and is charged to the student's personal account provided there are sufficient funds.

4.325 Extra Lessons

Extra Lessons are available upon request. Extra Lessons can be offered for various enrichment courses such as art, music, fitness, additional languages, etc. Extra Lessons are only available at additional cost, and if an appropriate instructor is available. Each hourly session has a cost of 95 CHF.

LAS students having tutoring or extra lessons must observe the following guidelines:

- Please send an email to tutoring@las.ch if you would like a tutor or extra lesson.

- Please let your tutor or extra lesson instructor know 24 hours in advance if you need to cancel a session, otherwise you may be charged for the session.
- There is no guarantee that you will receive a tutor or extra lesson instructor when requested. These services depend on the availability of members of the LAS community.
- You must have parental consent before you begin receiving mentoring or tutoring. Parents must communicate this consent to tutoring@las.ch.
- If you are on an academic contract or if tutoring is part of your enrolment conditions, tutoring or enrolment in the “Academic Intervention Program” may be mandatory.

There must be sufficient funds in the personal account for the student to receive tutoring or extra lessons.

4.33 LIBRARY

The LAS Libraries are made up of two learning centers dedicated to supporting the school’s academic curricula, including the International Baccalaureate programme (IB). In addition, the libraries promote the enjoyment of reading for all members of the school community. Both Belle Époque and Savoy campus libraries are welcoming places where our school community is challenged to develop inquiry skills and practice curation of personally relevant resources, engage in collaborative work, explore with a growth mindset, practice inclusion and respect for diversity, and take part in our community of learners. Students are able to check out various books, materials, and equipment throughout the school year. Items returned past the due date (or not returned at all) will be charged to the student’s personal account.

4.34 UNIVERSITY ADVISING DEPARTMENT

The Academic Office and the University Advising Department will begin working with students in the 10th grade to discuss their course planning so that their choices align with the expectations of University admission requirements. In the spring of 11th grade, LAS students will meet with a University Advisor in individual and group meetings to help the students learn about the wide variety of university options and to plan their personal application process. Students are introduced to UniFrog which provides Career Exploration information and important search capabilities and data for university decision-making. Topics covered in meetings and workshops include personal assessments, a career interest inventory, career exploration, university research, essay writing, finding a good college fit, application procedures, selecting teachers for recommendations, visa issues and tips for transitioning into university. Students will build an individual University Application Plan with their advisor which will include a timeline for taking needed tests, and a timeline for completing their applications. Students are expected to complete all their University applications before the December break of their senior year.

Throughout the year, the University Advising Office hosts admission representatives from more than 90 Universities from all over the world. These visits, along with other events like the Geneva College Fair, give students the opportunity to explore their University options. The University Advising Department administers SAT and PSAT tests on the LAS campus. The ACT may be taken at a school nearby.

Additionally, LAS offers an optional intensive SAT preparation program (available at additional cost) in the spring of the junior year.

If students know that they will be applying to non-English speaking universities, they and their parents are responsible for contacting potential universities to make sure that they plan their 11th and 12th grade academic curriculum accordingly. This information must be relayed to the Academic Office no later than the end of a student's 10th grade year, so that students will be in a position to gain entrance into non-English speaking universities.