



Upper School Handbook

2024-2025



ESTABLISHED
1953

Administration

| | |
|---------------------------|--|
| Mr. Jon Zurfluh | Director |
| Ms. Melissa Schaub | Associate Director for Learning |
| Mr. Jay Fladager | Elementary Principal |
| Mr. Michael Sheehan | Upper School Principal |
| Mr. Luke MacBride | High School Vice-Principal |
| Ms. Heather Densley | Middle School Vice-Principal |
| Mr. James Young | Director of Finance and Operations |
| Mrs. Marzena Kalbarczyk | Director of Human Resources |
| Mr. Michael Nieman | Director of Student Support |
| Mrs. Ewa Woodruff | Director of Admissions and Registrar |
| Mr. Jason Cuthbert | Director of Athletics |
| Mr. Stephen Sidaway | Director of Activities |
| Mr. Geoffrey Derry | Director of ICT |
| Ms. Agnieszka Świetliczko | Director of Marketing and Communications |
| Ms. Justyna Bubliewska | Director of Development |

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Mission, Core Values, History, Organization, and Accreditation

Mission

We're determined to be a community that changes the world for the better.

Here, it's all about what you can do rather than what you can't; where every student, at any level of ability, from any culture, is happy and excited because they can choose how they want to learn, not just what they want to learn.

It's a school where asking the right questions is more important than memorizing the right answers; where you make friendships that last a lifetime; and develop life skills that send you out into the world with enough self-belief to change it for the better.



ASW core values



Put the same into life as you put into school.



Work together. Because Without us all, we're nothing.



Make the whole world your classroom.



Bounce back when things don't go your way.



Step forward and make things happen. Don't wait.

History

In August of 1953, ASW opened its doors to the first twelve students and began its operations in a humble church basement. These students were similar to today's ASW students in that they represented a wide variety of cultures and spoke nine languages: a hallmark of an ASW education.

Founded as a private, non-profit educational institution, ASW is established to provide an English language school in Warsaw for children of all nationalities. A secondary objective has been to contribute to international goodwill and understanding through the school's multinational character.

Governance

ASW is currently governed by the twelve-member Board of Trustees: a Board Chair and Vice Chair who are appointed by the US Ambassador; five members selected and appointed by the existing Board; four members of the school association elected by ASW parents. Each elected and appointed member serves for a 2-year term. The school Director is a non-voting (ex-officio) member of the Board.

The primary functions of the Board of Trustees are to select and hire a school Director, to provide guidelines and policies with which the Director and staff can administer the School, to initiate planning processes for the short and long-range development of the School, and to ensure that the resources needed to operate the School are provided through an annually approved budget. Copies of the Board's policy manual are in the ASW library and on the school website. As representatives of the School's parent body, the Board will provide opportunities for parents to express their needs and priorities for the School. Parents and students are welcome to ask questions or address issues to the Board via the Director.

Accreditation

Since 1987 the American School of Warsaw has been accredited by the Council of International Schools (CIS), located in the United Kingdom, and by the New England Association of Schools and Colleges (NEASC), located in Boston. Accreditation is an indication that the school is committed to self-reflection and that it meets the standards associated with high quality international schools around the world. Accreditation by a recognized U.S. agency such as NEASC assures university admission in the U.S. and around the world.

Child Protection at ASW

As an overarching theme at the American School of Warsaw, we believe the safety and security of students is a core responsibility. To that end, a key board policy guides our actions and procedures to assure safety and security at multiple levels. The board policy is as follows:

The Board of Trustees considers child safeguarding to be of serious importance and is committed to the protection of all students in school.

The Director will ensure:

- every member of staff at the School understands their responsibility for contributing to the safety and well being of students at school and in all school related buildings
- the Child Protection Policy and Procedures are fully implemented consistently throughout the school, including prevention and intervention strategies
- the Child Protection Policies and Procedures are carried out appropriately for all reports and/or suspicions of child protection violations
- the Child Protection Policies and Procedures will be presented to the board and reviewed on an annual basis.

The Child Protection Policy and Procedures shall be regularly communicated to all community stakeholders as well as made available on the school's website.

(Board Policy 8.09, Revised: April, 2017)

This policy is binding for any and all individuals on the ASW campus, including all staff, students, parents, guests on campus, contractors, consultants, associates or any other category of visitor to ASW. As a direct result of this policy, a Code of Conduct was established that requires that all stakeholders commit to this conduct and demonstrate it while on campus at all times.

KEY REMINDERS Regarding Code of Conduct:

Applies to all ASW visitors, volunteers, vendors and service-providers.

Adults are in a position of trust and have a duty to protect children from harm.

The American School of Warsaw is committed to safeguarding and promoting the welfare, both physical and emotional, of every student both inside and outside the school premises.

DO

Do avoid behavior that might be misinterpreted by others;

Do be aware of and comply with policies regarding designated bathrooms;

Do engage with students/children only in open visible areas;

Do report individuals without badges or engaging in suspicious behavior to security.

DO NOT

Do not engage in the unauthorized photography of students on campus;

Do not use bathrooms or locker rooms designated for student use only;

Do not engage in any physical contact with a student/child.

Full code of conduct can be found at the security desk and is posted on the website.

ASW

School Year 2024/2025

NO SCHOOL FOR STUDENTS & FACULTY

Autumn Break
U.S. Thanksgiving
Holiday Break
Winter Break
Spring Break

Oct. 28 - Nov. 1
Nov. 28 - 29
Dec. 16 - Jan. 6
Feb. 24 - 28
Apr. 28 - May 2

NO SCHOOL FOR STUDENTS WORK DAY FOR TEACHERS

Full Staff Orientation
New Student Orientation
Professional Development Day
Parent / Teacher Conference
Professional Development Day
Parent / Teacher Conference
Last Day of School (teachers)

Aug. 12-14 & 16
Aug. 19
Sep. 27
TBD
Mar. 28
TBD
Jun. 18

MAJOR POLISH HOLIDAYS

(most shops closed)

Assumption Day
All Saints' Day
Poland Independence Day
Christmas
New Year's Day
Epiphany
Easter Monday
Labor Day
Constitution Day
Corpus Christi

Aug. 15
Nov. 1
Nov. 11
Dec. 25-26
Jan. 1
Jan. 6
Apr. 21
May 1
May 3
Jun. 19

August '24

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September '24

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October '24

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November '24

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December '24

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January '25

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February '25

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March '25

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April '25

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May '25

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June '25

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| 29 | 30 | | | | | |

TOTAL STUDENT DAYS: 179
 TOTAL TEACHER WORK DAYS: 187
 New Teachers Orientation
 First Day of School
 UN Day
 Semester 1 ends
 Semester 2 begins
 Graduation
 Last Days of School (students)



ESTABLISHED
1953

Communication

We value timely, relevant, and high quality communication. An informed and involved parent community is an asset in any educational environment. ASW pursues this goal in a variety of ways:

eNotes and ASW Website

All ASW parents receive an electronic newsletter every Wednesday afternoon throughout the school year. These eNotes contain important announcements and information about upcoming events from all areas of the school. Our school's website is also a valuable source of information for the entire school community.

Parent Coffee Meetings and Presentations

Periodically, the Director, Principal, Vice Principal(s), Guidance Counselor(s), IB Coordinators, or the Parent Teacher Organization (PTO) may host morning or evening meetings to present on various topics of interest to the parent community. The purpose of these meetings is to provide the opportunity for all parents to participate in the ASW community; to encourage honest, clear, and effective communication among all stakeholders; to promote positive academic and social environments for our students; and to support each other. All of these meetings are announced through the weekly eNotes sent to all parents on Wednesday afternoons.

Back to School Nights

Back to School Nights for the parents of currently enrolled students, are held within the first few weeks of the school year for all levels. All parents are strongly encouraged to attend in order to meet teachers, learn about the curriculum, and understand operational matters. These events are announced through the weekly eNotes newsletter.

Open Meetings of the Board of Trustees

The Board of Trustees meetings are open to the community for the purpose of conducting the business of the school in a public format and, thereby, keeping the community involved in the

ongoing work of the school. Access to a board packet of materials is sent in advance to the community and parents are encouraged to attend. These meetings are typically on Monday evenings (18:00) near the end of each month and a public comment segment is scheduled at each meeting. The dates are listed on the school calendar and website.

Parent-Teacher Conferences

If a parent wishes to speak to a teacher, a meeting can be initiated at any time. The school offices help to facilitate such appointments, or a parent may email a teacher directly. There will also be a Parent-Teacher Conference session during the year at which parents, students, and teachers can meet to discuss goals and progress. Information for each division will be published in the eNotes, the school calendar, and the school website.

How to Communicate a Concern

The following channels of communication are suggested if students and/or parents have questions or concerns:

- Students should speak to their teachers directly. However, if they have difficulty in doing this, they can enlist the support of their counselor. Students are also encouraged to enlist the support of their parents in speaking to their teachers.
- When parents would like to discuss their child's schoolwork or progress they should begin by contacting their child's teacher. Teachers are committed to working closely with families and will do their best to meet with families at a mutually convenient time between the hours of 08:00 and 16:00. Appointments with teachers may be arranged personally via email or by calling the school office.
- It is recommended that concerns which are unable to be resolved through a conference with the teacher should be discussed with the student's counselor. Appointments with school counselors may be arranged by telephoning or e-mailing the Middle or High School offices.
- If the concern persists or the questions cannot be answered by the aforementioned personnel, then it is recommended to meet with the Principal or Vice-Principal. Appointments can be made through the divisional Office Managers.
- The Director is the Chief Executive Officer of the school and oversees the appeal process if a matter remains unresolved. Policy and Board-related issues should also be addressed to the Director.
- If an issue is not able to be resolved after a meeting with the Director, the concern may be referred to the Board of Trustees according to the relevant policy, and in particular, Policy 9.02 or 10.06. Appeals regarding decisions made by the Director may also be addressed to the Board. Communications in regard to appeals can be directed to the Board in writing and should be addressed to the Chairman of the Board c/o the Director's Chief Administrative Officer.

For detailed information on the Appeals Procedure, see the board policy manual which can be found on the school's website.

Admissions, Placement, Enrollment and Withdrawal

Admissions Policy, Philosophy, and Procedures

The admissions process is articulated on the school website and is a reflection of currently adopted board policy. School enrollment is primarily based on the ability of the school to meet the academic needs of the applicant and nationality limits.

Grade Level Placement

The school determines the proper placement for new students. Students in Pre-Kindergarten – Grade 5 will be placed strictly by age. Placement in Grades 6-12 is determined by evaluating the student's age, development, and previous school experience.

Enrollment

To remain enrolled at ASW:

- Students must be enrolled as full-time students, which means that ES students (PK3-5) attend for the full school day, MYP students (Grades 6-10) are enrolled in nine courses per academic year (Grade 10 has the option for one of those courses to be a self-directed study period), and students in grades 11 and 12 are enrolled in a minimum of six credit-bearing ASW courses per academic year. ASW does not offer part-time, partial, or correspondence programs.
- Students in grade 9-12 must earn the appropriate credits to be working toward graduation. Should a student fail a required course, that student must work with the school counselors and administration to develop a plan to recuperate said credit in order to remain on track to graduate with the ASW diploma.
- Students must be living with their parent(s) or with a designated adult guardian at all times when enrolled at ASW.
- Students and families should adhere to all ASW's policies.
- Students are expected to show commitment to ASW's Core Values and contribute positively to the learning and overall environment.
- Students should attend school regularly as outlined in the attendance policy.
- ASW's High School course of study must be completed before a student reaches his/her 21st birthday.

The enrollment status for students who do not demonstrate ongoing commitment to the above stated expectations may be reconsidered.

Withdrawals from School and Acquisition of School Documents

- A family withdrawing from ASW should first notify the Admissions Office in writing.
- Next, the student or family should contact the divisional Office Manager for Exit Packets.
- In the Elementary, the student or family should notify the ES Office Manager, who will prepare a general exit packet with grade reports.
- In the Middle School the student or family should notify the MS Office Manager who will prepare an exit packet of school documents which will include, among other things, all necessary grade reports.
- In the High School the student should initiate a check-out procedure by notifying the Counseling Office Assistant at least two weeks before the last school day.
- The Office Managers provide the departing student with an official Check-Out Form.
- All ASW resources (e.g., library books, textbooks, laptop computers) should be returned to the appropriate faculty or staff member, who will then sign the check out form.
- All payments and fines should be paid to the Business Office.
- Reports, transcripts, and grades cannot be released until these procedures have been completed.

In the event that a student is leaving the community, the counselors are available to facilitate the process and fulfill special requests. Students and families should always contact the counselor to help facilitate requests for any recommendations (including those from teachers) and other documents needed for the next school. The counselors are available to meet and offer support to students and families as the departure date approaches.

Please note that if a student withdraws from ASW before the end of a semester in Upper School, only a “progress grade” (to date) can be given. Course credit will not be granted for partial semesters in Upper School.

Exit Packet

The exit packet includes progress reports from all courses, specialists, language teachers, etc. A medical report from the school nurse is included, as well as all the documentation given to the school at the time of enrollment. If the student has received formal testing for special support, such as learning support, or if the student has been in a special support program, then test reports and “Individual Education Program” (IEP) goals and reports may also be included. For students in grade 2-10, Measures of Academic Progress (MAP) assessment results will be included.

Items such as discipline reports, notes from parent conferences and other “internal” documentation is not included in the exit packet. The school will prepare three exit packets per student, free of charge. If more than three packets are needed, the fee is \$10.00 (US) for each packet beyond three.

Daily Schedule

School Hours

Students are expected to be on campus and ready to start classes by 8:30 each day for grades PK-10 and 8:15 for grades 11-12. Due to professional development meetings for faculty and staff on Wednesday mornings, classes begin at 9:30 for all students in grades PK3-12. Any changes to the school schedule throughout the year, such as a half-day or early dismissal, will be published well in advance on the school's website and in the weekly eNotes. Parking, transport and safety matters are addressed in other sections in this handbook.

Arrival Before School

All students are welcome to arrive at 8:00 on regular school days. Elementary Students may go to the playground, library, and elementary stairwell area before school where supervision is provided and students may proceed to classrooms at 8:25. Upper School students are permitted to go to lockers, hallways, cafeteria, library, or common areas and also visit or meet with faculty members, if they are available, in classrooms before school. On Wednesdays, all students are permitted to arrive at 8:45; however, ES and MS students are restricted to the cafeteria until 9:10 when they can proceed to areas described above. Students are permitted to arrive earlier when there is a scheduled activity that is advised by a faculty or staff member.

Dismissal After School

Grades PK3-5 are dismissed every day at 15:30, grades 6-8 at 15:35, and grades 11-12 at 15:40, except on Wednesdays, when the dismissal time is 15:30 for all grades.

Elementary Students: Children who are not involved in a supervised activity with a faculty or staff member before or after school are required to be picked up promptly at dismissal time. As safety and security is always a concern, children engaged in after school athletics or activities should also be picked up promptly after the activity. If a parent is late for pick up, Elementary students must wait in the Elementary Office where they can be supervised until a parent or guardian arrives. Elementary Students are not allowed outside, in the library, or cafeteria unless supervised by a parent or guardian. Elementary specific details regarding after school "Hand-to-Hand" dismissal procedures are addressed in other sections in this handbook.

Middle School Students: Students awaiting a parent or guardian should stay in the cafeteria or library; wandering the school building or campus unsupervised is not permitted. Upper School students engaged in the after school athletics and activities program should depart campus by 17:45.

Early Pick-Up

If there is a need for a student to depart campus before the end of the school day, parents must notify the appropriate school office by phone or email and the Office Manager or

Assistant will prepare an orange GATE PASS for the student. Elementary parents or guardians need to collect their child directly from the ES Office at the time of departure. (Passes will not be provided to students.)

The parent or guardian will hand this gate pass to security personnel at the gate, indicating to them that proper safety protocols have been followed. If this gate pass is not presented to security personnel, departure will be denied. This procedure is in place to help ensure that only authorized adults are ushering children away from campus.

Academics

According to the ASW Assessment Policy, assessment is vital to creating a culture of learning because it supports student development, impacts teaching and learning, and connects the learning community. Assessment provides evidence to guide decisions about how to best meet the needs of our learners.

We believe assessment is:

- Intentional and grounded in learning goals
- Embedded in the learning process
- Varied, dynamic, and comprehensive

The curriculum at ASW is standards informed; assessments are developed and utilized to collect evidence of students' progress informed by the curricular standards. Across many subject areas, standards have been adopted that cover the curriculum from PK-12.

Home Learning (Homework) Policy

At ASW, through our core values, we strive to “make the whole world our classrooms” and “to put the same into life as we do into school.” With these values in mind, we seek to be highly purposeful, thoughtful, and strategic before assigning any home learning assignments so that students may develop academically, physically, socially, and emotionally.

Before assigning any home learning, teachers will consider the following questions:

- How does the assignment tie directly to a learning target from the current unit?
- What is the plan for students to receive specific, timely, and actionable feedback on the assignment? (Feedback may include peer, self, and/or teacher feedback.)
- How is the assignment personalized to a student's needs, self-assigned, or made in such a way that it cannot be copied or Googled?
- Can the student complete the assignment independently with no/limited involvement from parents and/or tutors or can families get involved in a positive/interactive way?
- How have the social-emotional aspects of the student been considered including overall workload, extra-curricular activities, family obligations, school trips, etc.?

Refer to Individual divisional sections for additional procedures in regards to home learning.

Tutors and Home Learning

Use of a tutor to assist with home learning should be considered with caution; it is important that the specific purpose of a particular home learning assignment is kept clearly in mind at all times, and that the work handed in for assessment is the work of the student alone. Work judged not to be the student's own will constitute a breach of ASW Academic Integrity policy.

Communication Policy

Under the following conditions, teachers will communicate with students and families about their academic progress:

- Trend in Achievement Grades in Progress getting lower
- Trend toward missing deadlines or unproductive work habits
- 1-3 on individual summative assessments
- Other academic concerns

If any of the above circumstances arise, the following actions will be taken:

- The teacher will meet with the student to discuss the declining or poor performance;
- The teacher will contact home;
- The teacher will document the conversation and to notify the counselor and Principal;
- A Student Support Team (SST) meeting could be suggested if this student trend/concern is widespread.

Measures of Academic Progress (MAP) Testing

The MAP or Measures of Academic Progress are computerized adaptive tests offered in Reading and Math. The difficulty of each question is based on how well the student answers all the previous questions. If answered correctly the test items become more difficult, if answered incorrectly, the questions become less difficult or adapt to the level of the student.

Students in Grades 3 - 10 take the MAP tests twice each year; fall and spring. The results provide teachers and students with a measure of student growth in achievement, and allow for more focused teaching and learning. It is additional evidence to support best teaching and learning. MAP results are not included in ASW grades but are available to parents upon request, and will be sent home when results are available after each testing session.

Attendance

ASW's curriculum and learning activities emphasize interactive, hands-on experiences and discussions which are integral to a student's overall academic progress. These day to day experiences cannot easily be replicated following student absence. To maximize the learning opportunities at ASW, students must be present and prompt and fully engaged in each class. Consistent attendance will afford students the most educational benefit from our rigorous academic curriculum and expansive co-curricular programs.

- Elementary School: Elementary School students may not be absent for more than 18 days in one academic year. Not adhering to this policy could affect recommendation for a student's grade promotion or continued enrollment at ASW.
- Middle School: Middle School students may not be absent for more than 7 class periods in any given course per semester. Not adhering to this policy could affect recommendation for a student's grade promotion or continued enrollment at ASW.
- High School: High School students may not be absent for more than 7 class periods in any given course per semester. Credit may not be granted to students for courses in which students do not meet the attendance requirement, which could adversely affect progress toward graduation and recommendation for continued enrollment.

At ASW, all absences are equal. An absence for an illness, doctor's appointment, CEESA sports trip, club sponsored trip, family vacation, and all other absences will be counted in the student's total. School mandated trips will not count against a student's total. School holidays are published months in advance and families are strongly discouraged from planning extended absences for students outside these published dates.

When mitigating circumstances arise that force students to miss more than the allowed absences, the school Director reserves the right to make reasonable exceptions to this policy on a case by case basis.

Refer to individual divisional sections for procedures in regards to attendance.

Student Conduct

Student conduct and behavior reflect upon the entire ASW community. Student respect for rules, regulations, and procedures greatly influences the educational atmosphere at school and reflects positively on the entire ASW community. Respect for one another, cultural sensitivity and understanding are essential elements in an international community and school.

The conduct of ASW students on and off campus shall reflect ASW's Core Values and the standards of citizenship expected by members of the community and the people of Poland. The ultimate goals for students are self-discipline and responsibility for one's actions.

Students shall respect constituted authority. This shall include conformity to school rules and regulations, community standards, and those provisions of Poland that apply to the conduct of juveniles or minors. Students shall respect the rights and privileges of others and co-operate with members of the school community.

ASW rules and regulations are applicable at all times on the campus (including weekends), during school-sponsored events off campus, and in the immediate vicinity of the school.

School officials are authorized to question any student concerning their behavior while the student is under school supervision. All property in school, including laptops, lockers, or items brought onto the school campus by students or others, is subject to search by school officials at their discretion.

Requests by non-school officials to see students while under school supervision must be referred to the Director, Principal, or appropriate school official. The Director, Principal and/or school official will be present throughout such interviews. When possible, parents will be notified by telephone prior to the requested interview.

Student Rights

Students have the right to:

- Study and learn in a safe and secure environment that is free of harassment, prejudice and intolerance
- Express their points of view regarding matters which affect them
- Participate in the use and exercise of democratic methods and freedom of speech, providing they observe their responsibilities
- Take advantage of the full program offered at ASW including student activities and athletic programs, providing they observe responsibilities
- Fair, impartial and consistent application of rules, rights and responsibilities
- Be taught by qualified personnel
- Receive feedback and/or a grades on submitted work and have it returned within a reasonable time

Student Responsibilities

ASW expects students to be respectful, tolerant, and supportive of every member of the school. If a student chooses to behave irresponsibly, then there are consequences that will be enforced. Students have the responsibility to understand and adhere to the handbook and other policies of the school as well as to model ASW's Mission and Core Values at all times.

Parent Rights and Responsibilities

The ultimate success of our students is dependent upon mutual cooperation and partnership between parents and school personnel. A successful partnership begins with parents supporting the school's policies. For example, parents need to ensure that their child arrives at school on time, has regular attendance, and is equipped with the necessary materials. In the event any concern should arise, a timely communication identifying the concern will be sent home.

Concerns with a class or school work should first be communicated with the teacher directly. If there is a need for further conversation or resolution, the next step is to discuss the concern with the counselor. If the issue is not resolved with the help of a counselor, then it is important to reach out to the Vice-Principal or Principal. We also request that if you do need to meet with a teacher an appointment should be scheduled. Teachers have a full teaching load and when they are not teaching they are often involved in unit planning or in scheduled team and department meetings. An appointment will allow teachers to give full attention to a concern. We request that all parents and visitors first check in at the applicable Divisional office before proceeding to the meeting.

Consequence Sequence

It is important that students understand the results and consequences of behavior inconsistent with the above code of conduct. Discipline with a focus on student accountability and growth is emphasized at ASW. Follow-up counseling and dialogue will be used to assist students in better understanding their responsibilities and the importance of making good decisions. Each division will provide age appropriate examples of consequences and actions in their divisional sections below.

Bullying, Harassment, Hazing, and Discrimination

It is the policy of the American School of Warsaw that students, employees and volunteers should not be subjected to forms of bullying, harassment, hazing, or discrimination while at school or school-sponsored activities. Furthermore, the policy's intent is to address this issue in a proactive manner through the establishment of a system for educating students and staff at the school level regarding the identification, prevention, intervention, and reporting of such antisocial acts. The responsibility for effective prevention and response to acts of bullying, harassment, hazing, and discrimination lies within a collaborative effort of administrators, teachers, school staff, students, parents, school communities.

Visitors and parents also are expected to comply with the policy, including the prohibition against harassment and bullying of students or employees. This policy applies to, but is not limited to, the following situations:

- while in any school building or on any school premises before, during or after school hours
- while on any bus or other vehicle as part of any school activity
- while waiting at any bus stop
- during any school function, extracurricular activity or other activity or event
- when subject to the authority of school personnel
- while using school or personal electronic communications
- any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in the school

Bullying (or Harassment) includes negative actions on the part of one or more other persons with the intention to harm. These actions are repeated and over time and include an imbalance

of power that makes it hard for the child who's being bullied to defend him/herself. This difference in power can be physical—the child who bullies can be older, bigger, stronger; or several children can gang up on a single child. It can also be psychological, which is harder to see but just as potent—the student who bullies can have more social status or a sharper tongue, for instance.

Verbal bullying or harassment includes name-calling, insulting, intimidating, mocking, threatening, and making racist, sexist, or sexual comments. Different from taunting, teasing in severity only. When does teasing cross the line and turn into bullying? The answer often lies in the perspective of the person being teased or bullied.

Physical bullying or harassment includes a variety of behaviors such as hitting, kicking, shoving, and taking or destroying property.

Relational bullying or harassment uses relationships to control or harm another person, excluding her from the group or events, talking behind his back, spreading rumors, telling lies about her, giving him the silent treatment, etc.

Cyberbullying utilizes all of the electronic paraphernalia of modern life—cell phones, instant messaging, videos, email, chat rooms, blogging, social media—to threaten, insult, harass, spread rumors, and impersonate others. Because it can continue 24 hours a day, 7 days a week, and because perpetrators remain anonymous, invisible, unpunished, and distant from the impact of their actions, cyberbullying can be even more harmful than ordinary bullying.

Hazing means any intentional, knowing, or reckless act directed against a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in an social group, organization, club, or athletic team whose members are or include other students.

Discrimination means any act that unreasonably and unfavorably differentiates treatment of others based on their membership in a socially distinct group or category such as race, ethnicity, sex, religion, age or disability.

Students who feel they are experiencing Bullying, Harassment, Hazing, or Discrimination should:

1. Communicate to the harasser that the behavior should stop, if the student is comfortable doing so. If the student needs assistance communicating with the harasser or bully, the student should ask a teacher, Counselor or Principal to help.
2. If the behavior continues after this intervention, write down exactly what happened, keep a copy and give another copy to the teacher, Counselor or Principal including:
 - What, when and where it happened
 - Who was involved
 - Exactly what was said or done, either at the time or later
 - How the student felt
 - How the bully or harasser responded

Weapons

Possession of weapons or replicas of weapons in the school environment is a threat to the safety of students, staff, and faculty and is prohibited. A weapon is defined as any gun (including pellet, BB, air pistol, or toy), laser pointers, tasers, mace, knives of any kind, or any other instrument used to intimidate, threaten, or harm a person. Explosive devices such as fireworks and ammunition, which may cause physical harm to a person, will be considered weapons.

Drugs, Alcohol, Tobacco & Vaping

The Board of Trustees and the school administration are committed to the health, safety, and well-being of our students. Our school's curriculum and policies are designed with this commitment in mind. We firmly believe in maintaining a drug, alcohol, tobacco and vaping-free learning environment.

Alcohol: Possessing, using, selling or being under the influence of alcohol by students on school premises, at school functions, and at school-sponsored parties, wherever they are held, is prohibited at all times.

Drugs: Possessing, using, selling or being under the influence of illicit drugs by students on school premises, at school functions, and at school-sponsored parties, wherever they are held, is prohibited at all times.

Tobacco: Possessing, using, or selling tobacco products by students on school premises, at school functions, and at school-sponsored parties, wherever they are held, is prohibited at all times.

E-Cigarettes/Vaping: Possessing, using, or selling vape or vape paraphernalia (both tobacco and tobacco-free versions of the traditional cigarette) by students on school premises, at school functions, and at school-sponsored parties, wherever they are held, is prohibited at all times.

**School premises include anywhere inside the school grounds property, as well any areas that can be viewed outside the school grounds property from inside or when approaching the school property

Procedures

The following procedures have been established to protect the health and welfare of students:

- ASW reserves the right to search students or lockers where there is sufficient cause to warrant such action.
- ASW reserves the right to require testing for drug, alcohol, or vaping incidents if there is cause to believe substance usage, whether in school or out of school.
- ASW school officials, serving as enforcement agents to these guidelines, have the responsibility and authority to decide which circumstances warrant a search and/or demand testing for possible substance abuse.
- While these stipulations apply to all ages, ASW requires all students in grades 6 through 12 along with their parents to acknowledge that they are aware and will support the substance abuse policy and its potential consequences as a prerequisite to enrollment at ASW.

The appropriate consequences for infringement of substance abuse rules will be decided by the Principal. Appeals of such decisions, as outlined in Board Policy, will be decided by the Director.

Consequences

Tobacco or E-Cigarettes or Vaping: Students found in violation of this policy will be suspended. Violation will initiate a set of procedures: parents will be informed, and a disciplinary letter will be placed in the student's file. If circumstances warrant, the Principal may suspend a student for an extended period of time for any violation. Repeated disregard of school rules and regulations may result in extended suspension or expulsion.

Alcohol or Drugs: A student found in violation of either of these policies will be immediately suspended from school for a review period. In any incident involving a violation of either of these policies, parents will be contacted as soon as possible. The student will be released only into their custody or that of another responsible, authorized adult. The suspended student may be required to undergo appropriate testing and/or counseling. Depending on the severity of the first violation, a student could face expulsion; however, a second violation of this policy will result in a recommendation to the Director for expulsion.

Definition of Terms

Illicit drugs: Illicit drugs include marijuana, cocaine, narcotics, hallucinogens, and other substances and items commonly accepted as 'controlled substances'. The terms also included the use of prescription drugs by persons other than the person for whom the prescription was written and the use of commonly available substances (such as glue) for mind-altering purposes. The terms also includes drug paraphernalia: all equipment, products, or materials designed or intended for packaging, storing or using controlled substances.

Suspension: Students will not be permitted on campus or at any school-related function. Participation in school events and on school terms will be prohibited during the suspension period.

Expulsion: The student will be permanently removed from the school.

Transfer: Transfer includes the sale, distribution, or transfer of physical possession (not ownership) from one individual to another.

Assembly & Performance Behavior

There are many opportunities to meet during assemblies, and to support one another in performances. It is an expectation that students conduct themselves in a mature and responsible manner during these times and minimize distracting behaviors by remaining seated, refrain from placing their feet or knees on the furniture, calling out or making noises.

Electronic devices should be switched off at all times unless otherwise instructed. Food and drink must not be brought into the theater.

Guests/Visitors

Permission for a student to host a guest in class should be obtained from the Principal at least two days in advance of the visit. A permission slip must be signed by the ASW student host's parent and all of the host's teachers for the day of the visit. The ASW student host and their parents are responsible for the guest while on campus and for advising the guest to abide by the same regulations that apply to ASW students. Guests' visits are limited according to the division and age of the child. In the elementary school, these visits are short and limited to no more than a half day, while at the upper school level, visits may be no longer than 1-2 days.

Information Technology

We are pleased to offer students access to computers, wireless access to the internet, and an array of technology resources to support and enrich student learning. Each student is responsible for their use of technology. While using school and personal technology resources on or near school property, in school vehicles and at school-sponsored activities, as well as using school technology resources off-campus, each student must act in an appropriate manner consistent with school guidelines. It is the joint responsibility of school personnel and the parent or guardian of each student to educate the student about their responsibilities and to establish appropriate expectations when using technology.

School technology resources are provided to students to conduct research, complete assignments, and communicate with others in furthering their education. This focus does not allow the use of the network system for commercial, political, or personal entertainment purposes. Access is a privilege not a right. General rules of school behavior apply when using technology. Access to these services is given to students who agree to act in a considerate and responsible manner. Just as students are responsible for good behavior in a classroom or a school hallway, they must also be responsible when using school computer networks or school computers.

Technology provides a wealth of educational opportunities for students. Access to these resources requires responsible use. It is important that students understand their responsibilities when using the American School of Warsaw (ASW) technology resources.

Digital Citizenship at ASW

All students at ASW are expected to use technology resources and services in a manner appropriate to a school setting and in keeping with the ASW core values. At all times, ASW students are expected to conduct themselves in a manner which is cognizant of the rights, feelings and freedoms of others as well as themselves. When using technology, both at home and at school, due consideration must be given to the effects one's actions may have on other members of our community and global society in general.

Use of ASW Network

- The school reserves the right to access any information on ASW computers, network, and Internet services accessed through the network or on the ASW computer.
- Students are responsible for their individual accounts and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a student provide their password to another person.
- Students will not attempt to log on or connect to the ASW network under any identity other than their own username.
- Students will not attempt to gain unauthorized access to the ASW network system or to any other computer system through the ASW network system or go beyond their authorized access. This includes attempting to log in through another person's account or access another person's files. These actions are inappropriate, even if only for the purposes of "browsing" and may result in disciplinary action.
- Students will immediately notify a teacher or the system administrator if they have identified a possible security problem.
- Students will not make deliberate attempts to disrupt or harm the computer system and its hardware or destroy data by spreading computer viruses or by any other means.
- Students can expect their laptops to be periodically inspected for possession of unlicensed or pirated software or files.
- Students will use their personal server storage to store only files that are educational in nature and related to course work.
- Students will use the school resources (e.g. printers, cameras, etc.) only for educational and course related purposes.
- Students will not attempt to install any personal hardware devices on any computer or part of the ASW network system without first gaining approval from the Technology Service Center.
- Students should expect routine monitoring and filtering of computer usage and Internet browsing while logged on to the ASW network.
- Parents have the right at any time to request to see the contents of their son/daughter's files.

Internet Access

- All students will have access to the internet through computers connected to the school network.
- ASW actively uses filtering software to keep inappropriate content from being accessed and holds the right to block certain websites. Filtering software is not a perfect science and it may be possible for users to access inappropriate sites.
- Students will not use the ASW network system to access inappropriate material including sites that display profane or obscene (pornography) material, that advocates illegal acts, encourages the use of drugs, or that advocates violence or discrimination towards other people (hate literature).
- If students mistakenly access inappropriate information, they should immediately tell their teacher or Principal.

Use of Messaging Services

- School computers and networks are to be used for educational purposes only. Non-educational purposes include, for example, Facebook and social networking sites. Students may not access Facebook or social networking unless the access is for legitimate educational use. Teachers shall decide what constitutes legitimate educational use.
- A spam filtered email account is provided to students for educational purposes.
- Students will promptly disclose to their teacher or other school employee any message or information they receive that is inappropriate or makes them feel uncomfortable while on the web, using email, chat rooms, forums or other forms of messaging services.
- Students may not send messages with a false identity or alter forwarded mail out of context.
- Students will not use defamatory, inaccurate, abusive, obscene, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or prejudicial language in public or private communication.
- Students will not repost a message that was sent to them privately without permission of the person who sent them the message.

Cyberbullying

As stated in the section Disciplinary section of this Handbook, ASW expressly forbids cyberbullying, which utilizes all of the electronic paraphernalia of modern life—cell phones, instant messaging, videos, email, chat rooms, blogging, social media—to threaten, insult, harass, spread rumors, and impersonate others. Because it can continue 24 hours a day, 7 days a week, and because perpetrators remain anonymous, invisible, unpunished, and distant from the impact of their actions, cyberbullying can be even more harmful than ordinary bullying. For the purposes of this policy, “cyberbullying” shall mean using the communication capacities of computers, the Internet and/or other digital communication devices to bully others by:

- Sending or posting cruel messages or images;
- Threatening others;
- Excluding or attempting to exclude others from activities or organizations;
- Starting or passing on rumors about others;
- Harassing or intimidating others;
- Sending angry, rude or vulgar messages directed at a person or persons privately or to an online group;
- Sending or posting harmful, untrue or cruel statements about a person to others;
- Pretending to be someone else and sending or posting material that makes that person look bad or places that person in potential danger;
- Sending or posting material about a person that contains sensitive, private or embarrassing information, including forwarding private messages or images; and/or engaging in tricks to solicit embarrassing information that is then made public.
- Taking, sending, posting, or sharing photos or videos without consent.

Plagiarism, Piracy and Copyright Infringement, and Use of Artificial Intelligence

- Students will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours.
- Students will not download or install pirated software, music, video or files that infringe on copyright laws onto computers.
- Students will respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, you should follow the expressed requirements.
- If you are unsure whether or not you can use a work, you should request permission from the copyright owner. Copyright law can be very confusing. If you have questions, ask a teacher.
- Work produced by artificial intelligence tools (even only in part) will not be considered as a student's own. As with any quote or material adapted from another source, it must be clear that AI generated work included in a piece of assessment has been taken from such software—it must be credited in the body of the text and appropriately referenced in the bibliography. If this is not done, the student would be misrepresenting content as it was not originally written by them (blogs.ibo.org/2023/02/27).

Use of School Hardware

A laptop computer is made available for authorized use to students in Grades 4 through 12. Students are responsible for the safe and appropriate operation and care of the laptop computer. Expectations for the use of the laptop computer and care of the laptop package (defined herein as laptop computer and charger) are as follows:

- The laptop computer is for educational purposes.
- The student cannot install any applications, browser add-ons, or games unless they are asked to do so by their teachers. If they wish to download something, they must ask their teachers.
- Only the assigned student will operate the laptop package. The student will not give his/her password to any other person. The student is ultimately responsible for all material accessed and/or transmitted.
- If and when the student takes the laptop home, he/she will charge the laptop computer that night and must bring the charged laptop back to school the next day.
- School hardware should not be left unattended.
- The student must immediately report to their teacher any mechanical problems with the laptop package. No attempt should be made to repair the laptop.
- Parents/guardians accept full responsibility for the return of the laptop package in good condition at the end of the school year and have authority over the school hardware in their home.
- If any part of the laptop package is stolen or lost, the student or parent/guardian should immediately notify their teacher and/or the Technology Director and/or the Technology Coach for their school.

- Careless and/or wilful and/or malicious damage to any part of the laptop package will result in a cancellation of privileges, disciplinary action and/or reimbursement for repairs and/or replacement cost of the laptop computer, the charger (as applicable by computer model).
- Damage includes but is not limited to, physical damage and/or unauthorized alterations to the laptop, attempts to destroy data of other users or the network, and the uploading or creation of computer viruses.
- The parent/guardian will be held financially liable for damage, loss or theft of the laptop package.
- When not in use or during after school activities, students should keep laptops in their locked locker or their assigned storage location.
- Parent/guardian will monitor use of the laptop package, including E-mail and Internet privileges outside of the school hours.

Failure to abide by the terms of this policy will include one or more of the following actions:

- Parents will be contacted
 - Meet with appropriate or relevant administrator
 - Detention
 - Loss of laptop privileges
 - Conference with parents and grade level team
 - Suspension
 - Cost of repair/replacement
 - Other Consequences
- Unsupervised laptops will be confiscated by staff and taken to the appropriate division office, and disciplinary action against the student will be taken.
 - In the event there is a claim that a student has violated the policy relative to the use of the ASW network system, the student will be provided with a written notice of the suspected violation and an opportunity to present an explanation before an administrator.
 - If a student is found to have violated this policy, the consequences will be, but not limited to, restrictions being placed on their network account, restrictions in their use of school hardware, and loss of school laptop privileges. Disciplinary action within the school will be at the discretion of the Principal.

Student Support Programs

English as an Additional Language (EAL)

The EAL department is an open door to the many paths of learning offered at ASW. EAL learners from kindergarten to graduation are supported to develop and refine communication skills for social, academic, and instructional language. They are supported by a qualified team of EAL specialists, classroom teachers and co-teaching models. ASW uses the WIDA MODEL English language proficiency assessment in grade 1 through grade 12 to determine English language proficiency. The EAL Director along with the EAL department analyzes the WIDA proficiency level scores to track progress through the year. Proficiency levels describe a student's ability to use (speak and write) and process (read and listen) social and academic language. These proficiency levels can be viewed as a continuum of English language development. After their level is determined, learners may be placed in an English for Academic Purposes (EAP) class, a Beginner English class, and/or receive in-class support from EAL teachers through our Inclusion Model.

The Beginner English (BE) program is offered in Elementary (grades 1-5) which consist of small group instruction where new non-English speaking students are given individual attention to help them adjust to a new school and new language. New English language learners are re-assured to see that there are others like them (who don't speak English yet) and this has important emotional value in getting them settled and ready for learning. EAP courses are offered in our Upper School (grades 6-12). These are structured courses which provide strategies, scaffolds, and general discourse for application in core course subjects. In addition, they establish a foundation for further academic communication and assessment in the IB Diploma programme. The Inclusion Model of co-teaching and differentiation strategies of in-class support help bridge the gap between language understanding and accessing the academic content in English.

Language Programs

At the American School of Warsaw, language is the key to understanding ourselves, our community, and it is our means of engaging with the world. Language is essential to the learning of all subjects, thus all teachers are language teachers, and all students are language learners. The American School of Warsaw is committed to an integrated approach to language development. English is the primary language of instruction and its educational programs require students to learn additional languages.

ASW's approach to language learning reflects research and best practice in language learning in international schools. In this regard language learning:

- Includes the development of proficiency in home and family languages, English as the language of the school, additional languages and literacy.
- Is considered an essential vehicle for the construction of meaning.
- Is a shared responsibility.
- Is integrated into each subject in a way that gives students an opportunity to engage in

- real world learning.
- Is a means of affirming and expressing cultural identity and developing international-mindedness.

Learning Support

The purpose of learning support is to ensure that students who have learning differences receive the support they need to reach their unique academic, social-emotional and physical potential within the capacity of the school. Understanding that all students learn, grow, and develop in different ways, following ASW's Learning Support Process, the Learning Support Department provides support services for students who are struggling and students with identified learning needs within the context of the ASW curriculum. As an inclusive school ASW serves a managed number of students representing the full range of learning differences: mild, moderate, highly able and when resources permit, intensive needs.

Learning Support Process

Students are initiated into the Learning Support Process by recognition of a learning difference with the Inclusion Team in the Elementary School and the Student Study Team (SST) in the Upper School. These teams consist of learning support teachers, counselors, subject teachers, the principal and vice-principal (when appropriate). Students are first supported through classroom strategies and consultation with teachers. When students require more support to be successful, they may receive additional support by a member of the Learning Support Department. Assistance may be in the form of short term intervention, in-class support, evaluation and/or formal learning support services and classes.

Tutoring

By prior arrangement, all faculty members are available to students during the regular working hours for a review and explanation of work not mastered. Some students at ASW engage with professional tutors, individuals inside or outside our community who charge a fee to work with students outside of the school day. These professional tutors are arranged privately by parents. Such fee-based tutoring may not be administered by a student's own teacher.

A word of caution about using tutors: Per our Academic Integrity Policy, the use of a paid tutor service that provides work completion services would be viewed as a serious breach of academic trust, and consequences for this violation may include suspension or expulsion. Families should pay special attention to the nature of assistance provided by tutors to students. It is an expectation that all work completed by students, with tutor support, is their own. As per the Academic Integrity Policy, parents are responsible for ensuring that tutors, if applicable, are aware of their role in developing an academically honest environment and for ensuring that tutors fully understand their responsibilities as they related to academic integrity.

For certain students within the learning support process, tutoring may be recommended however this is not provided or coordinated by the Learning Support Department. Arranging tutorial assistance is the responsibility of the parents. The school recommends that parents coordinate between the tutor, teacher and learning support case manager.

Library

The ASW library exists to foster a love of reading and inquiry. Through the people, places, collections and services it provides, the library supports and extends teaching and learning. The Librarian and the library resources support classroom inquiries that develop media literacy and research skills. The library collection includes over 46,000 print, audio, and video materials as well as a variety of Electronic Databases to support research. There are computer stations to facilitate the searching of the library catalogue and Electronic Databases. The library has an up-to-date collection of contemporary fiction and non-fiction books to support personal reading interests. The library also offers eBooks and audiobooks that can be downloaded to iPad, iPhone, and other devices. The library's collection is updated continually and the library welcomes recommendations for new materials. Students and parents may check out up to six books at a time.

Library hours are Monday, Tuesday and Thursday 08:00 to 16:30, Wednesday 9:10-4:30 and Friday 08:00 to 16:00.

Health Services

Nursing care is available Monday through Friday from 08:00 to 17:00. The School Nurses:

- Offer assistance in the case of illness, accident or sudden illness
- Dispense medications when needed
- Monitor and communicate the spread of the communicable diseases
- Create and implement Emergency Care Plans
- Collect and maintain up-to-date health records for each student
- Act as health resource
- Monitor and communicate air quality levels

The School Nurse handles students' health complaints or sudden illness that occurs during a school day.

For general visits Upper School students drop by the Nurse's Office by themselves. All Elementary School students will be provided with a Health Room pass which the School Nurse will need to see prior to treatment (unless an emergency) the pass will be returned to the classroom teacher so the teacher knows of the complaint and next steps. Completed passes can be sent home by the classroom teacher. In the Early Years adults will accompany a child to the nurse.

In case of an accident or any type of emergency, the student's teacher and the nurse should be notified immediately. An ambulance service is contracted during the school day and for school functions.

Dispensing Medications

During the school day the School Nurse may administer prescription medications and over the counter medications when needed to relieve fever, headaches and minor discomforts. Students from Pre-K up to grade 5 may not carry any medication to school. The parent/legal guardian

must bring all medications to the school nurse's office. No staff member other than the school nurse, may administer medications to Elementary School students. Students are prohibited from carrying and sharing any medications either over the counter, homeopathic or prescribed.

Over the counter medications administered may include: Paracetamol (Panadol), Acetaminophen (Tylenol, APAP), or Ibuprofen (Advil or Motrin), cough drops and lozenges, Fenistil cream, analgesic creams, antispasmodic (No Spa), aviomarin, eye drops, antihistamine (Claritin), cold medication and homeopathic remedies.

Prescription medication

Students in Pre-K to grade 12 with diabetes must carry their Insulin kit with them at all times.

ADHD, migraine, seizure and other controlled medications (e.g Ritalin or Methylphenidate, anticonvulsant, antidepressants, barbiturates, codeine) are stored in the Nurse's office. Parents must bring the medication in the original container, along with the dosage instructions from a licensed medical doctor's order to the Nurse's office. The parent/legal guardian must sign a permission form that is available at the Nurse's office giving authorisation for the School Nurse to administer the medication.

With parent/legal guardian permission, students in grade 6 to 12 may carry an inhaler, EpiPen injection, Insulin Pen and migraine medication when required. The permission form is available from the nurse's office and must be signed by parents.

The parent/legal guardian and child must understand the importance of taking medications at the right time which means coming to the Nurse's office at designated times.

The School Nurse will inform teachers in writing about the medication and schedule for when it will be administered.

Required Physical Examination

A physical examination is required for each child entering school and must be updated before continuing to grade 1, 3, 6, and 9. In addition, annual physicals are required for students in grades 6-12 who will be participating in after-school athletics and overnight trips of any kind. The form, available on PowerSchool and must be completed by a qualified and licensed Doctor/Medical Care Provider in English. This form must be submitted to the Nurse's Office during the first week of school each academic year.

Required Medical Information

The following information needs to be on file in the Nurse's Office for every student

- Completed medical questionnaire in OpenApply including vaccination information.

Required vaccinations include:

- Diphtheria/Pertussis/Tetanus (DPT or Td) -- 5 shots
- Tetanus Booster (at 11-12 years of age)

- Polio vaccine (IPV) -- 4 shots
 - Measles, Mumps & Rubella (MMR) -- 2 shots by age 12
 - Hepatitis B Vaccine -- 3 shots
 - Hepatitis A Vaccine -- 2 shots
 - Tuberculosis BCG vaccine
- Record of student's current physical exam to be completed in English by a licensed medical doctor (see grade level requirements).
 - TB screening is not required if your child has been vaccinated with BCG (Bacille Calmette Guerin Vaccination) within the past 7 years. Proof of date of BCG is required.
 - Telephone numbers for home and place of work of both parents/guardians and at least two telephone numbers of persons to contact in case the parents cannot be reached.
 - Doctor's summary and recommendations dated within the previous six months for children with chronic recurring conditions such as asthma, diabetes, attention deficit, etc., including and limitation or precautions and medications that may be needed at school.

Updating Health Records

The nurse's office should be informed whenever

- The child has had any new vaccinations.
- The child has had any serious illness or injury during holidays or weekends (including summer holiday).
- The status of a child's health undergoes changes, about which the school should know.

School Travel Guidelines

Any student participating in a school-sponsored field trip must have written permission from a parent or guardian, and obtain this permission in compliance with the procedures indicated by the school. While the school does cover the costs of travel for the aforementioned educational field trips, we do not financially support student travel related to the Athletics and Activities program. At the beginning of any athletic season or activity, participants are informed of anticipated financial costs.

Students who have encountered disciplinary problems or experienced academic difficulty may be prohibited from attending field trips at the discretion of the Upper School administration after consultation with relevant counselors and teachers.

Service Learning

To support students in understanding themselves and their communities our Service program provides an opportunity for all students from the early years to grade 12 to take developmentally appropriate meaningful and intentional action by developing real-life connections within the school and the local and global community. Service learning is an integrated part of our IB programmes. In the PYP students take action in response to their inquiries and this lays the foundation for service as action in the MYP and creativity, activity and service (CAS) in the Diploma Programme.

Additional Information

School Closure

If ASW is forced to close for an emergency reason, we will attempt to contact each family to provide them with details of the closure. Emergency closure information will be sent by SMS to all members of the community and also be posted on the ASW website. There is also a phone tree protocol in place whereby designated faculty or staff members will make phone calls to every student in the school.

Evaluations and Emergency Drills

In case of fire or other emergency, students should know the nearest exit and the designated outside meeting place. The Elementary Meeting Point is near the Elementary Playground; the Middle and High School meeting points are on the outdoor field near the 400 meter track. The announced and unannounced fire drills will take place at different junctures during the year. Upon hearing the alarm, students should immediately leave the building in silence under the supervision of their teacher. The building may be re-entered when the all-clear signal is given. If an evacuation is declared parents will be called to pick up their student(s) from a secure location. Students evacuating from the pool area will have access to insulated nylon ponchos to assure warmth.

Lockdown drills are carried out as a means of practicing preparedness in the event of an intruder or criminal act. An announcement is given that the building is going on an immediate lockdown. At that point, all occupants present at the time of the drill go to a room and lock all doors and windows tight. They must remain still until a "clear signal" has been issued.

Emergency Contact Information

ASW stresses the importance of providing a safe and well-balanced school program. However, we recognize that even with the most thorough preparations, accidents and emergency situations may occur. It is important that each student's parent(s) provide the school with the most current information that will assist in the event of an emergency.

Parents are asked to confirm the accuracy of this information in PowerSchool and make amendments as needed. Please understand that the school should have two emergency contact numbers for each family. These numbers should be in addition to the parents' mobile or home phone numbers. Completion of the Guardianship form in PowerSchool is required if a parent will be away from Warsaw for any period of time and another adult is assigned the responsibility for supervising students outside of the school day. Please contact the school office for additional information

Insurance, Liability, and Acknowledgement of Risk

ASW has insurance that provides a specified amount of coverage for students in the event of death or disability both inside and outside of Poland as well as limited coverage for emergency medical expenses and transportation when travelling outside of Poland. This insurance coverage is not intended to replace the insurance coverage of each family and child. Every family is required through the enrollment contract to maintain medical insurance providing medical care for their children.

School Property

The school provides electronic equipment (iPads, laptop computers), textbooks, library books and lockers on the understanding that students will return them in good condition. It is the responsibility of the student to make sure that school materials or equipment are not stolen or damaged beyond reasonable wear and tear. Students who are unable to return, in reasonable condition, materials or equipment provided to them by the school will be required to pay the replacement cost, including the cost of shipping.

Students are also responsible for appropriate use of other school property: the buildings, furniture, computers, library, science, and PE equipment. Any loss or damage to school property, whether accidental or deliberate, may require, as part of disciplinary action, restitution for the cost of replacement or repair.

Personal Property

Students must assume responsibility for personal property and items brought to school. These should be appropriately labeled. We strongly advise that parents not send large amounts of money or valuable personal items with their children. Lockers and locks are provided to every student in the Upper School to store their personal and school-issued items. ASW is not responsible for loss or theft of personal belongings on campus.

Lost and Found

Small or valuable items that are found at school should be taken to the Front Security desk or Divisional offices. Those seeking such items should request assistance from the school office personnel. Other items such as clothing are placed on the "Lost and Found" table near Divisional offices or other designated locations - e.g. outside the gym. Items not claimed are periodically given to charity.

Parent/Guardianship Responsibility

Parents or legal guardians are the only persons recognized by the school to:

- Give permission for participation in school activities.
- Sign school related forms, write notes of absence.
- Allow students to return home in case of illness.
- Pick up children from school.

Persons designated to perform any of the above activities must have written authority from a parent or legal guardian for each instance. By School Policy, parents must notify the school when they will be out of town and leaving their children with a designated guardian, and appropriate legal documentation of that temporary guardianship must be provided to the school in advance.

Parent Teacher Organization (PTO)

The PTO provides support for ongoing activities of teachers in individual classrooms, grades, and all three of the school divisions that comprise ASW. All parents of students at the school and the ASW faculty make up the general membership of the PTO.

Among the PTO's activities are parent coffees, educational forums, hosting special school events, general membership meetings, and fundraising. Traditionally the PTO organizes two major events for all school families: a barbecue in September and a Spring Fair in May/June. PTO activities depend on the generosity of time and effort from parent and teacher volunteers.

General PTO activities are organized and coordinated by an Executive Board and representatives from each school. Each spring the Executive Board is selected from the general membership for a one-year term. For everyone's convenience the names and telephone numbers of the PTO Board are listed on the ASW website. Members of the Executive Board are available for questions and comments about PTO activities.

Safety and Security

Please be advised of the following safety and security concerns and responsibilities:

- Parents are requested to keep the school apprised of current phone numbers, addresses, and emergency contacts.
- School ID badge must be worn and visible at all times while on campus.
- Parents are asked to drive carefully in the vicinity of the school and exert great caution when picking up and dropping off children as school.
- Security of personal property on the streets near our buildings, or even in the school parking lots, cannot be guaranteed. Parents should be sure to lock vehicles.
- Cars parked off campus are not monitored by the school's security guards, so owners do so at their own risk.
- Bicycles brought to school are parked at the student's own risk. All bicycles should be

locked. We strongly encourage all bicycle riders to wear helmets. In addition, bicycles must be walked and not ridden on campus at any time.

- Skateboards, scooters, and inline skates are treated similar to bicycles and should not be used while on campus.
- Security guards are on duty 24 hours a day, seven days a week.
- Students should only be on campus after school or on weekends if attending or participating in a supervised activity.

Parking and Vehicle Safety

On campus parking is provided for parents and visitors as required for school business and events. Parking is allowed on a first come, first served basis with overflow parking available outside the school's rear entrance. The school provides for the safe management of traffic through the supervision of the school's security team who have broad authority to assure that parents and visitors follow basic guidelines for safe use of the parking facility. The first row of parking near the elementary entrance is reserved for staff for safety reasons to ensure that vehicles are not backing into traffic or high volume pedestrian areas during pick up and drop off times.

The school maintains yellow zones that are NOT to be used for parking, but can be used for temporary waiting for the morning drop off and after school pick up of students, as long as general traffic flow is not obstructed. Periods of wait beyond a certain limit require that the parent park and free space for other patrons to use. The school's Kiss and Go areas are meant for quick drop off of students in the morning and should never be used for longer term waiting. In the afternoon, parents may wait with their vehicle in these zones, but are requested to turn engines off in order to protect air quality. This is also in compliance with ordinances that local law enforcement would otherwise enforce.

Staff supervisors and security guards have full authority in the parking areas at all times. Failing to follow the directions of staff or security guards at any time will result in recording of the vehicle's license and denying that vehicle and driver from accessing the campus in the future for a period of time determined on the basis of the severity of the concern. The school highly recommends that parents consider carpooling options and alternatives to parking on school grounds.

Student use of the parking facility requires the same registration process as for parents and special student ID will be issued for use at school entrances. Drivers must also be processed for identification by the school and must adhere to the above stipulations equal to parents and staff.

School Lunches and Snacks

A variety of hot lunches and soup/salad/sandwich options are available daily from our lunch service provider. The cafeteria is also open before the school day for quick breakfast items, and after school for snacks. Information about menus, signing up and payment plans is available from the school cafeteria.

School Photographs and Publication of Student Work

Photography and videography of students engaged in school activities on and off campus are done throughout the school year. As written in School Policy and acknowledged by all parents in the Student Enrollment Agreement, the American School of Warsaw reserves the right to use these images for the purpose of educating students, promoting the school and education, and to highlight the achievements of our students on our website and in promotional and educational materials. To protect the security of our students, we will not publish students' last names without the written permission of the parents, with the exception of the school's yearbook which is published each year as a part of a high school course. A professional school photographer is used to take individual and class pictures. Packets of pictures are available for purchase soon after all photos have been taken. Check the eNotes and the school's website for purchasing information.

Upper School Handbook

MS TIMETABLE

| | A DAY | B DAY | C DAY | D DAY | E DAY | F DAY | G DAY | H DAY | WED |
|---------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|----------------------------|
| 8:30 - 9:40 | PERIOD 1 8:30 - 9:40 | PERIOD 5 8:30 - 9:40 | PERIOD 2 8:30 - 9:40 | PERIOD 6 8:30 - 9:40 | PERIOD 3 8:30 - 9:40 | PERIOD 7 8:30 - 9:40 | PERIOD 4 8:30 - 9:40 | PERIOD 8 8:30 - 9:40 | |
| 9:45 - 10:55 | PERIOD 2 9:45 - 10:55 | PERIOD 6 9:45 - 10:55 | PERIOD 3 9:45 - 10:55 | PERIOD 7 9:45 - 10:55 | PERIOD 4 9:45 - 10:55 | PERIOD 8 9:45 - 10:55 | PERIOD 1 9:45 - 10:55 | PERIOD 5 9:45 - 10:55 | 1st BLOCK 9:30 - 10:40 |
| 10:55 - 11:45 | LUNCH 10:55 - 11:45 | LUNCH 10:55 - 11:55 | LUNCH 10:55 - 11:45 | LUNCH 10:55 - 11:55 | LUNCH 10:55 - 11:45 | LUNCH 10:55 - 11:55 | LUNCH 10:55 - 11:45 | LUNCH 10:55 - 11:55 | 2nd BLOCK 11:00 - 12:10 |
| 11:45 - 12:55 | PERIOD 9 11:45 - 12:55 | ADVISORY 11:55 - 12:55 | PERIOD 9 11:45 - 12:55 | ADVISORY 11:55 - 12:55 | PERIOD 9 11:45 - 12:55 | ADVISORY 11:55 - 12:55 | PERIOD 9 11:45 - 12:55 | ADVISORY 11:55 - 12:55 | LUNCH 12:10 - 1:00 |
| 1:00 - 2:10 | PERIOD 3 1:00 - 2:10 | PERIOD 7 1:00 - 2:10 | PERIOD 4 1:00 - 2:10 | PERIOD 8 1:00 - 2:10 | PERIOD 1 1:00 - 2:10 | PERIOD 5 1:00 - 2:10 | PERIOD 2 1:00 - 2:10 | PERIOD 6 1:00 - 2:10 | 3rd BLOCK 1:00 - 2:10 |
| 2:25 - 3:35 | PERIOD 4 2:25 - 3:35 | PERIOD 8 2:25 - 3:35 | PERIOD 1 2:25 - 3:35 | PERIOD 5 2:25 - 3:35 | PERIOD 2 2:25 - 3:35 | PERIOD 6 2:25 - 3:35 | PERIOD 3 2:25 - 3:35 | PERIOD 7 2:25 - 3:35 | 4th BLOCK 2:25 - 3:35 |

GRADE 9/10 TIMETABLE

| | A DAY | B DAY | C DAY | D DAY | E DAY | F DAY | G DAY | H DAY | WED |
|-------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|----------------------------|
| 8:15 | PERIOD 1 8:30 - 9:40 | PERIOD 5 8:30 - 9:40 | PERIOD 2 8:30 - 9:40 | PERIOD 6 8:30 - 9:40 | PERIOD 3 8:30 - 9:40 | PERIOD 7 8:30 - 9:40 | PERIOD 4 8:30 - 9:40 | PERIOD 8 8:30 - 9:40 | |
| 9:45 | PERIOD 2 9:45 - 10:55 | PERIOD 6 9:45 - 10:55 | PERIOD 3 9:45 - 10:55 | PERIOD 7 9:45 - 10:55 | PERIOD 4 9:45 - 10:55 | PERIOD 8 9:45 - 10:55 | PERIOD 1 9:45 - 10:55 | PERIOD 5 9:45 - 10:55 | 1st BLOCK 9:30 - 10:40 |
| 11:10 | PERIOD 9 11:10 - 12:20 | ADVISORY 11:10 - 12:10 | PERIOD 9 11:10 - 12:20 | ADVISORY 11:10 - 12:10 | PERIOD 9 11:10 - 12:20 | ADVISORY 11:10 - 12:10 | PERIOD 9 11:10 - 12:20 | ADVISORY 11:10 - 12:10 | 2nd BLOCK 11:00 - 12:10 |
| 12:20 | LUNCH 12:20 - 1:00 | LUNCH 12:10 - 1:00 | LUNCH 12:20 - 1:00 | LUNCH 12:10 - 1:00 | LUNCH 12:20 - 1:00 | LUNCH 12:10 - 1:00 | LUNCH 12:20 - 1:00 | LUNCH 12:10 - 1:00 | 3rd BLOCK 12:20 - 1:30 |
| 1:00 | PERIOD 3 1:00-2:10 | PERIOD 7 1:00-2:10 | PERIOD 4 1:00-2:10 | PERIOD 8 1:00-2:10 | PERIOD 1 1:00-2:10 | PERIOD 5 1:00-2:10 | PERIOD 2 1:00-2:10 | PERIOD 6 1:00-2:10 | LUNCH 1:30 - 2:25 |
| 2:25 | PERIOD 4 2:25 - 3:35 | PERIOD 8 2:25 - 3:35 | PERIOD 1 2:25 - 3:35 | PERIOD 5 2:25 - 3:35 | PERIOD 2 2:25 - 3:35 | PERIOD 6 2:25 - 3:35 | PERIOD 3 2:25 - 3:35 | PERIOD 7 2:25 - 3:35 | 4th BLOCK 2:25 - 3:35 |

GRADE 11/12 TIMETABLE

| | A DAY | B DAY | C DAY | D DAY | E DAY | F DAY | G DAY | H DAY | WED |
|---------------|-------------------------------|----------------------------|-------------------------------|----------------------------|-------------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| 8:20 - 9:40 | PERIOD 1 8:20 - 9:40 | PERIOD 5 8:20 - 9:40 | PERIOD 2 8:20 - 9:40 | PERIOD 6 8:20 - 9:40 | PERIOD 3 8:20 - 9:40 | PERIOD 7 8:20 - 9:40 | PERIOD 4 8:20 - 9:40 | PERIOD 8 8:20 - 9:40 | |
| 9:45 - 11:05 | PERIOD 2 9:45 - 11:05 | PERIOD 6 9:45 - 11:05 | PERIOD 3 9:45 - 11:05 | PERIOD 7 9:45 - 11:05 | PERIOD 4 9:45 - 11:05 | PERIOD 8 9:45 - 11:05 | PERIOD 1 9:45 - 11:05 | PERIOD 5 9:45 - 11:05 | 1st BLOCK 9:30 - 10:50 |
| 11:10 - 11:50 | HL / FLEX 11:10 - 11:50 | ADVISORY 11:10 - 11:50 | HL / FLEX 11:10 - 11:50 | ADVISORY 11:10 - 11:50 | HL / FLEX 11:10 - 11:50 | ADVISORY 11:10 - 11:50 | HL / FLEX 11:10 - 11:50 | ADVISORY 11:10 - 11:50 | 2nd BLOCK 10:55 - 12:15 |
| 11:50 - 1:00 | LUNCH / CLUBS 11:50 - 1:00 | HL / FLEX 11:55 - 12:35 | LUNCH / CLUBS 11:50 - 1:00 | HL / FLEX 11:55 - 12:35 | LUNCH / CLUBS 11:50 - 1:00 | HL / FLEX 11:55 - 12:35 | LUNCH / CLUBS 11:50 - 1:00 | HL / FLEX 11:55 - 12:35 | |
| 12:35 - 1:00 | | LUNCH 12:35 - 1:00 | | LUNCH 12:35 - 1:00 | | LUNCH 12:35 - 1:00 | | LUNCH 12:35 - 1:00 | 3rd BLOCK 12:25 - 1:45 |
| 1:00 - 2:20 | PERIOD 3 1:00-2:20 | PERIOD 7 1:00-2:20 | PERIOD 4 1:00-2:20 | PERIOD 8 1:00-2:20 | PERIOD 1 1:00-2:20 | PERIOD 5 1:00-2:20 | PERIOD 2 1:00-2:20 | PERIOD 6 1:00-2:20 | LUNCH 1:45 - 2:15 |
| 2:25 - 3:45 | PERIOD 4 2:25 - 3:45 | PERIOD 8 2:25 - 3:45 | PERIOD 1 2:25 - 3:45 | PERIOD 5 2:25 - 3:45 | PERIOD 2 2:25 - 3:45 | PERIOD 6 2:25 - 3:45 | PERIOD 3 2:25 - 3:45 | PERIOD 7 2:25 - 3:45 | 4th BLOCK 2:15 - 3:35 |

A Welcome from the Upper School Principal

Dear ASW Warriors,

Welcome to the American School of Warsaw and the 2024 - 2025 school year! Please note that this chapter of the Student Handbook is for all students in the Upper School, which includes grades 6 through 12.

Overall, this Student Handbook is a tool designed to help you meet your scholastic and personal goals. The information contained in this valuable resource was written to support and ensure your academic success, rights, privileges, and physical and emotional well being. Please know that much of this information is of great use to your parents, and we ask that you share this with them so that they can be informed about the operations of the Upper School and your rights as students.

Our High School and Middle School Vice-Principals, Mr. MacBride and Ms. Dunsley, the entire faculty, and I are eager to guide all of you in your pursuit of your lofty endeavors. We want to inspire and challenge you so that each and every school day is an exciting and valuable learning experience filled with scholarship, service to others, and artistic and athletic opportunities. However, only you control how much you will take advantage of these special moments. We do believe that with effort, organization, courage, and perseverance you will meet your goals, and we challenge each and every one of you to seize the day and make the most of your time as a Warrior. Enjoy a year filled with growth and adventure!

Michael Sheehan,
Upper School Principal

Communication in the Upper School

eNotes and ASW Website

All ASW parents receive an electronic newsletter every Wednesday afternoon throughout the school year. These eNotes contain important announcements and information about upcoming events from all areas of the school. Our school's website is also a valuable source of information for the entire school community.

Google Classroom

ASW's Upper School teachers utilize three online platforms: PowerSchool and ManageBac. PowerSchool houses, among other important school information and documents, daily attendance, mid-year grade reports, and end-of-year grade reports. From PowerSchool, parents can find a pathway to ManageBac, which is a powerful teaching and learning tool that facilitates communication between teachers and students. School curriculum, course information, assessment and assignment calendars, and assessment and assignment feedback can be accessed on ManageBac. Information on how to access these platforms is made available to students and parents at the beginning of the school year.

Students' Daily Bulletin

In the Middle School and also in the High School, the administration facilitates the publishing of a Daily Bulletin of information for the students in the two divisions. The Daily Bulletins, which highlight upcoming extracurricular events and opportunities, are housed in a Google Site and reviewed at the beginning of the school day or in Advisory class. Parents can view the Daily Bulletins, which are geared specifically toward students, via the Parent Portal.

Communicating About Student Absences

Please see the Attendance Policy and Procedures later in this Handbook for specifics. To inform the school of an absence or a tardy, please call or write to the following:

Telephone: 702–8500, MS ext. 2000, or 702-8520
HS ext. 1000, or 702-8510

MS Office Manager: Gosia Gebbert (MSoffice@aswarsaw.org; ggebber@aswarsaw.org)
HS Office Manager: Kasia Wodnicka (HSoffice@aswarsaw.org; kwodnicka@aswarsaw.org)

Course Subjects and Scheduling

Scheduling

The academic scheduling of students is completed in partnership with students, parents, school counselors, and in some cases, faculty members and the IB DP Coordinator. For new students, the major portion of this work takes place at the time of enrollment. For returning students, it takes place in the spring prior to the new school year. The counselors will advise students and families how to select courses based on requirements, student interest, and course availability. A student's schedule options may be impacted and/or limited by the placement of other chosen/required courses. In High School, students have conversations with their teachers who make recommendations about placement for Math, Languages, and IB Diploma Subjects.

Transfer Credit

For High School only, ASW will accept up to 18 credits from previous schools. Credit is accepted from other schools only after verified original documents are received and will be counted towards credit requirements for an ASW High School diploma after evaluation by an ASW counselor. Transfer courses and grades are not recorded on the ASW transcript.

Transfer credit for summer and university programs must be pre-approved by an ASW counselor prior to the student undertaking the study and will only be accepted from accredited educational institutions offering a credit based structure. Transfer credit grades are not recorded on the ASW transcript.

Course/Subject Load

Under normal circumstances, students in grades 6-10 are scheduled for 9 courses each semester. A student's schedule will depend upon courses previously taken, courses needed for graduation (9th-10th grade), and availability of specific courses (best efforts are made to honor "elective" course selections where possible). All 11th and 12th grade students must be scheduled for no less than six credit-bearing courses and participate in Community/Action/Service (CAS) and Counseling Seminar. Self-Directed Study is also available for students in grades 10-12 only. All Upper School students will be enrolled in a grade level Advisory.

Course Changes and Add/Drop Procedures

Student initiated course changes will only be permitted within the first two weeks of beginning a course and must be supported by the current subject teacher, the student's counselor, and parents. Course changes after this time will only be considered if recommended by the current subject teacher, the student's counselor, and the administration, typically under the condition that the change will not impact credit (HS), drastically and negatively change the student's schedule, or hinder the student's ability to make up missed work in the course into which the student is transferring.

In High School, after the first two weeks of school (ten school days), any student dropping a class where the achievement grade in progress is a 1 or 2 will receive a withdrawn/failing grade (WF) on their transcript. Also, in High School, after the first two weeks of school (ten school days), any student dropping a class where the achievement grade in progress is a 3 or above will receive a withdrawn/passing grade (WP) on their transcript. Overall, for a student to drop a class, the teacher, the counselor, and the administration must agree that it would be in the best interest of the student to drop the class.

Course Repeats

A particular course can be repeated if a grade of 2 or less is earned on the first attempt and the teacher involved is in agreement that repeating the course has academic value for the particular student. In High School, credit is awarded for a repeat only if the course is failed in the first attempt and passed after the repeat. The record of the first attempt will remain as part of the transcript.

Graduation from High School

High School Diploma Requirements

At ASW, high school begins in grade 9 and finishes in grade 12. Over the course of these 4 years, students must pass and earn a "credit" for a required number of courses in specific subjects. Students who enter ASW during the fourth or "senior" year must be fully enrolled from the beginning of the school year. Students must not turn 21 years of age before graduation. Students who enter ASW during the fourth or "senior" year must be fully enrolled from the beginning of the school year.

Credits: Academic credit is awarded for each course passed for a full year. A full-time course is worth 1.0 credit points toward graduation. To be awarded a credit a student must:

- satisfactorily complete all assigned academic work with a passing overall grade (3 and higher);
- maintain satisfactory attendance (please see Attendance Policy);
- submit all assigned summative work.

ASW Academic Diploma

The vast majority of ASW students will graduate with the ASW Academic Diploma. In order to do so, students must earn a minimum of 23 credits in specified subject areas and complete the CAS requirement as described below. Accommodations for identified student needs are supported within this program. The ASW HS Academic Diploma prepares students for university/college track programs around the world.

Requirements for the ASW Academic Diploma

| ASW High School Academic Diploma | |
|--|------------|
| English | 4 credits |
| Social Studies | 3 credits |
| Science | 3 credits |
| Mathematics | 3 credits |
| Language Acquisition (2 from the same language) ¹ | 3 credits |
| PE & Health ¹ | 2 credits |
| Visual & Performing Arts ¹ | 1 credit |
| Design ¹ | 1 credit |
| Electives ² | 3 credits |
| Total Credits (minimum, most graduates exceed this number as they are working toward university placement following high school) | 23 credits |
| CREATIVITY, ACTIVITY, SERVICE (CAS): All ASW HS students are required to complete activities which meet the goals of CAS over the course of two years. Upon completion, students will showcase their experiences by presenting to the community. (<u>See full explanation under IBDP CAS, above.</u>) | |
| ¹ Denotes courses in which waivers may be granted depending on student's enrollment date and prior educational experiences. | |
| ² Credits from any course area may be used as elective credit after other requirements are met. | |

Stipulations:

- Each year, students must be enrolled full time at ASW (Full Time: in grade 9 & 10 students must have a minimum of 7 credit-bearing courses, in grade 11 & 12 students must have a minimum of 6 credit-bearing courses).
- A maximum of 18 credits may be transferred from other accredited institutions at the time of enrolment.
- Credits are earned by achieving 3 or higher in final grades of courses while adhering to the attendance policy
- Learning support is credit-bearing, but cannot count toward the required 23 credits.

IB Diploma Programme

Students have the option to earn additional qualifications alongside their ASW HS Academic Diploma or ASW HS General Diploma (described below) from the International Baccalaureate Organization (IB) by taking individual Diploma Programme Courses. In addition, students completing the ASW HS Academic Diploma may be candidates for the full IB Diploma.

IB Diploma Programme Courses

Students have the option to complete selected IB Diploma Programme Course requirements including an external exam to earn scores awarded by the IB. All IB DP Courses are 2 years in length and are completed during grade 11 and 12. Universities may award university credit for earning official IB scores in individual courses (specified by each university).

IB Diploma

The IB Diploma is an additional diploma that can be earned while attending ASW. This additional diploma may serve as qualification for direct entry prerequisites to specific programs in some universities, count toward completion of the first year of university, and/or the universities may award individual course credits.

To obtain an IB Diploma, students must successfully complete the following requirements:

- Complete 6 IB DP courses (from specific subject disciplines) as well as IB Core components (TOK, Extended Essay, CAS).
- 3 courses must be taken at the “Higher Level”.
- Candidates must earn a minimum of 24 points out of 45 (externally moderated/assessed by the IB).
- Candidates may not have a grade less than 2 in any course.
- Candidates may not have more than two courses graded at 2 (SL or HL).
- Candidates may not have more than three courses graded at 3 or below (SL or HL).
- Candidates must earn at least 12 points on higher level (HL) subjects.
- Candidates must earn at least 9 points on standard level (SL) subjects.
- The candidates may not receive a penalty for academic misconduct.

ASW General Diploma

This ASW General Diploma provides opportunity and flexibility for students with identified learning needs to earn a valid graduation diploma. Students on this track are in Learning Support, need accommodations as well as program or curricular modification and/or the support of an instructional aide to access the curriculum. In order to graduate with the ASW High School General Diploma, students must earn a minimum of 23 credits as detailed below and complete the CAS requirement. Students still have the option to complete some IB DP Courses. This diploma prepares students for some college and university programs around the world as well as vocational programs. HS Counselors work with individual students and families to explore and work toward these options.

| ASW High School General Diploma | |
|--|------------|
| English | 4 credits |
| Social Studies | 2 credits |
| Science | 2 credits |
| Mathematics | 2 credits |
| PE & Health ¹ | 2 credits |
| Visual & Performing Arts ¹ | 1 credit |
| Design ¹ | 1 credit |
| Electives ² | 9 credits |
| Total Credits (minimum, most graduates exceed this number as they are working toward university placement following high school) | 23 credits |
| CREATIVITY, ACTIVITY, SERVICE (CAS): <u>All ASW HS students</u> are required to complete activities which meet the goals of CAS over the course of two years. Upon completion, students will showcase their experiences by presenting to the community. (See full explanation under IBDP CAS, above.) | |
| ¹ Denotes courses in which waivers may be granted depending on student's enrollment date and prior educational experiences. | |
| ² Credits from any course area may be used as elective credit after other requirements are met. | |

Stipulations:

- Students must attend full time, however, the courses do not have to be credit-bearing.
- Students do not have to complete the foreign language requirement.
- Fewer minimum credits are required in math, science, and social studies.
- More flexibility in selection and application of elective credits.
- Maximum 4 credits may come from Learning Support, Study Skills, or EAP courses (in electives category).
- Modifications made to courses (curriculum, assessment criteria, program requirements) will be indicated on the report card and transcript.

Credit Exemption

Students may only be exempted from credit requirements when extraordinary circumstances prevent them from completing that requirement. All decisions will be decided by the Upper School Principal in consultation with the counselors and the Upper School Leadership Team. Appeals can be made to the School's Director.

Credit Exemption for Physical Education (HS and MS): Students with medical conditions that exclude them from participating in PE will, in most situations, work with the PHE faculty to provide an alternate program to accommodate their physical incapacity. Families must provide valid, current medical certification to the school's nurse, the relevant school counselor, and the administration that explains the ailment or disability. A meeting will be held with the family, the counselor, and a member of the administration to determine the best path forward.

Academics in the Upper School

According to the ASW Assessment Policy, assessment is vital to creating a culture of learning because it supports student development, impacts teaching and learning, and connects the learning community. Assessment provides evidence to guide decisions about how to best meet the needs of our learners.

We believe assessment is:

- Intentional and grounded in learning goals
- Embedded in the learning process
- Varied, dynamic, and comprehensive
- Collaborative, shared, and inclusive

The curriculum at ASW is standards informed; assessments are developed and utilized to collect evidence of student learning against these standards and IB programme elements. Across many subject areas, standards have been adopted that cover the curriculum from K-12.

IB DP Assessment, Grading, and Achievement (11-12)

In each Diploma (DP) course, student achievement and performance is measured by overall subject assessment objectives and individual task-based criteria or mark schemes (for both internal assessments and external assessments). Assessment objectives describe what students should be able to do, and assessment criteria describe how well they should be able to do it. Mark schemes may include content expected for a response, or may provide direction or guidance on how to apply criteria.

To report the achievement grade in grades 11-12, we use the IBO 1-7 grading descriptors as our indicators of summative performance in each subject.

| Grade | IB Achievement Descriptor | Achievement against the Standard |
|-------|---|--|
| 7 | A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality. | Exemplary performance against the standard |
| 6 | A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight. | Superior performance against the standard |
| 5 | A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight. | Very Good Performance against the standard |
| 4 | A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation. | Satisfactory performance against the standard |
| 3 | Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support. | Mediocre performance against the standard |
| 2 | Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support. | Poor performance against the standard |
| 1 | Minimal achievement in terms of the objectives. | Very Poor performance against the standard |

Learning is developmental and occurs over time. As such, trend analysis is the preferred way of arriving at a final semester grade rather than averaging. This means that most recent and most consistent performance against a standard is the preferred method of measurement of achievement, especially in situations where similar skills or knowledge have been measured several times. Averages may be used to determine the components of a semester grade when work throughout the semester is organized into discrete and unrelated topics.

MYP Assessment, Grading, and Achievement (6-10)

MYP assessment works to support and encourage student learning by providing feedback on the learning process. It is setup to promote positive student attitudes toward learning while promoting a deep understanding of subject content set in real-world contexts.

MYP assessment aims to reflect the international mindedness of the program by allowing assessments to be set in a variety of contexts and promoting the development of critical and creative thinking skills. The MYP approach to assessment recognizes the importance of assessing not only the products, but also the process of learning.

MYP assessment encourages teachers to monitor students' developing understanding and abilities throughout the programme. Through formative assessment, teachers gather, analyse, interpret, and use a variety of evidence to improve student learning and help students to achieve their potential. Student peer and self-assessment can be important pieces of evidence in the formative process.

MYP Assessment Criteria

In each MYP course, student progress and assessment is based upon the subject group objectives and criteria throughout a unit. Each objective represents what students should know, understand, and be able to do at the end of the course and the assessment criteria allow teachers and students to determine how successfully each student has met the objective.

Each subject area has four assessment criteria that represent the use of knowledge, understanding, and skills of the discipline. Assessment criteria in an MYP course go far beyond the scope of mere knowledge recall. Each of the four criteria has equal weighting.

All summative assessment tasks must be assessed according to MYP criteria* with predetermined, transparent task-specific clarifications that have been shared with students in advance.

| | A | B | C | D |
|---------------------------|--------------------------------------|---------------------------------------|----------------|---------------------|
| Language and literature | Analysing | Organizing | Producing text | Using language |
| Language acquisition | Comprehending spoken and visual text | Comprehending written and visual text | Communicating | Using language |
| Individuals and societies | Knowing and understanding | Investigating | Communicating | Thinking critically |

| | A | B | C | D |
|-------------------------------|---------------------------|--------------------------|---------------------------|---|
| Sciences | Knowing and understanding | Inquiring and designing | Processing and evaluating | Reflecting on the impacts of science |
| Mathematics | Knowing and understanding | Investigating patterns | Communicating | Applying mathematics in real-world contexts |
| Arts | Knowing and understanding | Developing skills | Thinking creatively | Responding |
| Physical and health education | Knowing and understanding | Planning for performance | Applying and performing | Reflecting and improving performance |
| Design | Inquiring and analysing | Developing ideas | Creating the solution | Evaluating |
| MYP Projects | Investigating | Planning | Taking action | Reflectin |
| Interdisciplinary | Disciplinary grounding | Synthesizing | Communicating | Reflectin |
| | | | | |

*In specific, documented cases, where formalized testing has occurred, some students may have accommodations and/or modified assessment criteria. Refer to the Learning Support Policy for full details.

MYP Levels of Achievement

Each criterion is divided into levels of achievement (formerly referred to as grading scale) that appear in bands. The level descriptors for each band describe a range of a student's performance in each strand of the objectives. At the lowest levels, a student's achievement will be minimal. As the level increases, the student's achievement level in relation to the specific descriptors increases.

MYP achievement levels are criterion specific and do not represent an average or percent. The achievement level (number) is merely symbolic of the specific level descriptors for each objective strand.

These achievement levels are used to express progress in each criterion and are used throughout the course. At the end of the course, over all grades are given using IB's 1-7 scale.

Example: Grade 8 Mathematics Criterion Levels

| Achievement level | Level descriptor |
|-------------------|--|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student is able to: select appropriate mathematics when solving simple problems in familiar situations apply the selected mathematics successfully when solving these problems generally solve these problems correctly in a variety of contexts. |
| 3-4 | The student is able to: select appropriate mathematics when solving more complex problems in familiar situations apply the selected mathematics successfully when solving these problems generally solve these problems correctly in a variety of contexts. |
| 5-6 | The student is able to: select appropriate mathematics when solving challenging problems in familiar situations apply the selected mathematics successfully when solving these problems generally solve these problems correctly in a variety of contexts. |
| 7-8 | The student is able to: select appropriate mathematics when solving challenging problems in familiar and unfamiliar situations apply the selected mathematics successfully when solving these problems generally solve these problems correctly in a variety of contexts. |

Final grades for MYP classes will be reported on a 1-7 scale, similar to the IB DP scale posted above.

Types of Assessment Tasks

Teachers may choose from a comprehensive range of assessment strategies that give students adequate opportunities to show clearly what they can achieve in relation to the subject group objectives identified prior to the unit. All tasks, regardless of type, must be designed to allow students access to the highest bands of the chosen assessment criteria and promote the development of academic honesty.

The following list is not exhaustive: Observation, Open-ended tasks, Performance, Presentations (written, oral, graphic, media-based), Research Report, Composition (art, dance, music, physical skills), Creation of solutions or products in response to problems, Lab Reports, Process Journals, Portfolios, Essays, Examinations, Questionnaires, Investigations.

Common Assessments

Courses within the same subject area and grade level with the same course description must utilize the same summative assessment task(s) for each unit of study. As best as possible, teachers of these courses must work to align their practices to ensure that each student has the same access to success in the unit.

Scheduling of Assessments

In the Middle School and High School, the coordination of students' summative assessment tasks is carefully managed so that students do not face undue stress. Assessment dates are placed on the ManageBac assessment calendar, which is shared with faculty, students, and parents.

Self-Assessments

In MYP subjects (and often DP subjects as well), self-assessment is built into the day-to-day teaching and learning of classrooms through rubrics, checklists, exemplars, and other methods. Self-assessment plays a central role in supporting student achievement.

Recording

Recording of day-to-day student learning is facilitated through ManageBac.

Reporting

Parent-Student-Teacher Conferences occur twice a year as an additional opportunity for students, parents and teachers to discuss progress.

The results of a student's formative and summative assessments are recorded on ManageBac. Parents can keep themselves apprised of their child's ongoing progress through this communication portal.

In class assessment information and expectations are communicated to students in an ongoing way, including early in the year and in the context of instruction.

End of Course Grade Calculation

DP Grades are calculated and updated throughout the course and finalized at the end of each year to be recorded and reported for the ASW transcript and ASW credit. Toward the end of grade 11, teachers will provide a "pre-prediction" -- based on the evidence gathered from the beginning of the course -- of a student's possible IB grade that might be awarded at the end of grade 12 should the student sit IB DP exams. This prediction gets updated throughout the first part of a student's grade 12 year as well. ASW grades are different than IB DP grades, which

are determined in part by the external assessments administered through the IBO.

MYP grades are calculated at the end of a course based on the final achievement levels for each criteria of a subject group. The final achievement level for each criteria must be based upon a student's best sustained performance with regards to the descriptors for each criteria.

ASW (MYP and DP) grading practices do not permit the following:

- Determining grades using a proportion of scores for classwork, homework, and tests
- Determining grades by averaging summative performance scores on specific assignments over the year
- Using single pieces of work to determine final grade
- Determining final grade based on only selected subject group assessment criteria

Professional Judgement for Grades

Teachers must gather evidence from a range of assessment tasks to enable them to make a professional and informed judgment. Teachers will analyze the achievement levels of students in the MYP criteria or DP objectives over the course of the year (or semester for semester courses) which represent students' summative performances for the course, paying particular attention to patterns in the data (such as an increasing level of performance), consistency, and mitigating circumstances.

To arrive at an end-of-course MYP grade, teachers add together the student's final achievement levels in all assessment criteria of a subject group (see table below).

The grade boundary guidelines table that follows is used to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1-7.

| MYP Criteria | Best sustained performance level |
|--------------|----------------------------------|
| A | 5 |
| B | 4 |
| C | 6 |
| D | 7 |
| Total | 22 |
| Final Grade | 5 |

| Grade | Boundary Guidelines | Descriptor |
|-------|---------------------|--|
| 1 | 1-5 | <ul style="list-style-type: none"> • Produces work of very limited quality. • Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. • Very rarely demonstrates critical or creative thinking. • Very inflexible, rarely using knowledge or skills |
| 2 | 6-9 | <ul style="list-style-type: none"> • Produces work of limited quality. • Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. • Infrequently demonstrates critical or creative thinking. • Generally inflexible in the use of knowledge or skills infrequently applying knowledge and skills. |
| 3 | 10-14 | <ul style="list-style-type: none"> • Produces work of acceptable quality. • Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. • Begins to demonstrate some basic critical and creative thinking. • Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations. |
| 4 | 15-18 | <ul style="list-style-type: none"> • Produces good-quality work. • Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. • Often demonstrates basic critical and creative thinking. • Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations. |
| 5 | 19-23 | <ul style="list-style-type: none"> • Produces generally high-quality work. • Communicates secure understanding of concepts and contexts. • Demonstrates critical and creative thinking, sometimes with sophistication. • Uses knowledge and skills in familiar classroom and real-world situations and with support, some unfamiliar real-world situations. |
| 6 | 24-27 | <ul style="list-style-type: none"> • Produces high-quality, occasionally innovative work. • Communicates extensive understanding of concepts and contexts. • Demonstrates critical and creative thinking, frequently with sophistication. • Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence. |

| Grade | Boundary Guidelines | Descriptor |
|-------|---------------------|--|
| 7 | 28-32 | <ul style="list-style-type: none"> • Produces high-quality, frequently innovative work. • Communicates comprehensive, nuanced understanding of concepts and contexts. • Consistently demonstrates sophisticated critical and creative thinking. • Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations. |
| | | |

Academic Monitoring and Academic Probation

Academic Monitoring

All student progress is reviewed at various points throughout the year. Academic Monitoring will be recommended for students with two courses at or below 3 or one course at or below 2, and counselors will coordinate parental involvement and faculty support.

A Student Support Team (SST) meeting will be conducted with student, parent and school personnel present for a review and discussion of the student's Academic Monitoring contract. The contract will include a plan of interventions and a timeline for improvement.

Students on Academic Monitoring will be conditionally eligible to participate in extracurricular sports and/or activities. The student's participation in extracurricular sports and/or activities will ultimately be determined by the Upper School Principal after consulting with the SST. At the end of the grading period, the progress of students on Academic Monitoring will be reviewed by the SST.

If the goals of the contract have been met, the student will be released from Academic Monitoring. If the contract is partially met, then new or revised goals will be set for the end of the next grading period.

If none of the goals have been met, or there has not been sufficient improvement as determined by the SST, the student may be placed on Academic Probation.

Academic Probation

Academic Probation is a signal to the student, the family, and the teachers that there is a serious academic concern in terms of promotion to the next grade level (MS), earning credits (HS) or remaining enrolled at ASW. Students moved from Academic Monitoring to Academic Probation will have new goals established which will be reviewed on a bi-monthly basis or more frequently if agreed. At the end of the subsequent grading period, a formal review of the student's

progress will be conducted. At this time all options will be discussed, ranging from retention to the student withdrawing from ASW.

While on Academic Probation students will be required as part of his or her plan to either spend time on campus studying after school with guided support or work with a tutor. Students placed on Academic Probation are not eligible to participate in any extracurricular athletics or activities until such time the student is released from the Academic Probation conditions.

Academic Honesty and Integrity

Academic honesty and integrity are expected traits in all students and is afforded the utmost value by all members of the faculty. The academic reputation of our students and the school in the wider community depend on it. Academic expectations extend to all assessed and non-assessed school work -- formative or summative -- and to all documentation produced for the university and college applications in High School.

[Click here to read ASW Academic Integrity Policy.](#)

Home Learning (Homework) Policy

At ASW, through our core values, we strive to “make the whole world our classrooms” and “to put the same into life as we do into school.” With these values in mind, we seek to be highly purposeful, thoughtful, and strategic before assigning any home learning assignments so that students may develop academically, physically, socially, and emotionally.

Before assigning any home learning, teachers will consider the following questions:

- How does the assignment tie directly to a learning target from the current unit?
- What is the plan for students to receive specific, timely, and actionable feedback on the assignment? (Feedback may include peer, self, and/or teacher feedback.)
- How is the assignment personalized to a student’s needs, self-assigned, or made in such a way that it cannot be copied or Googled?
- Can the student complete the assignment independently with no/limited involvement from parents and/or tutors or can families get involved in a positive/interactive way?
- How have the social-emotional aspects of the student been considered including overall workload, extra-curricular activities, family obligations, school trips, etc.?

Home Learning in the IB Middle Years Programme

All home learning contributes to the body of evidence students and teachers collect during a unit that will be examined when determining a student's achievement levels in relation to MYP criteria.

Home Learning in the IB Diploma Programme

Sometimes teachers assign more substantial assessed home learning tasks, such as extended projects, essays and the like, which students will also work on outside of class time. In these instances, teachers take steps such as establishing checkpoints for submission of drafts and so on to ensure the work presented is the student's own, and to help the students make steady progress rather than having a large amount of work to do at the end.

Home Learning during Holidays

ASW recognizes the importance of breaks during the school year and values them for the community as an opportunity to experience other things and focus on physical and emotional health. With the exception of IB DP students, Upper School teachers will not assign homework for completion over an extended holiday (October, Thanksgiving, December, Winter, Easter, or Spring breaks).

Tutors and Home Learning

Use of a tutor to assist with home learning should be considered with caution; it is important that the specific purpose of a particular home learning assignment is kept clearly in mind at all times, and that the work handed in for assessment is the work of the student alone. Work judged not to be the student's own will constitute a breach of ASW Academic Integrity policy.

Differentiation of Home Learning

Where appropriate, teachers may differentiate home learning by:

- the difficulty or amount of work
- the amount of scaffolding or structure provided
- the learning styles and interests of individual students

Personal Organization through Google Apps and the ManageBac Assessment Calendars

Personal Organization through Google Apps and the ManageBac Assessment Calendars
Each student in the Upper School is provided with an email account (@aswarsaw.org) and a personal Google Calendar. They are also encouraged to access ManageBac on a daily basis to get assignment information and access their grade level assessment calendar. Students should not have more than two summative tests scheduled and/or major performance assessments due on the same day. If students have more than two major assessments tasks/tests in one day they should talk to the teachers of those classes immediately to arrange a time to retake the performance assessment/test. If students and/or teachers are unable to come to an agreement on a rescheduled time, they can seek support from the Upper School Counselors, Vice Principal, or Principal.

- If students have more than two major assessments tasks/tests in one day they should talk to the teachers of those classes immediately to arrange a time to retake the performance assessment/test.
- If students/teachers are unable to come to an agreement on a rescheduled time, the student/teacher can seek support from the Upper School Counselors or Vice Principal/Principal.

Summative Assessment Due Dates and the Deadline Policy for MYP Courses

Teacher Responsibilities in Establishing Due Dates

- Post assessment dates on the relevant grade level ManageBac assessment calendars with appropriate notice to students so as to adequately prepare
- Post summative assessment information (clear instructions and rubrics) and expectations on ManageBac
- Provide time in class to clarify the summative assessment
- Ensure that longer-term assignments have established checkpoints
- Ensure that assignments and expectations will recognize individual student's differences, abilities, achievement levels and needs
- Communicate to students, parents, counselors, and administrators about any level of concern or downward trend extenuating circumstances as to why the due date cannot be met

Student Responsibilities in Adjusting Due Dates

It is every student's responsibility, particularly in the High School, to be proactive and communicate with teachers if they have too many assessments on one day, preventing them for adequate preparation or if any other situation arises that might impact their ability to submit an assessment at the assigned time. If a student anticipates not meeting a due date then he or she is expected to communicate with the teacher at least two days prior to the due date and present extenuating circumstances as to why the due date cannot be met. In the Middle School, teachers work closely with students to help them advocate for themselves, so it is recognized that our younger students need assistance and support from all of the adults in their lives.

Intervention Procedures for Missed Due Dates

1. The teacher will meet with the student to discuss the situation and to establish a revised deadline, which is at the discretion of the teacher.
2. The teachers will re-establish or reiterate the checkpoints that should be met by the student as s/he works toward completion of the assessment.
3. The teacher will document this agreement.
4. The teacher will notify parents by email or phone of the situation and the agreed upon revised deadline. All communication should be documented by the teacher and shared with the Counselor and Administration where appropriate.
5. The teacher will, if necessary, assign After School Work Sessions (ASWS) until the missing work is completed; attendance at ASWS, which are to be served with the referring teacher, is compulsory and takes precedence, within reason, over all other school-related activities (such as sports practices, club meetings, and other extracurricular events); failure to attend ASWS will result in behavioral detention. Teachers can seek the support of an Upper School Administrator for this action.
6. If a revised deadline is not met, the teacher should communicate this to the divisional administrator who will assign appropriate consequences with the purpose of getting work from the student that can be assessed (even if not in completed form).
7. The Upper School Principal, in consultation with all relevant parties (referring teacher, counselor, advisor/coach, et al), will review the student's extracurricular involvement and consider if a suspension from such activities is necessary.
8. Should a student continue to struggle with deadlines, progressive disciplinary action will be taken.

Deadline Policy for DP Courses

If a student misses a deadline for a non-IA assignment or other homework, the teacher will:

- Log the missed deadline in PowerSchool so we can track patterns.
- The teacher, the DP Coordinators will decide if parents need to be contacted.
- Email the DP Coordinators and let them know what they can do to help, if needed. They can pull students in after school or during free blocks to get this work done.

If a student misses class during an assessment:

- Log the missed task in PowerSchool so we can track patterns.
- Let the DP Coordinators know via email if you see a pattern of missed assessments.
- The teacher and the DP Coordinators will decide if parents need to be contacted.
- Let the DP Coordinators know if you would like the student to come in after school to complete the assessment. Let them know if you would like us to arrange and/or supervise this task completion/re-take.

If a student misses an IA draft (or any equivalent IA Calendar Deadline):

- Log the missing submission in PowerSchool as soon as possible (ideally immediately following that class period).
- Email the DP Coordinators ASAP. (You can just copy & paste your log entry).
- The DP Coordinators will find the student and let them know that they will be coming in after school that day or the very next day until 17:00 to work on the IA under supervision.
- The DP Coordinators will contact parents to let them know the situation.
- Whatever the student has completed by the end of the after-school work session will constitute the IA draft, no matter how complete or incomplete, and the student will receive feedback on it.
- The after-school work session will take precedence over sports and activities.

If a student misses an IA/EE/EA final deadline:

- The DP Coordinators will contact parents to let them know the situation.
- The teacher should log the missing submission in PowerSchool as soon as possible (ideally immediately following that class period).
- If there are extenuating circumstances (e.g., serious illness), a completion plan and new deadline will be created and agreed to by the teacher, the student, and the administration.
- Barring such extenuating circumstances*, **the rough draft will be submitted as the final draft for that IA.** (Please note: this makes it crucial that drafts are submitted officially through ManageBac so they can be retrieved if necessary.)

Communication Policy

Under the following conditions, teachers will communicate with students and families about their academic progress:

- Trend (2 or more times) in Achievement Grades in Progress getting lower
- Trend (2 or more times) toward missing deadlines or unproductive work habits
- 3 or below on individual summative assessments
- Other academic concerns

If any of the above circumstances arise, the following actions will be taken:

- The teacher will meet with the student to discuss the declining or poor performance;
- The teacher will contact the parent regarding the intervention;
- The teacher will document the conversation and communication home and notify the counselor and Principal;
- A *Student Support Team (SST) meeting could be suggested by the counselor if this student is experiencing difficulties beyond the initial concern or across multiple classes, and a meeting with parents could be scheduled.

*Note: The Student Support Team is usually comprised of the student's counselor, a representative from the Learning Support Department, an administrator, and one or more of the student's current teachers.

Summative Assessments, Home Learning, and School Holidays

ASW recognizes the importance of breaks during the school year and values them for the community as an opportunity to experience other things and focus on physical and emotional health. With the exception of IB DP students, Upper School teachers will not assign home learning for completion over an extended holiday (October, Thanksgiving, December, Winter, Easter, or Spring breaks). With this in mind, students will not be required to submit or sit for major assessment tasks or IB components in the first two days after a break of five days or longer.

Summative Assessments: Extenuating or Extraordinary Circumstances

Extenuating or extraordinary circumstances in relation to the late submission of homework and assessment tasks are formally defined as the inability to submit work by the deadline (or to attend the in-class test/presentation) due to circumstances of a medical, practical or personal nature beyond the student's control, which affects the student for the period immediately preceding the time of the deadline. Genuine emergencies and circumstances which could not reasonably have been expected will be accepted as extenuating.

The following are examples of circumstances that are NOT considered to be relevant for not meeting a due date:

- Minor ailments and illnesses on the day of coursework submission (such as colds, coughs, sprains, headaches)
- Personal disruptions or events which could have been anticipated; such as holidays, weddings, family gatherings, religious holidays or festivals which are usually known in advance (in these cases students should communicate with their teachers ahead of time to schedule or possibly complete the assessment task prior to the absence)
- Study-related circumstances; such as computer failure, printing problems, emailing/uploading problems, unavailability of books, photocopying problems, as these problems should be factored into the organization of the workload

Assessment Tasks and Externally-Set IBO Deadlines

See DP Deadlines Policy above.

Summative Assessment: Incomplete Grade

A grade of Incomplete (INC) is issued when a student has been absent for serious medical reasons or for an unseen extraordinary circumstance where the student has not had a chance to complete the work.

When a student returns to school after an extraordinary circumstance, the student will meet with teachers, with the help of the counselor, to establish reasonable deadlines and due dates. Failure to submit work by the established due dates will likely result in a lower grades (including possible failure) as teachers must only assess what they have seen or has been turned in. Incomplete grades cannot be held over to the next school year and therefore grades will be assessed based on evidence provided at that time.

Attendance

Absence Procedures

The purpose of the following absence procedure is to focus on the safety of the students by ensuring that both parents and ASW are aware of the whereabouts of students.

It is the student's responsibility to make up any missed work when absent. Teachers are not obliged to provide additional materials or opportunities for assessment, especially in the case of an unexplained, undocumented or truant absence.

At those times when a student must be absent from school the following procedure is requested:

- Parents or guardians must contact the school prior to 9am on the day of the absence. Until contact from home is made, the absence will be considered an unexplained absence or truancy.
 - Middle School (702 8520 or MSoffice@aswarsaw.org)
 - High School (702-8510 or HSoffice@aswarsaw.org)
- Arriving Late:
 - In MS, students who arrive to school after classes have begun should go to the office to receive a late pass.

- In HS, students should come to the HS office to sign in, and then go to class. The student should ensure the teacher adjusts the attendance from “absent” to “tardy”.
- Leaving Early:
 - Parents should contact the appropriate office at the beginning of the school day for students who must leave school before the end of the day for an appointment.
 - Students should sign out and receive a gate pass prior to leaving. Passes are only given assuming appropriate parent contact has been made.
- Planned Absence:
 - Students who know they will be absent ahead of time should communicate with the appropriate divisional office and the student's teachers. (Parents should also inform the office if the travel is not school related.)
 - Students should complete a planned absence form (copies are housed in divisional offices), which requires students to speak with teachers to discuss expectations for keeping up with the class work. Teachers will sign the form. Students are required to turn this form into their coach (when traveling with ASW), or directly to the MS/HS office.
 - Students/families are discouraged from planning extended vacations outside of scheduled ASW holidays in light of the school's attendance policy.

Unexplained Absences and Follow-Up

It is the responsibility of the parent and the student to ensure that all absences are explained. At those times when an absence remains unexplained by students/parents, the Vice-Principal will request a meeting with the student to determine the appropriate consequences, which could include a warning, a detention, contact with parents, or other progressive measure as deemed appropriate.

Tardiness

Students who are chronically tardy disrupt the learning and teaching that has started and are at a disadvantage by missing the first part of instruction. Students are expected to be on time. Teachers are under no obligation to change an absence to a tardy if the student is more than 10 minutes late to class without a pass.

Students who are deemed to be chronically tardy will be required to meet with the Vice-Principal. The Vice-Principal will assign appropriate consequences which may include a warning, a detention, contact with parents, or other progressive measure as deemed appropriate.

Absences and Assessments

- If the student is present in class when an assignment or assessment task is announced but is absent on the day that the assignment is due or assessment task takes place, the student must turn in the assignment or complete the assessment task on the day of his/her return to school.

- Students returning after an extended explained absence will be given sufficient time to complete missed assignments and assessment tasks, assuming proper absence procedures were followed and students have been in contact with their teachers during the absence.
- Coming to school late or leaving early does not exempt students from handing in assignments or performing assessment tasks.
- Students are encouraged to email teachers and to look at ManageBac for assignments when absent from school.
- On days when major assignments are due or assessment tasks take place, if students are in school for any period of time, they are responsible for taking doing the assessment task, turning in the assignment or meeting with the teacher if there is a complication. The same procedure should be followed if a student is temporarily ill during the school day and misses an assessment task while in the nurse's office. Teachers may require the student to stay after school that day to complete the assessment.
- Absence from any class for the purpose of preparing or studying for another class is not permitted. Skipping an assessment will be considered an act of academic dishonesty and treated as such. A student's academic integrity will also be questioned if missing assessments or assignments becomes a pattern.

Make-Up Work

- School Trips: Students will be given a minimum of two days to make up work following a school activity/trip. No assignments or assessment tasks will be required of returning students for the first two days after a school activity/trip (not the first two classes, but two days). Students need to communicate with teachers prior to traveling, at this time students and teachers should agree upon alternative deadlines as needed.
- Short-term illness: When students are too ill to attend school for one or more days, they should contact their teachers by email and/or arrange for a family member or friend to pick up assignments from their respective teachers. Students should work to stay on track to the best of their ability, conferencing with their teachers to agree upon appropriate deadlines.
- Long-term illness: When students are out of school for an extended period of time due to illness, the parent should call the Counseling Office (MS: 702-8514, HS: 702-1008) to discuss the impact on learning and to arrange for work to be sent home, if possible. The counselor will work with respective teachers and compile necessary work.

Leaving Campus

Students who need to leave school grounds during the day require prior permission from parents and the approval of the Vice-Principal or Principal. Students must check out with the Middle or High School Office before departing. Students will be required by the gate security guards to show a permission slip issued by the office (even if they leave with a parent).

For a student who needs to leave the school grounds for emergency reasons, the parents will be contacted prior to the student's departure from school. A parent may personally request early dismissal via telephone, by coming to the office, or emailing authorization.

Senior Privilege & Responsibilities (HS)

Seniors may, with the written permission of the Principal and parents, have open-campus privileges during study blocks. This privilege extends to grade 12 students only who are in good academic and behavioral standing. They may leave campus when they do not have classes. Students must sign out in the office before leaving campus and must present a pass along with their student ID card to the guards at the gate.

- Students who abuse this privilege by not following procedures and expectations (failure to sign out and in, signing out at the wrong time or missing a scheduled class, returning late and arriving tardy to the next class, etc.) will forfeit this privilege.
- Seniors who are earning an achievement grade of 2 or lower in one or more courses during a quarter may lose their senior privilege. Grade 12 students must receive signed parental permission before they are granted open campus privilege.
- Seniors are required to attend CAS and Counselor Seminar meetings regardless if their free period falls just before or after those scheduled meetings.
- Note: Grade 10-11 students who have a free period at the beginning or end of the school day are required to be on campus before 8:20 (on Wednesdays, before 9:30) and must stay until the end of the school day.

Seniors are required to attend all senior activities scheduled as part of the graduation festivities, including all senior meetings, the Senior Awards Assembly, and graduation rehearsal. Students absent from any of these activities will not be allowed to participate in the graduation ceremony unless an exemption has been requested by the student and approved by the Upper School Principal.

Student Conduct

Consequence Sequence

It is important that students understand the results and consequences of behavior resulting from poor judgment. Discipline with a focus on student accountability and growth is emphasized at ASW. Follow-up counseling and dialogue will be used to assist students in better understanding their responsibilities and the importance of making good decisions.

In Upper School, the following consequences will be applied as a result of inappropriate behavior:

Minor Incidents

- 1st occurrence: teacher intervenes directly with student and communicates the incident to the administration and counselor
- 2nd occurrence: teacher intervenes directly with student and informs parents and administration

- 3rd and subsequent occurrence: referral to administration; documentation of incident; possible consequences include detention, being placed on a Disciplinary Probation contract, loss of privileges in athletics and activities, in-school suspension, or out-of-school suspension
- In cases where the former levels of intervention do not work and the Disciplinary Probation contract is broken, the Upper School Principal may submit to the School Director a recommendation for expulsion

Major Incidents

- Referral directly to the Upper School Principal or designee; incident documented in the student's file; an appropriate consequence is determined by the Upper School Principal in consultation with the Vice-Principal.
- In some situations that warrant an investigation of a major incident, particularly with bullying, harassment, or drug-related offenses, it might be necessary for the Administration to place a student on "Emergency Administrative Suspension". The student will be asked to remain out of school for the period of the investigation. Depending on the outcome of the investigation, the student's absences will be converted to an appropriate designation (Excused Absence or Suspension).
- For a major incident, or repeated minor incidents, a student may be suspended from school for one or more school days, which is intended to signal possible permanent removal from the community should disciplinary problems persist.
- If a student is suspended out of school, the student may be placed on a Disciplinary Probation contract which will spell out expectations and a timeline for improvement. A student's failure to successfully fulfill conditions set forth in a Disciplinary Probation contract may lead to the student being removed from school. If a student exhibits behavior that results in a second suspension, the student will immediately be placed on a Disciplinary Probation contract.
- In the most serious of disciplinary issues, even if it is the student's first offense, the Upper School Principal reserves the right to submit to the School Director a recommendation for expulsion. In all cases where an expulsion has been recommended, the Director will conduct a hearing with the Upper School Principal, the student, and the student's family. Based upon the results of the hearing the director will decide whether to accept the recommendation for expulsion.

Please note that ASW reserves the right to include disciplinary information, when requested, along with official school transcripts should this be necessary to protect the integrity of the school.

Examples of Major Incidents include but are not limited to the following:

- Assault
- Bullying, Harassment, Hazing, and Discrimination
- Cybercrime, such as hacking the school network, school software, school email, and laptop computers; introducing malware, spyware, viruses, etc. into the school's network or cyber environment; comprising, deleting, stealing files
- Fighting
- Possession of weapons or replicas of any kind
- Possession, selling, distribution, or consumption of alcohol, drugs, or controlled substances; being under the influence of alcohol, drugs, or controlled substances
- Smoking (all forms)
- Theft
- Vandalism
- Any behavior which threatens the security, safety, or well-being of any ASW community member at school or during an ASW-sponsored or affiliated function

Dress Code Policy

In the Upper School, we expect our students to come to school appropriately and respectfully dressed in a manner which demonstrates an understanding of our international setting that hosts students from over 50 countries whose ages range from those in Pre-K3 to grade 12. Dress code expectations, which are in place for all ASW school events, on or off campus, promote a safe, equitable, welcoming and inclusive environment, and they recognize that students' decisions about dress reflect individual expression of identity, socio-cultural norms, and economic factors and are personal and important factors to a person's well-being and health. It is also important to note:

- Safety: Any clothing that may cause injury or insult to oneself or others is not permitted. Clothes with inappropriate slogans promoting or suggesting profane and abusive language or messages contrary to good taste and ASW's core values (e.g. to promote drugs, alcohol, sexual, racial or offensive issues) are not permitted.
- Appropriate Respect for Others: Clothing or styles of fashion that reveal one's private parts are not permitted.

Dress Code Violations

Any and all concerns observed by community members should be communicated in due time to the Upper School Administration, who will follow up as needed. The typical consequences for a violation of this policy include a conversation with the student, contact with the student's parent/guardian, and the directive to cover, change, or remove the non-complying attire.

Use of Cellphones in Middle School

Cell phones are to be used only before and after school hours. Phones should be put away (out of sight) and turned off, between the hours of 08:30 and 15:30 and 9:30 and 15:30 on Wednesdays.

Teachers may issue a student permission to use his/her cell phone if the need arises. On school-sponsored trips, the trip chaperones and sponsors will inform students of the acceptable use for the field trip. Teachers may grant permission for a cell phone to be in the class-room for educational purposes.

Inappropriate use of cell phones will lead to the device being confiscated by any staff member and given to the MS Office for the remainder of the school day. Students may pick up confiscated phones from the Vice-Principal or designee at the end of the school day.

Use of Cellphones in High School

Cell phones are to be switched off and put away during class or any school activity (e.g. school assemblies or meetings) unless otherwise instructed. Cell phones are not to be used or be visible in class without prior permission from the teacher.

Inappropriate use of cell phones will lead to the device being confiscated by any staff member and given to the HS Office for the remainder of the school day. Students may pick up confiscated phones from the Vice-Principal or designee at the end of the school day. Progressive consequences will take place for repeated offenses.

Public Display of Affection

The school recognizes that while genuine feelings of affection may exist between students, inappropriate public display of affection is not acceptable. It is important that student behavior reflect the multicultural nature of our community and be appropriate to the broad range of age-groups that co-exist within our community (nothing more than hand holding or friendly embraces). Faculty may refer students for counselling or discipline if they determine that student behavior is unacceptable. Offensive or repeated acts will result in parent contact, and students may receive a detention or suspension.

Student Lockers

Each student in the Upper School is issued a locker and lock for storing personal belongings during school hours. It is the responsibility of the student to ensure that the locker is kept clean, presentable and in good working order. Students should inform the appropriate Upper School office immediately should they encounter problems with their locker.

Students are welcome and encouraged to decorate both the interior and exterior of their locker, bearing in mind the following guidelines:

- Material and images on a student locker should reflect the values of the school.
- Students are not permitted to write on their locker with any form of marker -- permanent or temporary. Writing on the locker causes permanent damage to the paintwork. Students will be required to pay any cleaning or repair costs caused by any inappropriate use.

The school cannot assume responsibility for items left in lockers, so they should be locked at all times. Students are advised not to share combinations with other individuals. Please note that the school reserves the right to inspect lockers at any time.

Student Support Programs

UPPER SCHOOL COUNSELING

Counseling in the Middle School

The middle years are a critical time of rapid physical and social emotional development. The Middle School Counselors (one designated for grades 6 and 7 and two for 8, 9 and 10) serve as members of a multidisciplinary educational team, whose focus is on helping students with ac-ademic goals and developing personal and social development. The Counselors serve as the chief advocate for students.

In the international setting it is often a time of transition, not only between grades but between countries. Some of the activities initiated and run by the Counselors that support students and families include:

- Working with Peer Helpers in providing an orientation program for new students
- Meeting all new families both individually and in groups to help with transition
- Counseling individual students regarding transition, academic, positive decision making, personal and social development
- Teaching lessons in the grade level classrooms at least once a semester
- Involve students in self-reflection, personal responsibility, and goal setting to improve learning
- Collaborate with teachers and parents to optimize learning for students
- Act as a contact for concerned parents
- Evaluate admissions files for prospective students

Counseling in the High School

Grade 9

The successful transition from Middle School to High School is the primary focus of the counseling curriculum for grade 9 students and one of the biggest reasons our model has two counselors devoted to grades 8, 9, and 10. Through this curriculum, students develop an under-standing of the High School academic and social culture, they learn to advocate and accept their own role in academic achievement, and develop stronger study skills. Additionally, they become more adept in working cooperatively in groups and in contributing to the High School community as they gain insight into their own talents and abilities.

Grade 10

The goal of the counseling curriculum is to help students develop a deeper understanding of their own academic and social strengths and weaknesses. It is also a time to explore future careers that match such abilities and personality dynamics. As students refine talents and abil-ities, the Counselors support them to look for opportunities for leadership positions within the school community related to their developing passions. Finally, a considerable amount of time is spent conferencing and advising students around their course selections and choosing the most appropriate academic program for the remainder of high school.

Grades 11 & 12

An important part of growth and development of any High School student involves the decisions about what they will do in the years after graduation from High School. The grade 11 and 12 Counselors provide a comprehensive counseling service that includes university and career guidance. The Counselors offer guidance to all students and parents throughout the search and application process, through individual counseling and seminar classes, and formal and informal informational programs.

Standardized Testing (High School) for College/Careers

ASW works with the College Entrance Examination Board (CEEB) and American College Test-ing (ACT) Program to provide all students with an opportunity to participate in tests required for admission to American colleges and universities. The campus is a designated test center for Warsaw. Tests administered at ASW include:

- Preliminary Scholastic Aptitude Test (PSAT) is available at a cost for Grade 10 and free for all Grade 11 students
- Scholastic Aptitude Test (SAT)

The CEEB No for ASW is 783940

The TEST CENTER CODE is 59190

Each year ASW offers the Inquest career and university inventory service to Grade 10 students and families who wish to pay for this additional service.

Student Study Team (SST)

The SST exists as a structure and process to assist in focusing the school's resources on students who may demonstrate difficulties in school -- academically, socially, emotionally or behaviourally. Teachers, parents, or administrators may identify a student and request a meet-ing of the SST. The SST is composed of the Principal, Vice-Principal, Learning Support teach-er, Counselor, IB Coordinator (when appropriate) and all subject teachers who may be directly involved with the student.

Peer Tutoring

By prior arrangement, all faculty members are available to students during the regular school hours for a review and explanation of work not mastered. Students may also receive extra help through the Peer Tutoring Program, at no cost. Peer Tutors, who are students in the High School who volunteer their services, can provide an excellent supplementary resource for grasping concepts not yet mastered. Peer Tutors are arranged by the counseling office.

Co-Curricular Program

We highly value co-curricular athletics and activities and recognize that these programs provide many of our students' significant learning and life experiences. We encourage our students to take full advantage of these programs. Because our students' first priority is their academic success, we urge them to make serious choices regarding co-curricular and club activities. Many require a time commitment and some involve missing time from class during special events. Careful consideration should be made as to what effects this will have on one's overall attendance and academic performance. ASW views participation in after school activities as an extension of the regular school day. Therefore, school regulations and rules apply in all situations. Because we expect students to meet high academic standards, the following procedures have been set to establish eligibility of participation in co-curricular athletics and activities.

Eligibility to travel and participate in CEESA events, or other such events that require students to be absent from school, students must be in good academic standing and meet the school's attendance requirements. Furthermore, when a student's academic work indicates that participation in an activity may be undermining academic achievement, that participation may be suspended, reduced, or curtailed until acceptable academic standing is achieved. Eligibility is determined on an individual basis, and the decision-making process includes the counselor, the student's teachers, and the Upper School Principal and Vice-Principal.

Absences Due to Activity or Athletics

- When students know that they will be absent from school for a pre-scheduled school activity/trip, it is the student's responsibility to obtain a Pre-Arranged Absence Form from the Middle or High School office, submit the form to each teacher for completion and then submit a copy to the relevant school office. ASW reserves the right to suspend a student's participation in a pre-scheduled activity/trip if this process is not completed.
- Make up work will be required no earlier than the third day of school following a school activity or school trip.
- No summative assessments will be required of participating students for the first two school days after a school activity or school trip.
- All missed formative assignments and summative assessments may be made up as early as the third day, at the discretion of the teacher.
- Students who travel as a representative of ASW for sports or activities are expected to be at school the following day. For example, if a team returns to Warsaw on Sunday evening, the students are expected to be in school on Monday morning.

Participation and Practice in Athletics

Practices for Middle School athletics are generally held on Tuesdays and Thursdays with games scheduled for Saturdays. Practices for High School athletics are generally held on Mondays, Wednesday and Fridays with games also scheduled for Saturdays. One of the weekly practices could take place before the school day begins.

Practices begin the second week of the school calendar year and culminate in regional tournaments such as Central and Eastern European Schools Association (CEESA) or Sports Council of International Schools (SCIS) at the conclusion of each of the three athletic seasons. Student athletes are responsible for costs incurred travelling with a team, including transportation costs and if necessary, visa application fees. It is an expectation that all student athletes, travelling or not, house visiting students when our school hosts tournaments. Upper School boys and girls athletics include, but are not limited to:

- Basketball
- Cross-Country
- Soccer
- Softball
- Swimming
- Tennis
- Track and Field
- Volleyball

Participation in Activities

Beyond athletics, ASW offers a wide variety of co-curricular program options for Middle and High School students. Most programs occur after the formal school day, with some activities and clubs meeting before school, weekends, or during special periods during the day. Many of the programs include a trip to a tournament, festival, or event in Poland or another destination in Europe.

Middle School boys and girls activities include, but are not limited to:

- Band
- Choir
- Cultural Arts
- Drama Production
- Knowledge Bowl
- Math Counts
- Robotics
- Model United Nations
- Speech and Debate
- Student Council

High School boys and girls activities include, but are not limited to:

- Athletics Council
- Band
- Choir
- Drama Production
- Environmental Club
- Knowledge Bowl
- Math Team
- Model United Nations
- Outdoor Club
- Robotics
- Speech and Debate
- Student Activities Council
- Student Governance Council

Practice Schedules

Middle School

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------------|--------------------------|---------------------------|--------------------------|---------------------------|
| Activities 15:45-16:30 | Athletics 15:45-17:15 | Activities 15:45-16:30 | Athletics 15:45-17:15 | Activities 15:45-16:30 |

High School

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------------|---------------------------|--------------------------|---------------------------|--------------------------|
| Athletics 15:45-17:30 | Activities 15:45-17:30 | Athletics 15:45-17:30 | Activities 15:45-17:30 | Athletics 15:45-17:30 |

**It should be noted that students may be requested to attend practices on occasion before school, as well as to attend practice sessions or competitions on weekends.

Educational Field Trips or Experiences

During the same week in early September, the Upper School provides educational trips or experiences for all students in grades 6 through 12 to spend several hours or days outside of the classroom. These trips or experiences offer students the chance to “make the whole world their classroom”, bond as a grade level cohort, and augment and enrich their in-school lessons. There is no cost to families for these trips.

Please note that these trips constitute an important aspect of the ASW program and all students are expected to attend. Failure to attend will result in unexcused absences from school. If for some reason a family decides against allowing their child to attend, he or she will have to stay home as the teachers will be away on the school trip. Check the school’s eNotes and the school calendar for dates and times of the trips.

Student Recognition

Educator and writer Alfie Kohn sums it up nicely when he writes this about awards: “In short, good values have to be grown from the inside out. Attempts to short-circuit this process by dangling rewards in front of children are at best ineffective, and at worst counterproductive. Children are likely to become enthusiastic, lifelong learners as a result of being provided with an engaging curriculum; a safe, caring community in which to discover and create; and a significant degree of choice about what (and how and why) they are learning. “Rewards—like punishments are unnecessary when these things are present, and are ultimately destructive in any case.” (Alfie Kohn, *The Risk of Rewards*)

Overall, at ASW’s Upper School, we approach award-giving very carefully and cautiously. Our goal is for all students in our school to recognize and develop their unique talents and inter-ests, so we endeavor to recognize and honor them in a manner that aligns with our school’s mission, Core Values, and the IB Learner Profile, one that embodies fairness and inclusivity and one which will inspire and motivate everyone to become better in everything they do. Thus, in the 2018-19 school year, we transitioned away from a competitive and exclusive award system, such as the one-dimensional Honor Roll and Principal’s List and the Academic Excellence Awards in each course, and began a new system, one that targets the “whole child” and is more accessible to all students, should they decide to pursue, on a non-competitive and inclusive basis, high achievement in four different categories: academics, activities, attendance, and approaches to learning.

Warrior Awards

There are four levels to which students can aspire within the Warrior Awards: Diamond, Gold, Silver, and Bronze. Students garner points in the four areas of achievement, and the sum of their points will determine their level. (Note regarding eligibility: Any documented incident of academic dishonesty, any major violation of our school's policies, or any suspension from school can render a student ineligible for any level of the Warrior Award. All final decisions of eligibility will be made by the Upper School Principal.)

- Diamond: 15/16 pts
- Gold: 13/14 pts
- Silver: 11/12 pts
- Bronze: 9/10 pts

| | Academic Performance | Activities and Athletics Participation | Approaches to Learning: Work and Deadlines | Attendance (over entire year) |
|----------|----------------------|--|--|-------------------------------|
| 4 points | Average of 6.7 - 7.0 | 3 full seasons of participation | Has never or rarely missed a deadline | 0-2 days |
| 3 points | 6.0 to 6.69 | 2 full seasons | Has almost never missed a deadline | 2-3.5 days |
| 2 points | 5.0 to 5.99 | | Sometime missed a deadline; followed the appropriate processes | 3.5-5 days |
| 1 point | 4.0 to 4.99 | 1 full season | Missed deadlines | 5-6.5 days |

Academic Performance

The grade point average is determined by the sum of all of a student's final course grades divided by the number of courses.

Activities and Athletics Participation

Regarding Activities and Athletics Participation, holding a key officer position (President, Vice-President, Secretary, Treasurer, or Public Relations Officer) within a school-sponsored service group or the Athletic, Activities, or Governance Councils will count as one full season of participation. The administration will also review a student's participation or membership in other ASW clubs and activities in the consideration of points.

Approaches to Learning: Work and Deadlines

It will be the determination of each academic department in the Upper School to establish what conditions will constitute a missed deadline for their courses.

Attendance

Absences are calculated by the number of class periods missed to be the equivalent of days. Please note that once a student receives unexcused tardies to the equivalent of all class periods in a cycle (8 for DP, 9 for MYP), an absence (period) will be added to the total. If a student is late to class by 15 minutes or more without a valid excuse from the office or ASW personnel, the tardy may be considered an absence by the teacher. Students who skip class could be ineligible for points in this category.

End-of-Year Awards (High School only)

At the end of the school year, recognition is made of exceptional achievements in academics and activities. These awards are determined by the High School Faculty unless otherwise noted.

Faculty Award (seniors only)

The Faculty Award recognizes one senior who has been a significant contributing force to the ASW's educational experience in academic, co-curricular, and social areas of the school. This individual best represents the school's mission and core values, and is outstanding in his or her academic, co-curricular, and social commitments at ASW. This individual is often referred to as the best all-around student.

Outstanding Leadership Award (underclassmen only)

The Outstanding Leadership Award recognizes one student from each grade (9, 10, and 11) who has contributed greatly to the life of the school, modeled positive leadership for others, supporting others into leadership roles, and promoted our school's mission statement through all words and actions.

Spirit Award

The Spirit Award recognizes one student in each grade level who is considered an unfailingly friendly student you would most like to meet and greet in the hallway. This student embodies the school's Mission and Core Values and has contributed greatly to the life of the school. The student is also known as Mr. or Ms. Warrior.

Outstanding Service Award

The Outstanding Service Award recognizes one student in each grade level whose service or project has improved the lives of people in the ASW community or beyond. Characteristics include:

- demonstrated a leadership role in his/her service
- demonstrated strong collaboration between ASW and, if applicable, the community's partner organizations
- dedicated a great amount of time and energy to service project(s)

International-Mindedness Award

The International-Mindedness Award recognizes one student in each grade level who has demonstrated a clear commitment to sustained interaction with students of other nationalities, languages or ethnic backgrounds in a spirit of international understanding and cooperation. Characteristics include:

- directly involved peoples of other cultures, racial and ethnic backgrounds, political/economic systems
- a good representative of their own country
- a positive attitude toward the life and culture of others
- able to converse in at least two languages
- a contributing force in the life of the school, with the ability to bring a variety of people together into a sense of community, thus furthering the cause of international understanding

Outstanding Artist Award (Visual and Performing)

The Outstanding Artist Award recognizes two students in each grade whose year at ASW have been characterised by an impressive and ongoing commitment to extracurricular arts programs at ASW. These students are becoming synonymous with artistic expression at ASW, continuously honing their own skills across multiple disciplines and activities while also regularly giving time and creative energy to support the artistic expression of other student-artists. These students demonstrate not only the joy in creating art, but also firmly believe that art is a unifying force, and that its expression in our school can be used to bridge divides and bring people together around a shared experience.

Outstanding Athlete Award (chosen by coaches; facilitated by Athletic Director)

The Outstanding Athlete Award recognizes one female and one male athlete in each grade whose year at ASW has been marked by impressive achievements in the ASW athletics program. Characteristics include:

- Participated in at least two or more team sports during the year

- continuously worked towards improvement
- mentored team members
- served as a positive and cohesive force on the team
- valued competition as a way to bring out the best in the human condition
- never failed to compete with integrity
- enhanced the spirit of sportsmanship in every competition

Outstanding Student in Activities (chosen by coaches and advisors; facilitated by Activities Director)

The Outstanding Student in Activities Award recognizes one student in each grade whose year at ASW has been marked by impressive achievements in the ASW activities program. Characteristics include:

- represented ASW against other teams in activities during the year
- continuously worked towards improvement
- mentored team members
- served as a positive and cohesive force on the team
- valued competition/performance as a way to bring out the best in the human condition
- never failed to act with integrity
- enhanced the spirit of cooperation in every competition

