

# High School Student *Handbook*

2019–2020



*Enter to learn, leave to serve*

**aes**

American Embassy School

*An  
International  
Community*

Dear AES High School Students and Parents,

Welcome to the 2019-2020 School Year at the American Embassy School!

The year ahead will be filled with academic challenges, opportunities for making strong social connections, and a discovery of oneself through participation in service clubs, activities, and athletics. That is the plan.

Whether you are a longtime AES student or have just arrived, we hope that you enjoy the environment here. There is a fantastic mix of people, facilities, and opportunities at AES, that when combined with all the ways that India can awaken the senses, result in the wonderful experiences that so many enjoy here. We want this year to be wonderful for you, as well.

We recommend that you (and your parents) take an in-depth look at this revised Handbook as we have updated and refined some policies for this year, and learning about those changes can positively impact your high school experience.

The HS Administration and Counselors are always here to help and are ready to support you when needed. Feel free to stop by our offices or email us, if you have any questions. Please do look carefully at the information, procedures, and policies outlined in this handbook. Doing so will help ensure you have a pleasant and smooth high school experience.

Work hard, organize yourself, get involved, and maintain a positive spirit. And seek help when needed.

**Best of Luck,**

Mr. Iftexhar Syed, High School Principal

Mr. Derwin Kitch, High School Assistant Principal - Student Life

Mr. Jason Hicks, High School Assistant Principal - Academics

# High School Faculty and Staff

## Administrators



**Iftekhar Syed**  
Principal



**Jason Hicks**  
Assistant Principal-  
Academics



**Derwin Kitch**  
Assistant Principal- Student Life/  
Technology Coordinator

## Athletics Director & Coordinator



**Athletics Director**



**Teresa Hjellming**  
IB/AP Minicourse Coordinator

## Guidance/Counseling



**Cristina Alcoz Zazu**



**Frieda Marie Dietrich**



**Justin Walker**

## English



Sara Patterson



Melanie Hirst



Amy Williams



Sarah Walker



Adrienne Garcia

## Student Support Services



Mary Catherine  
Frazier



Laura  
Rollison



Benjamin  
Strever



Mahima  
Bhalla



Reshmi Nair

## Social Studies



Michael  
Collins



Becky  
Curry



Vera  
Garg



Robert  
Givich



Wayne  
Kelsey



**Laura Manker**



**Christopher  
Roper**

## Science & Computer Science



**Radhika  
Gadate**



**Caloway  
Kagan**



**Purnima  
Kine**



**Robert  
Radtke**



**Harsimrat  
Kaur**



**Dhondup  
Namgyal**



**Michael  
Delfino**



**Mohd.  
Sazid**



**Avinash  
Mishra**

## Mathematics



**Jyoti  
D'Souza**



**Sunshine  
Campbell**



**Erich  
Gott**



**Gerry  
Merchant**



**Tony  
Muca**



**Sadia Syed**

## World Language



**Hugo  
Cloutier**



**Chris  
Fazenbaker**



**Bernie  
Manker**



**John  
McLoughlin**



**Jerome  
Roussel**



**Nancy Lu**



**Huiney Xu**

## Supervised Study



**Carol Castro**



**Kamal Punit**



## Visual Arts



**Celine  
Laheurte**



**Carolyn  
Nelson**



**John  
Stavinoha**



**Ritu  
Mehta**



**Rakesh  
Kumar**



**Param  
Lal**

## Performing Arts



**Thomas  
Wesson**



**Jami Bolton**



**Lisa Burns**



**Sava  
Boyadzhiev**



**Emmanuel  
Joseph**



**Revati  
Khattar**



**Jyoti  
Goswami**



**Anthony  
Quadro**



**Asis  
Mullick**



**Shyam  
Sunder**



**Guna  
Shekhar**

## PE/ Health



**Phil  
Brown**



**Shane  
Russell**



**Alex  
Rule**



**Malay  
Mitra**



**Jitender  
Tokas**



**Vijay  
Kajla**



**Vajid Ali**



**Ekka  
Rajan**



**Raju  
John**

## Technology



**E.T. Joice**



**Hardayal  
Kumar**



**Gargi  
Sharma**



**Sonam  
Rani**

## Library



**Linda  
Hoiseth**



**Anita  
Saigal**



**Gaurav  
Bisht**



**Murari  
Sharma**



**Ravinder  
Choudhary**



## Office Staff



**Maggie  
Dorairaj**



**Ruchi  
Arora**



**Glenna  
Gomes**



**Lipokla  
Sangtam**



**Ekta  
Bhasin**



**Sheila  
Bhuttan**



**Janki  
Reberio**

# Table of Contents

Contact Information  
High School Faculty 2019-20  
Introduction  
Governance of AES  
Strategic Vision  
Academics  
AES High School Graduation Requirements  
December Graduation  
Assessments and Assignments  
Homework  
Late Assignments and Absences  
Curriculum  
High School Courses  
IB Diploma Courses  
English as an Additional Language (EAL)  
Grading  
Achievement Scale  
Determination of GPA  
GPA weighting of IB (HL) and AP courses  
Learning Habits  
Reports to Parents  
Academic Probation  
Minicourse  
Online Education  
Post-graduate Studies  
Repeated Courses  
Schedule Changes / Drop-Add  
Student Support Structures  
Textbooks

Withdrawal from AES  
Attendance  
Absence Notification Procedure  
Attendance Expectations  
Excused Absences  
Unexcused Absences  
Tardy Policy  
Leaving Campus  
Business Office  
Change of Address/Phone  
Co-curricular Program  
Activity Offerings  
After School Activity Schedule  
Associated Student Council (ASC)  
Athletics  
Eligibility to participate on trips and events  
Performing Arts Productions  
Student Expectations Travelling on School-sponsored Trips  
Student Government  
Student Publications  
College Preparation and Planning  
Standardized Testing Program  
Measures of Academic Progress (MAP)  
Preliminary Scholastic Assessment  
Test/National Merit Scholarship  
Qualifying Tests (PSAT/NMSQT)  
Scholastic Assessment Test (SAT) Reasoning Test  
Scholastic Assessment Test (SAT) Subject Test  
American College Test (ACT)  
TOEFL - Test for English as a Foreign Language  
Application Procedure for Tests  
College Testing Calendar

University Entrance Criteria for the United States

Counseling

Faculty

Guests/Visitors to Campus

Health Office

Student Health Records

Wellness

When to Stay at Home

Information Technology and AES Responsible Use Policy

Acceptable Use of Information Technology by Students

Computer Use at School

Copyright & Fair Use

Irresponsible Use

Malicious Software Protection

Monitored Use

Safety & Digital Information Sharing

Tech Equipment Checkout

Stein Library

Student Behavior

Academic Code of Honor

Academic Integrity

Audience Behavior Guidelines for All Performances at AES

Bus Rules

Buying and Selling of Unauthorized Items

Cell Phones

Disciplinary Actions

Dress Code

Fighting

Harassment and Bullying

Other Unacceptable Behavior

Public Behavior Policy

Public Displays of Affection

Tobacco, Alcohol, and Drugs (Controlled Substances)

Disciplinary Actions

Student Life  
Student Rights  
Student Responsibilities  
Assemblies  
Associated Student Council  
High School Café  
Lockers  
Lost and Found  
Lost or Damaged Student ID cards  
Posting of Signs  
Scheduling Events  
The Tiger's Den  
School Publications and Performances Editorial Policy  
School-sponsored Events  
Temporary Guardianship / Parent Travel  
Appendix  
Constitution of the American Embassy School Student  
Government  
Official Bylaws for the American Embassy School  
Community Service Council  
Student Behaviors - Response Overview



# Contact Information

James Laney Jr.	AES Director Ph: 26888854 x: 3100 e-mail: jlaneyjr@aes.ac.in
Iftekhar Syed	High School Principal Ph: 26888854 x: 3200 e-mail: isyed@aes.ac.in
Derwin Kitch	High School Assistant Principal & Technology Coordinator Ph: 26888854 x: 3230 e-mail: dkitch@aes.ac.in
Jason Hicks	High School Assistant Principal Ph: 26888854 x: 3229 e-mail: jhicks@aes.ac.in
Teresa Hjellming	IB/AP & Minicourse Coordinator Ph: 26888854 x: 3233 can be chose e-mail: thjellming@aes.ac.in
Cristina Alcoz	High School Counselor Ph: 26888854 x: 3210 e-mail: calcoz@aes.ac.in
Frieda Dietrich	High School Counselor Ph: 26888854 x: 3299 e-mail: fdietrich@aes.ac.in
Justin Walker	High School Counselor Ph: 26888854 x: 3210 e-mail: jwalker@aes.ac.in
Catherine Tesreau	K-12 School Psychologist Ph: 26888854 x: 3298 e-mail: ctesreau@aes.ac.in
Rick Nelson	Director of Student Activities Ph: 26888854 x: 3800 e-mail: rnelson@aes.ac.in
Linda Hoiseth	MS/HS Librarian Ph: 26888854 x: 3358 e-mail: lhoiseth@aes.ac.in
Maggie Dorairaj	Secretary to the High School Principal Ph: 26888854 x: 3205 e-mail: mdorairaj@aes.ac.in
Ruchi Arora	Secretary to the High School Assistant Principal & Community Service Coordinator Ph: 26888854 x: 3231 e-mail: ruarora@aes.ac.in
Ekta Bhasin	Secretary to the IB/AP & Minicourse Coordinator Ph: 26888854 x: 3208 e-mail: ebhasin@aes.ac.in
Glenna Gomes	Secretary to the High School Counselors Ph: 26888854 x: 3215 e-mail: ggomes@aes.ac.in
Lipokla Sangtam	High School Administrative Assistant/Attendance Clerk Ph: 26888854 x: 3240 e-mail: lsangtam@aes.ac.in
Janki Reberio	Secretary to the Director of Student Activities Ph: 26888854 x 3810 e-mail: jreberio@aes.ac.in
TELEPHONE	91-11-26888854
E-MAIL	aesindia@aes.ac.in
WEBSITE	<a href="http://aes.ac.in">http://aes.ac.in</a>
FACEBOOK	<a href="https://www.facebook.com/AmericanEmbassySchoolNewDelhi">https://www.facebook.com/AmericanEmbassySchoolNewDelhi</a>

# High School Faculty 2019–20

Student Support Service	Ben Strever Mahima Bhalla Laura Rollison Mary Catherine Frazier
Computer Science	Michael Delfino
Counseling Department	Cristina Alcoz (Counselor, A-H) Frieda Dietrich (Counselor, I-O) Justin Walker (Counselor, P-Z)
English Department	Adrienne Garcia Amy Williams Melanie Hirst Sara Patterson Sarah Walker
IB/AP & Minicourse Coordinator	Teresa Hjellming
MS/HS Librarian	Linda Hoiseth
Mathematics Department	Erich Gott Gerard Merchant Jyoti D'Souza Sadia Syed Sunshine Campbell Tony Muca
Performing Arts Department	Jami Bolton Joseph Emmanuel Lisa Burns Revati Khattar Sava Boyadzhiev Thomas Wesson
Physical Education & Health Dept.	Alex Rule Phil Brown
Science Department	Shane Russell Caloway Kagan Dhondup Namgyal Harsimrat Kohli Purnima Kine Radhika Gatade Robert Radtke
School Psychologist (K-12)	Catherine Tesreau
Social Studies Department	Becky Currey Christopher Roper John Stavinoha Laura Manker Michael Collins Robert Givich Vera Garg Wayne Kelsey
Supervised Study Hall	Carol Castro Kamal Punit
Technology Coordinator	Derwin Kitch
Visual Arts Department	Celine Laheurte Carolyn Nelson John Stavinoha
World Languages Department	Bernard Manker Chris Fazenbaker Hugo Cloutier John McLoughlin Jerome Rousset Xuiney Hu YiLing (Nancy) Lu

# Introduction

The American Embassy School is a world-renown international school located on a thirteen-acre campus in the heart of the diplomatic community of New Delhi. AES has a strong international character and values the diversity of cultures represented in our student body. Our students represent more than 50 nationalities and their families have come to Delhi for many reasons, including diplomatic missions, jobs with world organizations, international business, or because Delhi is home. About 35 percent of our 1125 students in pre-kindergarten to 12th grade are Americans, and there are approximately 340 students in our high school.

The location of the school in the capital of India offers many advantages: guest speakers from local businesses, the resources of artistic and diplomatic communities, the cultural benefits of an important capital city, and the opportunity to visit India and nearby countries. The high school buildings have been designed to blend with the physical environment and lend a friendly, informal atmosphere to the school. Our current building is a four-story structure constructed in 2009 to serve the five core academic areas: English, Mathematics, Science, Social Studies, and World Languages. Class size is typically 16-18 students, although enrollment could drop as low as six in specialty areas and 21 is the maximum as set by board policy. The student-teacher ratio is 8 to 1.

AES offers many opportunities for students to participate in activities and athletics. A wide variety of competitive sports are offered, including basketball, soccer, softball, swimming, tennis, track and field, and volleyball. There are also opportunities for students to join service activities and clubs and to participate in dramatic and musical performances.

PTThe many school facilities include tennis courts, an indoor physical education complex with two gymnasias, a fitness center, a dance studio, an astroturf field, a grass field, a swimming pool complex, and a theater.

## Governance of AES

The school is governed by a seven-member Board of Governors. These seven board members are elected by the parents and the faculty for a two-year term; however, the U.S. Ambassador appoints two non-voting members to the Board. Teacher and student representatives are also appointed by the Board of Governors as non-voting members. Thus, the Board hears a number of viewpoints before decisions are made. The American Embassy School is fully accredited by the Middle States Association of Colleges and Schools.

## Strategic Vision

### Mission

The American Embassy School provides a balanced education defined by a joyful pursuit of excellence in academics, athletics, arts and service. We enable each student to be an inspired lifelong learner and a responsible, compassionate global citizen.

## Culture of Belonging

The American Embassy School is a community of diverse learners. We celebrate the strength of our diversity and are committed to nurturing a Culture of belonging. All members of our school community actively support every learner's academic, social and emotional growth.

## Core Values

We believe that everyone:

- has intrinsic value.
- needs safety, trust and respect.
- is responsible for his or her choices
- learns and grows through challenge.
- lives more meaningfully when pursuing his or her passions.
- thrives in an environment of honesty and integrity.
- is enriched by diversity.
- is strengthened through service.
- flourishes in a community that is caring, collaborative and nurturing.
- has the power to create a more peaceful world.

We are committed to:

- nurturing the intellectual, physical, social and emotional development of each student.
- fostering each student's potential to achieve and to make a difference.
- helping students make transitions to, within, and from AES.
- developing a service ethic and practice.
- protecting nature and the environment.
- improving student learning through research, reflection, and innovation.
- practicing transparent and collaborative decision-making while maintaining effective governance.
- The American Embassy School of New Delhi does not discriminate among its students on the basis of race, color, national or ethnic origin, religion, gender or sexual orientation.

## Technology

The balanced, authentic, and intentional integration of technology empowers students and faculty and is a driver of innovation at AES. It provides opportunities for voice, choice, collaboration, critical thinking, and content creation across grade levels and content areas.

## Non-Discriminatory Policy

The American Embassy School of New Delhi does not discriminate among its students on the basis of race, color, national or ethnic origin, religion, gender or sexual orientation. However, the school charter requires priority be given to American citizens for admission.

## High School Goals

The high school is designed to assure that students are well prepared for post-secondary education. It encourages students' need to explore, question, evaluate and analyze information and ideas. The high school curriculum is structured to fulfill AES graduation requirements and to satisfy the broadest university and college entrance requirements possible. Advanced Placement and International Baccalaureate options are available.

Guided by the mission of the American Embassy School, the high school will provide an American curriculum and:

- offer a challenging program of instruction leading to an American High School Diploma and additional offerings in the International Baccalaureate and Advanced Placement programs.
- prepare all students for higher education in colleges/universities by providing programs of study in English, Social Studies, Science, Mathematics, World Language, Fine and Performing Arts, Computer Science, Physical Education and Health.
- meaningfully integrate technology, digital citizenship and media literacy.
- enable students to gain an understanding and appreciation of India and the cultural diversity found in the AES student body.
- offer an environment in which students eagerly and actively demonstrate their passion for learning.
- offer elective courses and independent studies which allow students to pursue their unique interests and aspirations.
- ensure that the school environment provides for the emotional, social, aesthetic and physical development of the AES student body.
- identify and provide for special learning needs.
- offer opportunities for students to become responsible citizens through their active and personal contributions to the improvement of the community.
- offer outstanding guidance and college counseling services.



# Academics

AES offers a rigorous academic education, propelled by our excellent teachers and comprehensive curriculum. We offer both IB and AP courses and our students are prepared to attend top universities around the world.

## AES High School Graduation Requirements

In order to graduate from AES, a student must meet the following requirements:

English	4 credits
Social Studies	3 credits (1 credit of United States History is required for US for passport holders. Students may fulfill this requirement by taking IB HL History in the Americas Y1, History or AP US History)
Mathematics	3 credits
Science	2 credits
Physical Education	2 credits (including 0.5 credit of Health)
World Language	2 credits (Two consecutive years in the same language)
Fine Arts	1.5 credits
Electives	5.5 credits
TOTAL	23 credits

**NOTE: Students are also required to participate in the high school Minicourse program each year they are in attendance at AES.**

Credits earned in subject areas beyond those required for graduation are applied as elective credits. While taking into account course credits earned at previous schools, students entering AES as 10th, 11th or 12th graders are required to complete AES credit distribution requirements stipulated above to the extent possible. The distribution of the required credits will be assessed by the high school counselor in consultation with students and parents.

Students who intend to graduate from AES must be in full attendance for the final two consecutive semesters prior to graduating. In the case of exceptional circumstances, a particular graduation requirement may be waived. Such circumstances may include scheduling conflicts, or difficulty in meeting the requirements due to differences in the student's previous school program. The final decision and permission to waive a particular graduation requirement will be made by the Director on a recommendation from the high school principal.

## December Graduation

In order for AES to approve a petition for early graduation in December the student must:

- be able to meet AES graduation requirements set by the intended graduation date.
- be sufficiently socially and personally mature as well as academically ready.
- have a cumulative, weighted grade point average of 3.5 or higher.

Students who are attempting to meet the criteria for December graduation should declare their intent in the spring of their 10th grade year. However, petitions will be entertained through the first month of school in 11th grade. Formal approval of the petition by the high school principal is required. Any modifications to the criteria above are approved by the director on a recommendation from the high school principal.

### Procedures to be followed:

1. The student initiates a request for December graduation by completing a December Graduation Request Form. This form is available from the student's counselor and must be previewed by the counselor before submission to the high school principal for approval.
2. A conference must be scheduled with the student, his or her parent(s), and the counselor to discuss the merits and challenges of December graduation.
3. If the high school principal approves the request and AES can meet the instructional program required, the counselor will develop the approved program for graduation.

## Assessments and Assignments

The primary purpose of assessment is to improve student learning. The high school has a standards-based model for assessment and grading. The primary purpose of grading is to communicate that learning. Grades should identify the extent that an individual student has met the targeted standards.

Summative assessments are not permitted to occur at times outside of the regular school day (up to 5pm). Saturdays may be used for study sessions offered by the teacher but the work must always be formative in nature and optional for students (e.g., extra study sessions). Such Saturday sessions must be approved at least two days in advance by the high school administration or IB/AP coordinator. Sunday is a closed campus day.

Students are expected to have no more than two major summative assessments in any one day. If a teacher sees that two major assessments have already been listed for a particular grade on a certain day, another day should be found for the assessment. However, it should be noted that there are exceptions based on the individual student's timetable. For example, an elective course may have only one or two grade 11th grade students, and the teacher may be obliged to set a test on a day on which the 11th grade students already have two tests, but the great majority of the class has one or no tests. In any situation where a student has a concern about the scheduling of tests, the student has the responsibility of discussing the problem with the teacher well in advance of the test date.

A separate calendar of IB monthly shared agreements will be reviewed by the faculty in August and then shared with students and parents. This calendar gives general timing of internal assessment deadlines, external assessment deadlines, and IB Core deadlines. It is important for students and parents to understand that internal AES deadlines are deliberately scheduled to be prior to formal IB deadlines and it is expected that these AES deadlines are met. Student submission of work at AES is not the last step in the process of submission to the IB but meeting our internal deadlines is imperative to the process.

## Final Summative Exams

Final summative exams are held at the end of each semester and provide the opportunity for summative assessments of students' learning over the previous semester or year.

**Review Day** – This is the last class before exams begin. No new content material will be introduced and the days will be used for reviews, synthesis, and preparation for the final summative exams.

All final summative exams must be taken on designated days. Students will not be allowed to take any examinations before the scheduled exam time. In case of illness, a medical certificate must be submitted when a student returns to school and before an exam can be made up. Students not receiving administrative permission in advance of the exam will receive an "I" grade in that course for that semester.

A detailed Final Summative Exam schedule will be published at least 2 weeks before the first day of exams. In the event that two exams are scheduled for the same time or if three exams are scheduled for the same day, the students must complete an exam conflict resolution form and submit this in the high school office. An exam that must be rescheduled will go into the first available time slot after the original exam occurred. Exam conflict resolutions will also be posted in advance of exam week. Students are responsible for reporting to the correct examination period at the correct time.

During the final summative exam periods, students are required to be on campus only during their exam. Students should arrive at least 15 minutes prior to the starting time of the exam, and may leave campus after an exam is completed. It is important for students and parents to note that the AES bus schedule operates as normal during the high school exam week since the middle and elementary schools continue to run on their regular schedules.

## Homework

Homework and independent study activities are developed in accordance with sound principles of learning and defined educational purposes. These are meaningful educational practices based on quality work rather than on quantity. The goals of homework are always formative in nature and:

- reinforce learning through further practice and application of material
- develop sound independent study habits
- enrich learning through independent study, individual research, and experimentation
- enable students to complete assignments
- preview new units of study

The amount and complexity of homework will vary from course to course but can generally be expected to increase from one grade level to the next. Students are expected to complete homework for the reasons outlined above. Homework assignments may be given daily, for short periods (e.g., a few days to a week) or may be long term, as for major essays or projects. Students are expected to submit homework assignments when they are due. Expected levels of homework for each course are included in the course catalog so that students can make an informed decision about course load, particularly when considering IB options.

## Homework During Vacations

The high school is a challenging and demanding school. Students have a significant amount of homework depending on their particular course of study.

Vacation periods are designed to provide a break from school for both students and faculty alike and to return to school refreshed and re-energized. Consequently, the major school vacation periods (Diwali, winter break, Minicourse, and spring break) are free of academic work. Nothing will be due and there will be no assessments on the first two days of classes after designated vacation periods. The No Summative Assessment days in high school for this school year are Dec. 9-12 and May 18-21.

If extenuating circumstances require that an IB HL or AP assignment needs to be given during a vacation, the teacher must receive approval from the high school principal two weeks prior to the vacation period.

## Late Assignments and Absences

If a student has an excused absence for a summative assessment or does not submit an assessment by the deadline, the student is expected to make arrangements with their teacher regarding the completion of the assessment and will be required to utilize their study period towards this obligation. Students are expected to adhere to semester and end-of-year deadlines for submission of work.

If a student misses a summative assessment because of an unexcused absence, then s/he will not have the opportunity to reassess on the standards covered in that original assessment. This means students who miss a summative assessment for an unexcused absence will only have a single chance to show their learning with no chance of reassessment.

### *Incomplete In-Class Summative Assessments:*

1. If a student misses an in-class summative assessment, the teacher will enter an "I" for the assessment in PowerSchool. The student's overall grade at reporting dates could be displayed as "I" (Insufficient Evidence) at that time if the missing summative assessment impacts the necessary evidence the teacher requires to determine learning progress.
1. The student will then go to Supervised Study during their next study period (or soon thereafter as the teacher is able to prepare) and complete the assessment at that time. Attendance at supervised study in these circumstances is mandatory and subject to disciplinary procedures like any other class.
2. Once the in-class summative assessment is completed successfully and to a reasonable quality, the gradebook will indicate receipt of the assignment and the teacher will then review the overall evidence to that date and adjust grade reporting accordingly.

### *Incomplete Out-of-Class Summative Assessments:*

1. If a student fails to submit an out-of-class summative assessment by the due date, the teacher will enter an "I" for the assessment in PowerSchool. The student's overall grade at reporting dates could be displayed as "I" (Insufficient Evidence) at that time if the missing summative assessment impacts the necessary evidence the teacher requires to determine learning progress.
2. The student will then go to Supervised Study during their next study period (or soon thereafter as the teacher is able to prepare) and complete the assessment at that time. Attendance at supervised study in these circumstances is mandatory and subject to disciplinary procedures like any other class.

Once the out-of-class summative assessment is completed successfully and to a reasonable quality, the gradebook will indicate receipt of the assignment and the teacher will then review the overall evidence to that date and adjust grade reporting accordingly.

### **Incomplete Formative Assessment:**

1. If a student misses or does not turn in multiple or key formative assessments, teachers will notify parents and in addition may request a meeting involving the student's counselor and parents.
2. The student will then go to Supervised Study during their study period until all formative assessments have been submitted to the teacher.

Once the formative assessments required by the teacher are completed successfully and to a reasonable quality, the student will regain their usual study period privileges.

### **Reassessment**

Students will be provided a reasonable number of reassessment opportunities for summative assessments in any course with the purpose of demonstrating that their learning has increased significantly since the original assessment. These opportunities will be provided in all courses given that a student has been able to demonstrate to their teacher that new learning of a particular task or skill has occurred since the original assessment. Individual course and teacher may decide when and how-many reassessment opportunities will be provided for the students.

The high school's standards-based assessment system inherently supports these reassessment opportunities for students. Reassessment opportunities in all classes will be embedded as a part of subsequent summative assessments that the teacher provides to collect evidence of student learning in a semester term. However, teachers may also choose to have a stand-alone reassessment opportunity available (or a combination of the two) depending on the circumstances of the topic and the nature of the assessment. Any re-assessed work will be evaluated against the stated standards used in the original assessment.

In order to be eligible to reassess any course standards, a student absent from the class when the original assessment was given must provide the high school administration with a valid doctor's note or otherwise be given approval by them to miss the class prior to the absence.

In all other instances, students are expected to take the original summative assessment and may not be given reassessment opportunities for the standards assessed in cases where it is deemed that the absence was unnecessary and that did not have pre-approval from the HS administration. Students who appear to be blatantly circumventing the reassessment system will be referred to the administration.

Any re-assessed scores will be recorded in PowerSchool to overwrite the previous score for that standard and will be used to help determine the student's assessed progress toward academic achievement for the course in that semester. Completing a reassessment does not by itself guarantee that the student's grade will increase. The teacher will use their professional judgement to determine the overall academic grade for the course based on the evidence of learning provided by each student over the semester term.

Students that have previously achieved the achievement level of "A" may not be permitted to reassess on that content or skill as they will have demonstrated to their teacher that they have fully met that standard. Assessments being submitted to the IB for marking or moderation must adhere to IB guidelines regarding draft, revision, and feedback opportunities. Work that will be submitted to the IB is not eligible for reassessment. Reassessments will not be conducted after the semester has concluded.



# Curriculum

The curriculum is designed to offer a full range of college preparatory courses. The academic year is divided into two semesters. Most courses are a full year in length, but some courses meet for one semester only. Credit is awarded on a semester basis. One half credit is awarded for the successful completion of one semester. One credit is given for successful completion of a year-long course.

## High School Courses

The school offers courses designed to prepare students for the AES high school diploma, the International Baccalaureate Diploma, and a limited number of Advanced Placement exams. Students should refer to the high school course catalog for a list of courses and a description of each course. Students should also check the prerequisites before requesting a course. Ninth, tenth, and eleventh grade students are required to take seven courses. Twelfth grade students are required to enroll in a minimum of six courses but may take seven. Periods in which a student is not assigned to a class (study periods) may be used for consultation with teachers, study, reading, tutoring, or socialization with peers. All course registrations and adds/drops of courses must be approved by the counselor, the teacher, and the student's parent(s).

## IB Diploma Courses

A full description of the IB Diploma Program at AES can be found in the course catalog. All students in IB classes are expected to complete all internal and external assessments and to adhere to the deadlines set by the teachers and the IB Diploma Program Coordinator. It is useful to note the distinctions between the following categories of options within the IB Diploma program.

### *Full IB Diploma Candidates*

Students who opt to participate in the full IB Diploma are required to take three Higher Level and three Standard Level courses in addition to the IB Core course. Students wishing to take a combination of four IB Higher Level courses must receive special permission. The IB Core course includes the teaching of Theory of Knowledge (TOK). Students will also write an Extended Essay and must meet the learning outcomes of the Creativity, Activity, and Service (CAS) program. Research and outlining of the Extended Essay occurs in Year 1, and the Extended Essay draft is written during the summer holiday between Year 1 and Year 2 of the IB program. All students in the IB Diploma program are expected to work on the development of IB Learner Profile attributes as described on the IB blog on the AES website.

### *Course Candidates*

Students may opt not to pursue the full IB Diploma and instead may take one or more IB courses in any combination of subjects and levels. These students are called Course candidates. Students wishing to take a combination of four IB Higher Level courses (or a combination of four Higher Level and AP classes) must receive special permission.

### *Anticipated Candidates*

Full IB Diploma students may finish a maximum of two Standard Level courses for their IB Diploma and sit the examinations at the end of Year One in grade 11. Per the IB, ab initio language courses cannot be anticipated.

## School-supported Self-taught Language A Literature

Multilingual students at near-native or native fluency may wish to study one of those languages instead of or in addition to one of the four world languages offered at AES (French, Spanish, Korean, and Mandarin). This can be done by selecting the School-supported Self-taught Language A Literature option (SSST). Per the IB, this is a Standard Level option only and about 80 different languages are available to study as Self Taught. Prior to selecting this option, students must meet with the IB Coordinator to determine eligibility. The requirements for eligibility include complete fluency in the language (reading, writing, listening and speaking), grade 11 standing at the beginning of the course, and evidence of the learning habits for independent study. The course is not taught at AES; however, the IB Diploma Coordinator will support the student by:

- providing the necessary supporting resources from the IB
- providing the Language A Literature guide and the supplement to the guide specific to Self Taught.
- assisting the student in designing a syllabus which meets IB requirements.
- helping devise a schedule of study for the two years.
- communicating with a tutor on student progress.
- offering advice on useful study techniques.
- providing past papers for practice.
- administering the oral exam.

Students need to be proactive and highly motivated to make a success of such an independent course of study. It is required that students find a tutor outside of school who will be paid by the parent. The school will help the tutor by providing the appropriate IBO materials, such as the Language A Literature guide, the supplement to the guide for Self Taught students, etc. The ideal tutor will be familiar with the IB program and preferably in country. However, students have had success working with online tutors from another country who are experienced IB teachers.

The AES IB Diploma Coordinator will supervise the student's progress in the program and determine the Pass/Fail status each semester. However, it is important to note that the student works independently and is responsible for completing all course requirements and meeting all deadlines. The SSST (School-supported Self-taught) Language A SL curriculum is the same as the English A Literature SL curriculum with only slight changes to the assessment procedures. Skills learned and developed in the English A Literature class are applicable to the SSST course, and students are strongly encouraged to choose the Literature option for their IB English course. Students in English A Language & Literature SL are not eligible for SSST Language A.

### *International Baccalaureate & Advanced Placement Exams*

The registration process for IB and AP exams is supervised by the IB/AP Coordinator and occurs in August and September. The exams will be administered on campus in May according to the schedules produced by the IB and College Board. Any conflict between IB and AP exams will result in the AP exam being taken during the Late Testing Schedule developed by the College Board.

Any conflict between IB and AP exams will result in the AP exam being taken during the Late Testing Schedule developed by the College Board. There may be more than two IB exams in a day, and the IB rule allows this as long as the exam-taking time does not exceed 6-1/2 hours. Please see the IB/AP Coordinator if you have questions. Students taking these exams will be permitted study leave according to guidelines communicated closer to the time of these exams.

It is the responsibility of the student to have official IB and AP scores sent to the universities of their choosing. The IB/AP Coordinator will assist in this process. Fees for IB and AP exams are not covered by AES tuition; the Business Office will provide invoices to families or companies, payable by early November.

## Mock Exams

Mock exams will be given to students in an AP class and in Year 2 of an IB class. They will occur on a special schedule in early April, the details of which will be shared in advance. Mock exams are prepared and graded by subject teachers and implemented by the IB/AP Coordinator's office.

## IB Year 1 Achievement Scores and Predicted Grades

AES makes the distinction between IB Year 1 Achievement Scores and Predicted Grades as follows:

### Year 1 Achievement Scores

These scores are collected from IB teachers for all IB students in April of grade 11 (Year 1) and are based on the grade descriptors provided by IB for each subject and the student's performance on IB-style assessments during the first year of the IB Diploma program. They are not predicted grades. Students will also be asked to score themselves. Counselors will discuss the outcome of these scores with students with the intent to guide their university research and their selection of university visits during the summer holiday before entering grade 12. IB Year 1 Achievement scores are not sent to universities.

Parents wishing further clarification of the IB Year 1 Achievement scores are invited to meet with the counselor. A subsequent meeting with the teacher will be arranged upon request; however, parents are asked to bear in mind that this is not an opportunity to negotiate a higher score but rather an opportunity to better understand the basis of the score. Students may approach their teachers at any time to seek additional guidance and understanding of their IB Year 1 Achievement scores.

### Predicted Grades

As a part of the admissions process, many universities and colleges require the predicted grades an IB Diploma or Course candidate may earn for each IB course. These Predicted Grades are collected from teachers in October of Year 2. The counselor will send predicted grades to universities that request them. The IB Coordinator submits final predicted grades to the IB in April; they may be shared with universities if requested, though that is not common.

It is expected that teachers are transparent with students about their process for determining predicted grades. Students wishing to review their predicted grades will arrange to meet with their counselor. Parents may join their child at this meeting. As described above, this meeting is to provide guidance for university selection and academic goal setting – negotiation for a higher prediction will not be permitted.

### Authorization to take IB examinations

According to IB regulations, each candidate must be in good standing at the school at the time of the examinations. Candidates who are registered for an examination session but are subsequently expelled or suspended from school normally forfeit their right to be examined by the IB in the school at which they have registered.

### IB/AP Summer Assignments

Students in IB Higher Level and AP courses may expect to receive summer assignments prior to entering Year One and Year Two of the course. (Note: AP courses are only one year in duration.) The assignments will not exceed 10 hours per subject for the average student, and will only be graded as formative assessments for students registered in the course as of June 1st. The assignments will be communicated to students via email and will also be available on the MyAES website.

# English as an Additional Language (EAL)

The English as an Additional Language (EAL) program aims to help non-native English speakers acquire and refine the English skills necessary to do well in all their high school academic courses. The EAL program is a Cognitive Academic Language Proficiency (CALP) program, not one based on just oral proficiency or fluency.

The World-Class Instructional Design & Assessment (WIDA) is a screening and placement instrument which assesses the student's Academic English (AL) proficiency in Math, Science, Social Studies, and English Literature for EAL learners entering the high school. The WIDA assesses the student's academic abilities in speaking, listening, writing, and reading.

## Grading

AES will use the following grading scales in the 2019-2020 school year in line with our Standards Based Grading and Reporting system for students in grades 11 and 12.

**Standard Level of Achievement Scale (used for individual assignments throughout each semester)**

<b>A</b>	The student demonstrates a <b>comprehensive</b> understanding and/or applications of the concepts, skills, and/or processes within the standards
<b>B</b>	The student demonstrates a <b>developed</b> understanding of the concepts, skills, and/or processes within the standards. There remain some inconsistencies in understanding and/or application.
<b>C</b>	The student demonstrates a <b>foundational</b> understanding of the concepts, skills and/or processes within the standards. There are gaps in understanding and/or application.
<b>D</b>	The student demonstrates an <b>initial</b> (very limited) understanding of the concepts, skills and/or process within the standards. There are significant gaps in understanding and/or application. The student's work is indicative of the minimum necessary to receive credit.
<b>I</b>	<i>There is insufficient evidence to determine the student's level of understanding of the concepts, skills and/or processes within the standards.</i>

Level of Achievement Scale used for comprehensive grade reports for grades 11 & 12

Letter Grade	GPA - Unweighted	GPA - Weighted (HL/AP)	Descriptions for Level of Achievements
A+	4.33	4.83	<i>The student demonstrates an understanding and/or applications (as well as perceptive insights) of the concepts, skills, and/or processes within the standards that are both comprehensive and indicates an exceptional level of sophistication. This grade is only used for Touchpoints and end-of-semester grades.</i>
A	4.0	4.5	<i>The student demonstrates a <b>comprehensive</b> understanding and/or applications of the concepts, skills, and/or processes within the standards.</i>
B+	3.5	4.0	<i>Assessment evidence is mixed between the "A" and "B" levels. This grade is only used for Touchpoints and end-of-semester grades.</i>
B	3.0	3.5	<i>The student demonstrates a <b>developed</b> understanding of the concepts, skills, and/or processes within the standards. There remain some inconsistencies in understanding and/or application.</i>
C+	2.5	3.0	<i>Assessment evidence is mixed between the "B" and "C" levels. This grade is only used for Touchpoints and end-of-semester grades.</i>
C	2.0	2.5	<i>The student demonstrates a <b>foundational</b> understanding of the concepts, skills and/or processes within the standards. There are gaps in understanding and/or application.</i>
D	1.0	1.0	<i>The student demonstrates an <b>initial</b> (very limited) understanding of the concepts, skills and/or process within the standards. There are significant gaps in understanding and/or application. The student's work is indicative of the minimum necessary to receive credit.</i>
I	N/A	N/A	<i>There is insufficient evidence to determine the student's level of understanding of the concepts, skills and/or processes within the standards.</i>
NC	N/A	N/A	<i>The student did not earn credit for the course. This grade will be applied after the end of the term. It is an override to the grading system that is completed in collaboration between the administration and counselor.</i>

## Level of Achievements in High School - For Grades 9 and 10 in SY 19-20

(For Class of 2022 and beyond)

AES will not have calculation of GPA for students who are under this Level of Achievement chart

Grade	Descriptions of Level of Achievements:
7	The student demonstrates a perceptive understanding and/or applications of the concepts, skills, and/or processes within the standards that are both comprehensive and indicates an <b>exceptional</b> level of sophistication.
6	The student demonstrates a <b>comprehensive</b> understanding and/or application of the concepts, skills, and/or processes within the standards.
5	The student demonstrates a <b>well-developed</b> understanding and/or application of the concepts, skills, and/or processes within the standards.
4	The student demonstrates a <b>foundational</b> understanding and/or application of the concepts, skills and/or processes within the standards. There are few gaps in understanding and/or application.
3	The student demonstrates an <b>initial</b> knowledge and understanding of the concepts, skills and/or process within the standards. There are gaps in understanding and/or application.
2	The student demonstrates a <b>very limited</b> knowledge and understanding of the concepts, skills and/or process within the standards. There are significant gaps in understanding and/or application. <i>The student <u>does not</u> earn credit for the course.</i>
1	There is <b>insufficient evidence of learning</b> by the student. <i>The student <u>does not</u> earn credit for the course.</i>

These additional grade codes may be used based on individual student circumstances. Use of these codes will be done with HS administration approval only.

P	Pass
AU	Audit
NG	No Grade
WP	Withdrawal/Pass
WI	Withdrawal/Insufficient Evidence



## Determination of Grade Point Average (GPA) - for Grade 11 and 12 in SY 19-20

Each letter grade earned per semester at AES is assigned a point value. The point values for all the grades are totaled and then averaged to produce a grade point average (GPA). Beginning with the first semester of 9th grade, all semester grade points are totaled and averaged to produce the high school cumulative GPA.

The 11th and 12th grade GPA will be used to determine the valedictorian and salutatorian for the senior class. The grade point average (GPA) is obtained by multiplying credit hours earned per course by grade points, and dividing that by total credit hours earned.

$$\text{GPA} = \frac{\text{credit hours per course} \times \text{grade points}}{\text{total credit hours earned}}$$

P (Pass) earns credit but not grade points and therefore is not used in computing GPA.

I (Insufficient Evidence) receives no credit, and is not computed in the grade point average. A grade of "NC" may be the final rotation on the report card, should this circumstance occur.

### GPA Weighting of IB (HL) and AP Courses

All IB HL and AP courses are weighted with an additional 0.5 grade point award for students who earn a C or better in the course. This is in recognition of the level of rigor and extra work required to complete these courses successfully. Grades below a C will not be weighted.

Grade	Unweighted Point Scale	Weighted Point Scale
A+	4.33	4.83
A	4.0	4.5
B+	3.5	4.0
B	3.0	3.5
C+	2.5	3.0
C	2.0	2.5
D	1.0	1.0
I	N/A	N/A
NC	N/A	N/A

### Multiple Insufficient Evidence Grades during the semester

If a student has an overall "I" grade in three or more courses simultaneously, a meeting with the student and parents will be scheduled. The purpose of the meeting would be to identify why the student has "I" grades for the courses, and to determine a plan for supporting the student in moving forward.



## Insufficient Evidence Grades at the End of Semester

Students have until the following days to turn in any missing or incomplete work prior to the end of each semester:

Students have until the following days to turn in any missing or incomplete work prior to the end of each semester:

If missing or incomplete work is not submitted by these days, teachers will use their professional judgement to determine if there is enough evidence to determine an overall academic grade for the course. If the teacher has enough evidence to determine an appropriate grade, they will do so. If the teacher does not have enough evidence of a student's understanding of the course standards, the grade will be an I and credit will not be awarded for the course. Assessments being submitted to the IB for marking or moderation must adhere to IB guidelines and deadlines.

## Learning Habits

The Learning Habits reflect a student's approach to learning and the classroom. They help our community fulfill AES's mission and they consider a student's skills beyond and separate from academic achievement.

The Learning Habits focus on three areas:

- Interpersonal Skills - contributes positively to collaborative activities, demonstrates an awareness of self and impact on others, listens to others and expands on ideas and thinking.
- Self-Management - follows through with obligations, meets deadlines, manages class time well.
- Learning Drive - is resilient when dealing with challenges, demonstrates active engagement in learning, reflects meaningfully as a learner, self-advocates to take ownership of learning.

The Learning Habits are assessed using four areas:

- Exemplary - Student's attitude and behavior exemplify the expectations related to this Learning Habit; the student sets a standard for excellence for his/her peers. (This is exceptional, not the norm for students.)
- Area of Strength - Student is meeting the expectations for the Learning Habit and/or consistently demonstrates identified behaviors. (This is the target for students.)
- Area for Growth - Student is approaching the expectations for this Learning Habit and/or occasionally demonstrates identified behaviors.
- Area of Concern - Student struggles to meet the expectations for this Learning Habit and/or infrequently demonstrates identified behaviors.

Learning Habits are reported via PowerSchool with a formative assessment by the first parent-teacher-student conference date and a summative assessment at the end of the semester. As with grades, Learning Habits reset each semester. Student self-reflection is integral to the assessment of Learning Habits, and these reflections allow for important conversations with teachers and parents as well.

## Reports to Parents

Students are assessed by their teachers and provided feedback regarding their progress in meeting the established standards for each course. Grades are determined by teachers based on the Levels of Academic Achievement Scale according to evidence submitted by the student.

Extra credit serves to dilute the accuracy of the letter grade as a correct representation of academic achievement and was removed from our grading practices in SY14-15. Learning habits were removed from the letter grade and are now reported separately.

Successful students earn good grades when they maintain consistently high standards in the following areas:

- development and use of thinking skills
- application of facts and principles to new and unfamiliar situations
- initiative and originality in independent work
- contributions to class discussions and group participation
- organization and presentation of material in written and oral form
- summative and formative assessments
- preparation of assignments (including neatness and promptness)
- consistent and punctual attendance

A student's academic progress towards meeting progress towards course standards can be viewed by the parent or the student through PowerSchool, the student information system used at the American Embassy School. All teachers update student grades on PowerSchool according to the 2019-2020 reporting timeline:

### **Semester 1 Reporting Dates**

1st Touchpoint: Oct 11, 2019

- Learning Habits will be updated by this date
- Sufficient formative assessment grades will be published that reflect student learning
- There maybe limited summative assessments reported at this early point in the year
- Narrative comments will be published.

Final Reporting Date: Dec 20, 2019 (3 pm)

- Final update for all Learning Habits will be published in PowerSchool
- 3 or more summative assessment grades will be published in PowerSchool that reflect a student's academic achievement
- An updated final semester grade (level of achievement) and Narrative Comments will be published

### **Semester 2 Reporting Dates**

1st Touchpoint:

- Learning Habits will be updated by this date
- Sufficient formative assessment grades will be published that reflect student learning
- There maybe limited summative assessments reported at this early point in the year
- Narrative comments will be published

Final Reporting Date: May 29, 2019 (3 pm)

- Final update for all Learning Habits will be published in PowerSchool
- 3 or more summative assessment grades will be published in PowerSchool that reflect students academic achievement
- An updated final semester grade (level of achievement) and Narrative Comments will be published

Teachers will communicate with parents via email if a student's performance falls significantly below expectations. Teachers send notes of concern at other times during the semester as circumstances require.

First semester student/parent/teacher conferences are October 16, 17, and 18, 2019. The focus of these fall conferences are on Learning Habits. Appointments for parents and students to formally meet with teachers are scheduled online and details will be made available to parents by email and Tiger Tales in advance of the conferences. The first semester ends on December 20, 2019 with final semester reports available for download from PowerSchool later that same day.

Second semester student/parent/teacher conferences are February 26, 27, and 28, 2020. The focus of these spring conferences are on overall progress in any area needing discussion. Appointments for these conferences are also scheduled online with details being made available to parents by email and Tiger Tales in advance. The second semester ends on May 29, 2020 with final semester reports available for download from PowerSchool later that same day.

## Academic Probation

A high school student who receives one or more I's and/or two or more D's at the completion of a semester will be placed on academic probation - applicable to students in grades 11 and 12.

A high school student who receives one or more 1 and/or two or more 2 at the completion of a semester will be placed on academic probation - applicable to students in grades 9 and 10.

A student will also be placed on academic probation if he/she receives three or more Learning Habit Grades of "Area of Concern". These Learning Habit Grades (Area of Concern) could be in one or more subjects.

Being placed on academic probation provides the student and the parent(s) with official notice of academic concern and requires a meeting to determine strategies for academic improvement. During this meeting (which will include the student, parent(s), counselor, and assistant principal), a contract will be drafted to outline specific requirements the student must meet while on academic probation. Specific requirements of the probationary period include attending supervised study throughout the semester and having a weekly check-in meeting with the counselor.

The length of the probationary period will be one semester. A student may be removed from academic probation after one semester if: (1) the student has improved his/her performance to the satisfactory level, and (2) the school believes the student is likely to maintain this performance in the months ahead.

*After the period of academic probation, if the student does not improve to a level that indicates potential to meet the AES course or credit requirements, the student may be required to leave AES. (Policy 8.402, last revised in April 2016)*

# Minicourse

The AES Minicourse program is an exciting part of the high school curriculum. It is a time when the doors to the classroom close and students leave campus with the purpose of exploring the expansive and fascinating country of India. AES is committed to providing this opportunity for students. The Minicourse mission is to:

- provide academic and direct exposure to India with the hopes of nurturing a better understanding and appreciation of Indian culture, geography, and people
- strengthen acquaintances within the AES high school community among students and faculty, as well as the development of responsibilities commensurate with group living
- increase respect for the environment through exposure to unique habitats, unique topographical features, and the visible impact of human populations on the land
- provide opportunities for personal reflection, self-awareness, and self-reliance
- provide opportunities to develop new interests and aspirations

Successful Minicourse participation is a high school graduation requirement. There is typically no additional charge for Minicourse; the costs are included in the annual tuition. Students may need to purchase course-specific supplies (suitable shoes, clothing, etc. which are available locally). Minicourse options each school year vary in length from five to six days, depending on the itinerary of the course and the distance from New Delhi. Most courses include an extended overnight stay outside of New Delhi. Travelling courses generally depart on a Saturday or Sunday, and are scheduled to return to New Delhi no later than Friday afternoon at the end of Minicourse week.

Descriptions and physical requirements for each course are described in the Minicourse brochure which is made available online in September. The Travel Guidelines, also available online, contain information concerning safety, student behavior expectations, and the waiver/medical form. Students will receive a hard copy of the waiver form in September and will submit their prioritized requests for courses within a week after having access to the brochure. Medical and passport information updates (on the back of the waiver/medical form) must be completed and signed by the student and the parent or legal guardian.

Itineraries and a map will be available on the MyAES high school web site's Minicourse page. Parents are required to participate in the request process to ensure that students prioritize courses appropriately with regard to skill level, interest, and physical requirements. An evening information session and parent coffee will be held to provide further information to parents about the Minicourse program. No changes will be made to Minicourse assignments once they are finalized in October. Rare exceptions may be made for emergencies or illness; these must be approved by the HS Principal and an alternate program and fee may be determined.

## Online Education at AES

### Virtual High School (VHS)

AES provides online learning options with a group known as Virtual High School (VHS). Online learning has the potential to give students access to a diverse array of courses not offered here at AES and to provide an innovative and creative alternative to traditional courses. A maximum of six students may be approved for participation in an AP or non-IB course. Students should choose VHS courses that are college preparatory in nature and that best support them for their higher education plans (both year long and semester courses are options for students). Online courses might not replace AES courses to satisfy graduation requirements. Students considering VHS should meet with their counselors.

### IB Online: Pamoja Education

Pamoja courses at AES are only available to full IB Diploma candidates and students must understand this is a commitment to a rigorous online program. Any prospective IB Diploma candidate interested in a Pamoja course will go through a screening process led by the IB/AP Coordinator to determine the appropriateness of that course of study, and AES may limit the number of students who can enroll through Pamoja. An ideal Pamoja candidate has a strong academic record and exhibits consistent areas of strength in all AES Learning Habits.

### Post-graduate Studies

Post-graduate studies are possible in exceptional cases and require approval of the school administration. Criteria include space availability, age, maturity, history of academic success and appropriate behavior, and compelling and academic reasons for continuation of studies. A post-graduate study plan that includes the reasons for the request must be submitted to and approved by the principal prior to the end of February of the student's 11th grade year.

### Repeated Courses

Certain courses may be repeated for credit, as noted in the course catalog. Students will not be allowed to repeat other courses without the approval of the HS administration in consultation with the counselor and relevant department chairperson.

### Schedule Changes and Add/Drop

Prior to the first week of school, counselors carefully review all student schedules for errors or mistakes in placement and make changes as necessary. It is also during this period that class sizes are examined and adjustments made, as needed. Additionally, this is a week in which schedules for newly arriving students will be created.

After the start of each semester, in order for students to make informed decisions regarding course selection and to minimize disruption to the learning environment, other than for reasons stated above, students wishing to change classes may do so only after the first two full days of block class meetings and before the end of the first full eight-day rotation.

Students wishing to add/drop a course should be aware of the following guidelines:

1. Dropping a course is permitted within the first full eight-day rotation cycle. This is four full class meetings and spans about two weeks.
  - If the class change is the recommendation of the teacher, the teacher will initiate communication with the counselor who will coordinate conversations with the teacher, student, and parents prior to any change taking place.
  - If a course is dropped and another added within the same discipline, the grades from the initial course will not transfer.
  - No "WI or WP" (withdrawal) will appear on the student's transcript.
2. Dropping a course AFTER the 4th class meeting is permitted depending on the course load and circumstances, with the approval of the counselor and high school principal.
  - Depending upon the status of the student at the time of withdrawal, a "WP" (Withdrawal/Pass) or "WI" (Withdrawal/Insufficient evidence) will appear on the grade report and transcript.
  - If AFTER the 4th meeting a student drops a course and adds another in the same discipline, the grades from the dropped course may become part of the semester calculation for the added course.
3. Students may drop a year-long course at the end of their first semester with approval from their counselor and the high school principal.
  - A "WI" or a "WP" grade receives no credit.

For IB Year 1 courses: Depending on the availability and flexibility of the master-schedule, students might be able to change the course level (HL to SL or SL to HL) during the 1st semester of the IB program, with approval from their counselors and the IB Coordinator.

## Student Support Team Structures

The high school strives to support students' academic, social, emotional, and behavioral needs. The student support referral process at AES strives to be clear, collaborative, supportive, and effective. We strive to have a high level of clarity through clear systems and the use of common language. We use the strength of the team by collaboratively discussing ways to support students' needs. The process is designed to be supportive of both students and teachers so that all people are growing. Lastly, the end goal of the process is that it is effective in meeting the needs of students. We aim to help students become more successful and help us grow together as a team in our practice.

There are 3 main components of student support structures at AES.

### Identification of Concern:

An academic, social, emotional, behavioral, or speech and language concern is noted about a student by a staff member or parent. During this stage the goals are to -

- Begin to develop an understanding of the student's learning profile
- Gather data on areas of concern,
- Include family in discussion of areas of concern and seek input, and
- To implement strategies to support area of concern.

The staff member noting the concern fills out a request for consultation form and collaborates with a learning support teacher or counselor to address the student's needs at this stage.

### **Child Study Team Meeting (CST):**

A Child Study Team Meeting (CST) is when teachers and student support staff meet to discuss persistent concerns staff have about a student. A student is referred for a CST meeting through collaboration between the teacher and the learning support teacher or counselor. A CST can be requested if the student is not making adequate progress with strategies attempted in class, the level of concern is increasing, and/or there are strategies that need to be implemented across classrooms. During this stage the goals are to -

- Develop a shared understanding of the learner's profile with a team of staff who may work directly with the student,
- Use the strengths and expertise of the staff to brainstorm additional strategies or interventions,
- Ensure consistency of strategies used across settings, and to
- Develop a 4-6 week action plan of strategies or interventions to implement. . .

CST meetings at the high school occur weekly on Mondays during lunch. Teachers of the student being discussed will be invited through a google calendar invite from the SST coordinators.

### **Student Support Team (SST) Meetings:**

A Student Support Team Meeting (SST) is when administrators, student support staff, the school psychologist, and teacher(s) meet to discuss persistent and/or urgent concerns staff, parents, and/or guardians have about a student. The CST will refer a student to the SST if additional decisions need to be made about student that involve evaluations, referrals, and schedule adjustments. During this stage the goals are to ...

- Determine what additional information is needed to understand the student's learning profile,
- Make decisions about outside referrals, evaluations, additional internal resources, and schedule adjustments,
- Share sensitive information with administrators, student support staff, and divisional support staff in order to more effectively support the student, and
- To develop a 4-6 week action plan of strategies or interventions to implement. . .

SST meetings at the high school occur every other Tuesday morning from 7:40-8:25am. A teacher representative from the CST meeting will be invited to the SST meeting to participate in the discussion. The teacher representative will be invited to an SST meeting through a google calendar invite from the SST Coordinators.

### **Supporting Students with Identified Learning Needs**

When a student is identified as having educational need, the school strives to meet these needs through the differentiation, specialized instruction, and accommodation of AES's established curriculum and instructional methodology. The learning needs of students are identified through the student support structures above and through documentation that families may bring with them.

When a student has documentation demonstrating an educational need, an Individual Learning Plan (ILP) or Student Accommodation Plan (SAP) may be developed.



The school offers support through co-teaching, specialized instruction, organizational / study skills strategies, and consultation in grades 9-12. Learning Support teachers are specialists who provide focused instruction and support based on a student's individual learning plans in collaboration with classroom teachers.

The goal of these programs is to provide individual support when necessary for students to achieve academic success. The exceptional learning needs program requires a team approach to ensure coordination and communication among administrators, teachers, parents, and students.

## Textbooks

Textbooks are loaned to students by teachers as required for individual courses. The teacher will note the number of the text and the condition of the book at the time it is loaned. Students must write their names in all books issued to them. It is recommended that books be covered to minimize wear. Each textbook must be returned in good condition to the teacher at the end of the course. Students will be required to pay for damage to or loss of books. A replacement will be issued only when the student has a receipt for payment of a lost book.

## Withdrawal From AES

Parents should complete the online withdrawal form in the admissions link on the AES web site as soon as they are aware that they will be departing AES (<http://my.aes.ac.in/community/admissions/withdrawal-process>). In addition, students should request a check-out form from their counselor.

Transcripts and/or records need to be requested through Parchment (<https://www.parchment.com>) at least two weeks prior to the required date. Transcripts and/or records will be provided upon completion of the withdrawal and submission of check-out form with all required signatures. For any queries regarding School Records and Transcripts, please contact Ms. Simi Taneja at [staneja@aes.ac.in](mailto:staneja@aes.ac.in) / ext. 3439. Transcripts and records cannot be released until all outstanding fees are paid and school materials returned. End-of-semester transcripts are generally available two to four weeks after the end of the semester or school year depending on the school calendar.

# Attendance

## Absence Notification Procedures

### For reasons of illness or sudden absence

#### On the day a student is absent:

1. A parent is required to call or email the high school attendance clerk, Ms. Lipokla Sangtam [2688 8854 x: 3240 or lsangtam@aes.ac.in before 8:15am to inform the school that his/her son or daughter will not be coming to school. If no parent contact has been received by that time, the student's parents will be called to verify the absence and confirm the reason for it.
2. The day following any absence, the student is expected to report to the attendance desk with a signed and dated note from a parent stating the specific reason for the absence. E-mailed notes are not acceptable for this purpose, unless they come from the parent's email address recorded on PowerSchool.
3. Students are responsible to meet with their teachers to determine what work needs to be completed and submitted.

## To request a pre-approved absence

#### On the day a student is absent:

1. A parent is required to send absence request to Ms. Lipokla Sangtam in writing (lsangtam@aes.ac.in). Ms. Sangtam will gain approval from a high school administrator.
2. Parents will be notified via email within two days of the status of the absence request. If the absence is approved, the email will have attached the pre-approved absence form which needs to be completed by the student. Once all signatures are collected, the completed form must be returned to Ms. Sangtam by the student.
3. Ms. Sangtam will notify counselors, administrators, and teachers of the approved, pre-arranged absence.

## To notify the school to request a student be released from school early

**Note: Students are required to remain on campus for the entire school day (exception: Grade 12 students approved for off-campus privileges). The school day begins at 8:30 am and ends at 3:35 pm.**

In the case of a student needing to be released before the end of the school day:

Parents must contact Ms. Sangtam at the Attendance desk in writing (email is fine) if there is a request for a student to be released early. Ms. Sangtam will secure approval from the high school administration and notify parents. Failure to receive written permission before leaving campus may result in the student unexcused absences from all classes missed.

Students must receive written permission from either the health office or the high school administration before leaving campus during school hours (8:30 am through 3:35 pm).

Early dismissal before 3pm will be considered as an absence from that class.

## Attendance Expectations

It is the school's philosophy that daily school attendance is essential, and the importance of daily attendance is further underscored given the school's block schedule, which consists of four 85-minute block periods each day except Wednesdays. Typically each class meets for 40 or more block periods each semester. Teachers will report attendance to the office at the start of the class period using the school's electronic database. Individual student attendance reports will also be available to parents through PowerSchool portal.

- When a student is absent for more than 10% of the block periods (four absences) of a class in a semester, the high school administration will send a written alert to the student and the parents or legal guardian. The consequences of missing more than 15% of the class periods of a course in a semester will be included in this communication.
- When a student is absent for more than 15% of the block periods of a course (more than seven absences) in a semester the student and parents or legal guardian will be notified in writing. A conference including the student, the parents or legal guardian, counselor and/or the administration will be held to discuss the reasons for the absences. Unless there are extenuating circumstances, the student will not earn any academic credit for that class in that semester. The student will remain enrolled in the class but a grade of "NC" (No Credit) will be listed on the transcript. The student and parent may appeal in writing to the principal for a waiver of the policy stating the extenuating circumstances. All decisions at the school level may be appealed to the director.

The high school offers a vast array of opportunities that take students away from class and their classroom obligations. The school acknowledges the value of participation in these activities, but is also aware that being out of class puts additional pressure and stress on students to make up missed work and assessments.

For this reason, students and parents need to look carefully at the schedule of activities and opportunities that are available at AES and make decisions about which trips, events, and activities are a priority. During the academic year high school students may be excused from classes in order to attend a maximum of two school-sponsored trips per semester. High school students may not miss classes for school-sponsored events during two consecutive weeks. Absences due to school-sponsored activities are excluded from the official attendance count.

### Taking Responsibility for Attending Classes during the School Day

Students who are injured or become ill during school hours should go to the health office. Students are expected to obtain a pass from the teacher prior to going to the health office. If a student wishes to go to the Health Office during a break, then the pass should be obtained from the teacher whose class starts immediately following break or lunch. The Health Office will send a student back to class with a pass.

If it is necessary for a student to go home, the nurse will inform the parent or legal guardian who will be responsible for arranging transportation. The health office will inform the high school office that the student is checking out. The student should submit all work due that day prior to departure.

Students who become emotionally upset should go to the Counseling Office after requesting a pass from the teacher.

If a family emergency develops that requires the student to leave campus, parents should submit a request in writing for permission to leave campus. The student must then go to the HS Office to receive a gate pass.

## Excused Absences

An excused absence is one for which work is allowed to be made up. Any absence or tardy is considered unexcused, except where the administration is satisfied that the absence is for a valid reason. Valid reasons for being absent are as follows:

- personal illness
- family emergencies
- dental or medical appointments (parents are urged to make medical appointments outside of school hours)

Excused absences may also be granted for religious holidays, exceptional educational opportunities, travel difficulties, or for any other reason which the administration deems to be valid, provided that all such absences have been requested in writing by the parent or guardian. (Policy 8.50 last reviewed April 2016.)

In these instances, students are responsible for completing a pre-arranged absence form prior to departure. Since valuable classroom learning will be missed during such absences students and their parents must take responsibility for this disruption to the learning process.

In the case of many of the valid reasons listed above, a student is permitted to the same number of days to make up work as were missed. For example:

1. if a student is sent home from school due to illness and misses class, the student is expected to turn in homework before going home and is expected to make up a missed assessment on the first day back at school.
2. if a student misses three class days due to illness, the student has one block period for each block period missed to make up work.
3. If a student misses an assignment because of a school trip, and is at school at any time on the day work is due, the assignment will be due that same day. This includes situations such as late arrivals, visits to the Health Office, or early departures.

When a student is absent for more than 30 minutes of any single class period, this will be considered an absence, not a tardy.

In the case of a 1 – 8 day, the student is expected to be in attendance for eight periods. Students who leave school during the day due to illness may not return that day for co-curricular activities or for school-sponsored events either on or off campus. In the case of a student who is sick the day of a school play or musical performance and thus is unable to attend classes, yet who feels duty bound to perform that evening, the student's parent or guardian must phone the principal that morning to explain the circumstances and request permission to participate in the performance.

### Pre-arranged Absence Form

Students must complete the pre-arranged absence form at least two days prior to departing on a school-sponsored co-curricular activity and for any upcoming family personal trips. AES permits students the same number of days to make up work as were missed due to participation in the co-curricular activity or school-approved family trip. Teachers may request that some assignments be due before departure. Students are expected to make up all missed work.

## Unexcused Absences

Students are expected to attend all classes as indicated on their individual schedule. If the parents have not called in notifying the school of an absence, if the student is on campus and does not attend class, and/or if the student is not signed in to the Health Office an unexcused absence will be recorded. The responses to unexcused absences are as follows:

### First unexcused absence

- The student will receive an incomplete (I) grade for any missed assignment(s).
- The student will be assigned to Supervised Study for one period.
- Parents will be notified.
- 11th and 12th grade students will lose their off-campus privilege for 5 school days.

### Second unexcused absence

- The student will receive an incomplete (I) grade for any missed assignment(s).
- The student will be assigned to supervised space for two study periods.
- Parents will be notified.
- 11th and 12th grade students will lose their off-campus privilege for 10 school days.

### Third unexcused absence

- The student will receive an incomplete (I) grade for any missed assignment(s).
- Parents will be notified.
- 11th and 12th grade students will lose their off-campus privilege for the remainder of the school year
- The student will be placed on disciplinary probation. NOTE : Disciplinary probation may include restrictions on participation in co-curricular activities, and/or the requirement that study periods are spent in Supervised Study to strengthen the internalization of the rule(s).

### Persistent Violations

If a student continues to violate attendance expectations in a manner that demonstrates a willful disregard of the policy, the student may be subject to disciplinary measures up to and including expulsion.

### Tardy Policy

Tardies will be recorded electronically in the student information system. Students and parents are responsible for regularly checking details online. Examples of unexcused tardies include but are not limited to: car/driver arrives late, oversleeping, traffic, illness, doctor or dentist appointments, study period during first block and confusion about the schedule. When arriving late, students are required to sign-in at the high school before going to the class. Those students with a study period in first block are required to sign in at the high school office prior to 8:30. A late pass will be issued.

If a student is late to class without a valid excuse, the following responses will occur :

### Accumulation of four tardies

- The teacher will have a conversation with the student to explore why he or she is struggling to arrive in class on time and support the student creating a solution.
- The teacher will send an email to the student, noting the tardies and outlining the response if six tardies accumulate.

### Accumulation of six tardies

- The student will meet with the assistant principal.
- The student will be assigned to one supervised study period.
- An email will be sent to the student, parent or legal guardian, and counselor noting the tardies and outlining the response if eight tardies accumulate.
- On the accumulation of the seventh tardy, student will lose her/his off-campus privileges.

### Accumulation of eight tardies

- The student will meet with the assistant principal.
- The student will be assigned to two supervised study periods.
- An email will be sent to the student, parent or legal guardian, and counselor noting the tardies and outlining the response if 10 tardies accumulate.

### Accumulation of ten tardies

- A meeting including a representative from the high school administration, the parent(s), and student will be held to discuss concerns;
- The student will be assigned to three supervised study periods.
- 11th and 12th grade students will lose their off-campus privilege for 20 school days.

### Continued accumulation of tardies

If the responses listed above do not change the behavior, the student's actions may be judged as a willful disregard of school expectations resulting in the matter being brought to the attention of the director. The student may be subject to further disciplinary measures up to and including expulsion.

### Student Responsibilities

It is essential for students to be on time to all their classes. When students arrive late, they miss important introductory information and directions. Late arrival is also a distraction and disruption to other students and to the teacher. Students need to bring all necessary materials and assignments to class so that they are fully prepared to engage in the class. When students need to leave the classroom to retrieve books or assignments, valuable class time is compromised or wasted.

### Teacher Responsibilities

Students must be dismissed from class on time so that they have the full passing time to reach their next class. Students that are kept after class should receive a note of explanation to hand to the next classroom teacher.

### Leaving Campus

Students are required to remain on campus for the entire school day. The school day begins at 8:30 am and ends at 3:35 pm. Students are not to leave campus during the school day unless parental permission has been received in writing in the high school office, if they are seniors with off-campus privileges, or during semester-ending exam periods. In all cases, students without off-campus privileges must sign out at the high school office.

Students attempting to leave campus by using another student's ID or by misrepresenting their identity in any other way will lose their off-campus privilege. This may cause the student whose ID was used to also lose off-campus privileges or face other disciplinary action depending upon the circumstances. The student will be assigned to Supervised Study and parents will be notified.

The guards at the gates have the immense responsibility to help secure the campus and control arrivals and departures. As a result, in keeping with the AES core values, students are expected to be respectful and trustworthy in their interaction with the guards.

Students must receive written permission from either the health office or the high school administration before leaving campus during school hours (8:30 am through 3:35 pm). Failure to receive written permission before leaving campus will result in unexcused absences from all classes missed.

## Off-campus Privileges

In recognition of their increasing maturity and ability to accept responsibility, 12th grade students may be granted permission to leave campus during their study periods or their lunch break.

- Off-campus privilege eligibility for 12th grade students will be determined near the beginning of each semester. Initial eligibility in the first weeks of school will be determined from the previous year's second semester grades. Learning Habits earned in the 1st semester of the present year will have bearing on a student's continuation of the privilege this year.
- Students eligible for off-campus privilege must obtain a written waiver from the parents or legal guardian allowing the off-campus privilege. These permission forms will be sent to parents in the third full week of school. Parental permission is needed only once each school year assuming students maintain eligibility; however, parents may opt to revoke this permission.
- An additional permission might be required for those students sitting for IB or AP exams in May. More details will be sent to those students involved near that time.
- Students on academic or disciplinary probation are not eligible for off-campus privileges.
- Students with seven or more tardies will lose their off-campus privilege and students with any unexcused absences will also lose their off-campus privilege. Please see the Unexcused Absences section for details.
- Off-campus privileges begin on Tuesday, Sept. 3 and will be approved for students meeting requirements and who have parent permission slips submitted to Ms. Apok in the HS Office prior to August 30.

All students granted off-campus privileges are expected to honor the guidelines for use of their AES ID and signing on and off campus and must meet the following criteria:

- have a grade point average of 3.0 (weighted) or above at the end of each semester
- have no more than one area of concern on their previous semester Learning Habits grades
- be passing all classes (no I's, NG's on semester report card)
- sign out and sign in at Gate 1 or Gate 2 using their AES student ID, recording the time of departure and return. Students without ID cards will not be permitted to leave campus.

## Business Office

The Business Office handles all class and club accounts, tuition and fees. It is open for cash transactions from 8:15 am to 12:45 pm and 1:45 pm to 4:00 pm on school days. The students must first consult their club or class advisor before conducting any financial transaction on behalf of their club or class. Student class and club officers who need to see the Business Office personnel may do so during their business hours. In addition to payment by check and bank transfers, the school accepts payments with major credit cards through an integrated online system for the following fee types :



- tuition fee
- POS: food card charging
- activity fee (including music/athletic trips, IB/AP, psychiatry consultation, ES/ MS/HS yearbook etc.)
- alumni/donation

The school is in the process of adding online payment facilities for other fees. Please check the integrated online payment gateway for a list of activity fees currently supported.

### Change of Address/Phone

Parents should immediately report any change of address or telephone number to the high school office and the AES registrar, Ms. Simi Taneja (staneja@aes.ac.in), who is located in the main AES administrative building.

Alternately, the parents can also update the demographic, passport, and visa details from the PowerSchool parent portal.

### Co-curricular Program

The American Embassy School has a well-rounded curriculum supported by a comprehensive student activities program in the high school, designed to fit the needs of our diverse student population including: art, athletics, clubs, community service activities, drama, music and forensics. Activities are offered subject to student interest and faculty sponsorship. The co-curricular program aims to provide a well-rounded education by encouraging students to grow intellectually, socially, and emotionally, through participation in a wide variety of after-school and weekend activities. These activities are open to all AES students. Students will be asked to choose school-sponsored activities carefully as each student must balance the time and workload demands between their course obligations and their co-curricular activities. Students should consult with their counselors, activity advisor or coach, and their parents to assist them in selecting appropriate choices so as not to overextend themselves.

Activities will be offered in 2019-2020 which meet the following criteria: compatibility with the mission and values of the school, sufficient student interest, affordable and can meet any facility restrictions, sponsored by a faculty/ staff advisor. The Activities and Athletics Director, in conjunction with the HS administration, need to approve the addition of any new activity.

**The co-curricular program can be organized into the following categories:**

1. Athletics (e.g. MESAC Varsity and Junior Varsity teams and athletic clubs)
2. Activities (MESAC Forensics, Academic Games, and Senior Fine Arts Festivals)
3. Performing & Visual Arts productions (e.g. one-act plays, full dramatic productions, dance, art shows)
4. Clubs and societies (e.g. Amnesty International, Photography, Music Honor Society, National Honor Society, National Art Honor Society, Thespians)
5. Community Service (e.g. Reach Out, Teach India, Roots and Shoots)
6. Student publications (e.g. yearbook, The Roar)

During the academic school year high school students may be excused for no more than two school-related trips or activities. High school students may not miss classes for school-sponsored events during two consecutive weekends. Absences due to school-sponsored activities are excluded from the official attendance count.

## Activity Offerings

Please go to the AES website → high school → school life to find more information about these offerings

### Activity Offerings

Please go to the AES website → high school → school life to find more information about these offerings

<b>High School Clubs and Activities</b>	
<p><b>MESAC Season 1 (Aug. 17 - Nov. 10)</b>                      Golf (Boys/Girls)                      JV Academic Games                      JV Swimming (Boys/Girls)                      JV Volleyball (Boys/Girls)                      Varsity Academic Games                      Varsity Swimming (Boys/Girls)                      Varsity Volleyball (Boys/Girls)                      Badminton (Boys/Girls)                      Track &amp; Field (Boys/Girls)                      Forensics</p> <p><b>MESAC Season 2 (Nov. 11 - Feb. 10)</b>                      Varsity Soccer Girls                      Varsity Soccer Boys                      JV Soccer Girls                      JV Soccer Boys                      Varsity Basketball Girls                      Varsity Basketball Boys                      JV Basketball Girls                      JV Basketball Boys                      Tennis                      Cross Country                      Wrestling                      Senior Fine Arts</p> <p><b>MESAC Season 3 - (Feb. 15 - Apr. 21)</b>                      Varsity Baseball Boys                      JV Baseball Boys                      Varsity Softball Girls                      JV Softball Girls                      Forensics                      Badminton                      Track &amp; Field</p> <p><b>Honor Societies</b>                      Computer Honor Society                      Visual Arts Club (NAHS)                      National Honor Society                      Thespians Honor Society                      Tri-M Music Honor Society</p> <p><b>Leadership</b>                      Class Council                      Community Service Co-ordinator                      Executive Council                      HS Ambassadors                      MESAC Council</p> <p><b>Special Events</b>                      Fall Theater Production                      Dance Production/Recital                      Honors Choir                      SAT Prep course                      Spring Theater Production</p>	<p><b>Other Clubs</b>                      A Capella Choir                      Badminton Club                      Basketball Club (Boys)                      Basketball Club (Girls)                      Baseball Club (Boys)                      Cheerleading Club                      Chinese Club (cooking &amp; calligraphy)                      Clay Club                      Climbing Club                      Coding Club                      Community Lifeguarding                      Cricket Club                      Cross Country Running Club                      Dance Production Crew                      Economics and Entrepreneurship                      Experimental Music Group/Jazz Band                      Film Club                      Flute Choir Club                      Forensics Club                      French Club                      Gender-Sexuality Alliance                      HS Yearbook                      IB Studio Art Club                      Korean Translation Club                      Math Club                      Model United Nations (MUN)                      Music Production Club                      Photography Club                      Physics Club                      Puzzle Club                      Rugby Club                      Saturday Swim School (HS Instructors)                      Soccer Club (Boys)                      Soccer Club (Girls)                      Softball Club (Girls)                      Spanish Club                      STEAM (Science, Technology, Engineering, Arts, Math)                      Strategic Games Club                      Tennis Club                      The Roar                      Ultimate Frisbee                      Volleyball Club                      Wrestling Club</p> <p><b>Community Service Clubs</b>                      Amnesty International                      Blind School Volunteers                      Eco Club                      HOPE Foundation                      M.A.D. (Make a Difference)                      Reach Out                      Recycling Club                      Rights for Children                      Roots and Shoots                      Scrubs Club                      Tamana                      Teach India</p>

## After School Activity Schedule

To reduce conflicts between activities and to enable students to participate in multiple activities, a weekly schedule has been devised.

- Monday, Wednesday, Friday, and Saturday are designated days for athletic practices, and pre-approved theater and musical rehearsals.
- Mondays, Tuesdays, Thursdays and Fridays are utilized for clubs and community service since faculty meetings on Early Release days are held on Wednesdays.
- Thursdays (from 3:45 pm – 4:45 pm) are primarily scheduled for community service; additional clubs and activities may occur from 5:00 pm – 6:00 pm.

All co-curricular activities are prohibited from meeting during the exam period. The exception to this rule is the “drop-in” athletic activities; these non-club offerings promote stress relief through physical activity during review days and finals.

## Associated Student Council (ASC)

The AES Student Government is composed of a high school-wide Executive Committee (EC) and four individual Class Councils (CC). Faculty members act as advisors for the EC and each CC. Each group holds meetings on Fridays at lunch. The full student leadership group meets approximately once a month on that day. Please refer to the back of this handbook for the ASC Constitution.

## Activities and Athletics

The high school offers an array of sports and activities that take students away from class and their classroom obligations. The school acknowledges the value of participation in these activities, but is also aware that being out of class puts additional pressure and stress on students to make up missed work and assessments.

For this reason, students and parents need to look carefully at the schedule of activities and opportunities that are available at AES and make decisions about which trips, events, and activities are a priority. Since a maximum of six absences total per class period are allowable over the course of an entire year (two semesters) and students may not miss classes during two consecutive weekends for school-sponsored events and trips, students need to carefully select options in order to not exceed this limit. The Activities and Athletics Office maintains a record of school-sponsored events and days/class periods missed. A worksheet for students to use is available at the back of the handbook.

The athletic and activities program at AES is designed, conducted, and administered for the love of sport or participation, for the general welfare of the player and for the enjoyment of the student body. AES students are expected to demonstrate exemplary behavior at school and at athletic/activity contests and events. The activities and athletic program is under the supervision of the Activities and Athletic Director. Sports practices are held on Mondays, Wednesdays and Fridays from 4:00 pm until 6:00 pm and on Saturdays for a time not exceeding two hours. Morning practices are held from 6:30 am until 8:00 am. Optional practices or games will be held on Sundays only under extenuating circumstances.

Each student is asked to consider carefully all options before trying out for a team or activity. Once a player is issued equipment or has attended practice for a period of three weeks, he or she may not participate in another sport/play/musical that overlaps with the initial activity.

A student who tries out for the squad but is not selected to the tournament team may continue to attend practices throughout the season and earn a letter at the end of the season. Junior varsity and varsity letters are awarded for: academic games, badminton, baseball, basketball, cross country, soccer, softball, swimming, track and field and volleyball. Students may also earn letters in the following varsity-only activities: fine arts, forensics, golf, tennis and wrestling.

Participation in a MESAC sponsored activity shall be limited to those individuals who:

- are considered by AES to be full-time students,
- have not received the equivalent of a United States high school diploma from any school,
- have not completed four (4) years of high school, beginning in 9th grade.

## Additional criteria for participation

### Varsity

A full time AES high school student who has not reached their 20th birthday by September 1st of the current school year.

### Junior Varsity

A full time student in 8th grade or higher who has not reached their 16th birthday by September 1st of the current school year.

## Eligibility to Participate in trips and events

High school students are encouraged to participate in the wide selection of co-curricular activities offered at AES. Academic Probation and Disciplinary Probation (both detailed elsewhere) may impact a student's ability to be involved in co-curricular activities. Students must meet eligibility requirements to qualify for missing class time as part of involvement in a co-curricular activity as well as to represent AES, whether the trip or group travel to another destination or if AES hosts the event.

Students have a responsibility to maintain satisfactory performance in all their courses. In order to determine whether or not a student is eligible to participate in an activity/trip, the following are taken into account:

- Academic Achievement (D or an I - circumstances of these grades-in-progress will be reviewed)
- Learning Habits (Areas of Concerns will be reviewed)
- Other concerns that might arise from teachers and counselors in regards to students missing class time.
- Currently on disciplinary and/or academic probation.

## Process For Determining Eligibility:

As soon as a list of possible participants is confirmed by the Activities and Athletic Director and/or high school administration, it will be shared with all HS faculty, coaches/advisors/chaperones, and counselors. HS faculty will then be able to identify the student(s) they might have concerns regarding missing class time. Once the teachers identify the student(s), they will conduct a short meeting with the individual student and devise a Plan for Success (PFS) for the student. That PFS will then be shared with the counselors. Any students who are flagged and have a PFS will be expected to honor the terms of their PFS for the rest of the semester. The counselors will continue to have check-ins with the students, as needed.

A final eligibility check will be completed just prior to the deadline for ticketing to determine whether students may or may not represent AES at the event/trip. A student with a PfS will enter a full review by the counselor and administration. If significant concerns remain and the student has not demonstrated improvement in the commitments outlined in the PfS, then the student will not travel. The final decision will rest with the HS principal.

For IB Diploma candidates, failure to meet AES deadlines for the Extended Essay and/or to make satisfactory progress with the CAS program may affect eligibility.

## Performing Arts Productions

### Theater

Theater has an important place in the high school in curricular content, with one semester courses in Introduction to Theater, Advanced Acting, and Moviemaking. In 11th and 12th grades IB Diploma Theater is offered at both Higher Level and Standard Level. All students in these courses are encouraged to take part in some way as theater makers in two major school productions per year that are directed specifically by the IB Theater teacher in November and in April. The plays directed by the IB Theater teacher are chosen deliberately to challenge students engaged in the courses above and are always open for other students not specifically taking those courses by fair competition across a number of auditions. Once the play is cast, the director endeavors to provide a rehearsal schedule to performers a week in advance. Although not all students are required at every rehearsal in the initial stages (held after school on Tuesdays and Thursdays), by the final weeks all cast and technical crew can expect to come in for at least one full morning rehearsal on a Saturday, a full day 'pull it all together' rehearsal, as well as Tech/Dress rehearsals. At these busy times of performance it is important for each individual student to liaise in good time with their teachers regarding their completion of assessments. After each evening performance, students are always expected to be in school the following morning at the usual start of the school day without exception.

### Music

A Cappella Choir, Experimental Music Group/Jazz Band, and Flute Choir are staples of the co-curricular music program. These meet once a week, though extra meetings can be called immediately ahead of performances which vary for musicians throughout the year. Students fully committed to music are eligible for the Music Honor Society.

### Dance

The dance program is a mix of various learning from ground work on techniques and building stamina to working on flow of movement, improving musicality, and having fun. Students will get a taste of various styles like contemporary, hip-hop, Bollywood, and jazz. The students will be able to create new choreography as well that will be demonstrated at HS assemblies throughout the school year. Through this process students not only become better at the art of dancing but they get to know themselves better and develop skills that help them in life. If they put in efforts to learn they gain confidence, creativity in thinking expands and learn to work better with peers because of group projects

## Student Expectations While Traveling on School-sponsored Trips

1. As per Policy 8.3011, the use of tobacco, alcohol, and/or drugs is injurious to student health and to a healthy learning environment. The use, sale, distribution or possession of e-cigarettes, any other types of tobacco products, drugs, or alcohol by students on school property, on school-provided transportation, or at school-sponsored and chaperoned functions are prohibited and are grave infractions of school rules that will not be tolerated. This prohibition extends to but is not limited to co-curricular activities, conventions, sports events, Minicourses, dances, and other social functions.
2. If a student possesses, uses, sells, or distributes e-cigarettes, any other types of tobacco products, drugs, or alcohol on school-sponsored trips, he or she will be removed from the group/team and may also miss the next season and/or may have further disciplinary actions as outlined in Policy 8.4 Student Discipline. If a violation occurs or there is other improper behavior during a school-sponsored trip or at a tournament/festival/event, the student may be sent back to Delhi at the family's expense.
3. Students should demonstrate responsible and appropriate behavior at all times, both during the regular season activities at AES as well as during a tournament, concert, or other final production. When traveling within India or out of the country all students must be conscious of being both courteous and sensitive to the local culture.
4. Pre-arranged Absence Form - Students must complete and submit a pre-arranged absence form to the chaperones at least two days prior to departing on a school-sponsored event or trip. AES follows the MESAC guidelines that permit students the same number of days to make up work as number of days missed for the co-curricular activity. Teachers may request that some assignments be due before departure. Students are expected to make up all missed work. The Activities Office will post matrixes indicating deadlines for all makeup work.
5. Students on flights that touchdown at the New Delhi international airport after 10:00 pm may be excused from class(es) for the following 12 hours after the group collects bags and exits from the airport. For example, if the group exits the international terminal at 11:00 pm, students on that trip will need to be in class by 11:00 am.
6. Students are expected to return to the AES campus with the team or group at the end of a trip. Exceptions may be made for a student to be picked up directly at the airport under the following conditions:
  - The request is made by the parent, in writing, to the Activities and Athletics Office and the chaperone (coach/advisor) two (2) working days prior to departure,
  - The pick-up must be done in person by the parent/guardian.
  - Students will not be released to anyone else.
  - If the parent is not at the airport when the team/group exits the arrivals hall, then the student being picked up will return to AES with the team/ group.
7. Due to the difficulty of coordinating meeting times for students, all students are required to meet at the school to depart together as a team/ group.
8. It is the student's responsibility to arrange for makeup work in the event of an absence from class. For excused absences, students will have one school day to make up and turn in homework assignments and complete make-up tests for each full day of school that was missed. For example, if a daily homework assignment was due on Monday and the student had an excused absence that day, the assignment would be due at the next class period (probably on Wednesday). In this same instance, if a new assignment is given on Monday that assignment would be due on Friday.

- For long term assignments, students will have one calendar day for each day of absence to make up and turn in the assignment. Calendar days include Saturdays and Sundays since students can generally submit these assignments electronically.
- If a student misses a class for which work is due and is at school at any time during the school day on which it was due, the assignment will be due that same day. This includes situations such as late arrivals, visits to the Health Office, or early departures.

Students are expected to give full priority to complete make-up work prior to starting its next season or refrain club commitments.

## Student Government - The Associated Student Council (ASC)

### Change of Address/Phone

The EC is made up of eight or nine elected representatives of equal standing. The traditional activities planned and run by the EC for the student community include Fall Fiesta (a mini-carnival); however, the primary focus of EC is on school policy. EC membership requires dedication, time, and energy, and serves the student body in conjunction with the school administration, the board and board sub-committees.

### Class Councils (CC)

The freshman, sophomore, junior, and senior classes shall each elect councils to serve in their class government. Five members are usually selected, each with equal standing. The junior class shall also elect a sixth representative to their class to help in planning prom. These councils work with the CC advisors in planning class activities.

## Student Publications

### The Roar

The Roar is the high school student newspaper. All students are invited to be a part of this co-curricular activity.

### Yearbook

The Yearbook is a co-curricular activity and all students can participate in its production. Participants are responsible for taking photos, writing text, and recording the events of the school year and then organizing all the information and producing a hardbound publication. The yearbook can be ordered in the final semester so that students may receive the book prior to the end of the academic year.

## University Preparation and Planning

The college counseling program at AES works with students on program and course selection and guides students through the college selection and application process for institutions in the U.S. and worldwide. With thousands of institutions to choose from, any student contemplating applying to a university must begin the search and selection process almost a year and a half in advance of enrolling. The information in this section will be helpful in understanding the general process.

Students who intend to apply to universities are advised to investigate admissions criteria in consultation with their counselor. There may be specific criteria (e.g., selected coursework, exams, language requirements, and/or logistical procedures) that would be useful to know about in advance.



Preparation for college and selection of the college a student will attend requires serious consideration. Interests, aptitudes, and abilities should be objectively and realistically evaluated. It is of paramount importance to settle on the type of college or university that will fit a student best. Examples of factors that should be weighed when a student selects colleges to apply to are: size of the school, cost, curricular offerings, student body, atmosphere, rigor of the program, location, and entrance requirements. There are many sources of information to use in reaching a decision about the college a student attends. These include:

- MaiaLearning
- AES University Handbook
- conferences with your counselor
- discussions with university representatives visiting AES
- discussions with alumni of colleges that are under consideration
- visits to various colleges while on home leave or vacation
- attending university planning nights in the fall and spring
- discussions with teachers, parents and acquaintances
- University catalogs and websites (AES HS Counseling Blog - <http://hscounseling.hsblogs.aes.ac.in/>).

## Student Publications

All AES 9th and 10th grade students take the Measures of Academic Progress (MAP) - 9th grade students twice yearly and 10th grade students once yearly. Students in 10th and 11th grades take the Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) in October. In 11th and 12th grades most students elect to take the Scholastic Assessment Tests (SAT Reasoning and Subject Tests) of the College Board and/or the ACT. AES is a private test center for both the SAT and the ACT. The TOEFL is not given on the AES campus, but testing centers are available in the Metro Delhi area. The SAT, SAT subject tests, ACT and TOEFL must be registered for online. Students should see their counselor if they have any questions about which tests are appropriate for them.

### Measures of Academic Progress (MAP)

Developed by the Northwest Evaluation Association (NWEA), MAP is a computer-based, adaptive test that measures students' skills in reading, language, and mathematics. Altogether, the test takes about three to five hours to complete. AES administers the test to students in 9th grade twice yearly, once in the fall and again in the spring; 10th grade students take the test during the spring administration. Results are reported to teachers, students and parents.

### Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)

The College Entrance Examination Board and the National Merit Scholarship Corporation offer the PSAT/NMSQT for administration in secondary schools. The PSAT/NMSQT is a version of the SAT and measures critical reading, writing and mathematical skills. All 10th and 11th grade students take the test in October on the school campus during school hours. By taking the PSAT/NMSQT, American 11th grade students enter the annual scholarship competition administered by the National Merit Scholarship Program.

## SAT Reasoning Test

This is a test including objective questions and an optional writing sample designed to measure a student's ability to do college work. The Evidence-Based Reading and Writing section of the SAT measures the extent of reading comprehension, interpretation of vocabulary in context, ability to interpret and relate ideas, ability to reason logically and ability to draw conclusions correctly. The mathematics section tests ability to reason mathematically and to handle general number concepts rather than measure specific levels of achievement in mathematics. All students taking the SAT should do the optional writing section.

## SAT Subject Tests

The SAT subject tests are a group of one-hour tests designed to measure the student's level of achievement in a particular subject of the student's choosing. Tests are offered in various subjects including science, history, math, English and world languages. Students can take between one and three tests in a single setting. These tests are often used by colleges in the admissions process and sometimes for placement purposes.

## ACT

This test, like the SAT, is a tool colleges and universities use to predict success. The ACT battery consists of four tests of general educational development (reading, math, English and science). All students taking the ACT should do the optional writing section. The entire ACT battery takes about 4.5 hours to complete. Eleventh grade students are urged to take a spring test if interested.

## TOEFL - Test of English as a Foreign Language

The Test of English as a Foreign Language may be required for college admissions for students whose native language is not English or who do not hold a US passport or a passport from an English-speaking nation. The test consists of a listening comprehension section, structure and written expression section, and a reading comprehension and vocabulary section.

## Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)

The College Entrance Examination Board and the National Merit Scholarship Corporation offer the PSAT/NMSQT for administration in secondary schools. The PSAT/NMSQT is a version of the SAT and measures critical reading, writing and mathematical skills. All 10th and 11th grade students take the test in October on the school campus during school hours. By taking the PSAT/NMSQT, American 11th grade students enter the annual scholarship competition administered by the National Merit Scholarship Program.

## Application Procedures for Test

This information is also available in the AES College Handbook, high school office and on the AES HS Counseling Blog.

University Testing Calendar – 2019/2020

University Testing Calendar - 2019/2020				
Exam	Grade(s)	Test Dates	Registration Deadlines	Comments
ACT (Plus Writing)	11/12	September 13-14, 2019 October 11-12, 2019 December 13-14, 2019 February 7-8, 2020 April 3-4, 2020 June 12-13, 2020	See <a href="http://www.act.org">www.act.org</a> for details and updates to testing dates and registration deadlines.	The ACT is a curriculum-based test. AES does not host the ACT. Go to <a href="http://www.act.org">www.act.org</a> for more information and to register.
PSAT	10/11	October 16, 2019	Registration done in school	The PSAT is administered during the school day at no charge to students.
SAT (Reasoning and Subject Tests)	11/12	October 5, 2019 November 2, 2019 December 7, 2019 March 14, 2020 May 2, 2020 June 6, 2020  Note: The March exam is Reasoning only. The November and June exams are Subject Test only and are not administered at AES.	September 6, 2019 October 3, 2019 November 8, 2019 February 14, 2020 April 3, 2020 May 8, 2020	The SAT is administered on some dates at AES. Check with your counselor well in advance. Information on the SAT can be found at <a href="https://collegereadiness.collegeboard.org/sat">https://collegereadiness.collegeboard.org/sat</a>
IELTS (English proficiency measure)	11/12	Year round administered twice a month		This test is administered off campus. For more information and to register, please visit: <a href="https://www.ielts.org/">https://www.ielts.org/</a>
TOEFL (English proficiency measure)	11/12	Year round Monday - Friday		This test is administered off campus. For more information and to register, please visit: <a href="https://www.ets.org/toefl">https://www.ets.org/toefl</a>
Cambridge Assessments (BMAT, TSA Oxford, pre-interview assessments, etc.)	12	October 30, 2019	Please talk to your counselor in August if any of these apply to you.	Students must register though AES. See counselor. <a href="https://support.admissionstesting-service.org/hc/en-gb">https://support.admissionstesting-service.org/hc/en-gb</a>

## University Entrance Criteria for the United States

AES stands ready to assist in helping students meet entrance requirements, but the primary responsibility must lie with the student, with help from parents. Important criteria that colleges examine in admitting students may be:

- a high school transcript showing courses taken and credits earned beginning in 9th grade. The transcript also shows the cumulative grade point average (GPA) earned while at AES. Transcripts from previously attended high schools are also considered and once provided to the counseling office can be forwarded with the application, the rigor of high school classes, particularly the selection of courses taken in 11th and 12th grade.
- standardized test scores (SAT/ACT and the TOEFL for international students),
- application essays,
- recommendations from teachers and counselor,
- co-curricular activities, awards and honors, and community service participation

Of these, the most important is undoubtedly the level of past achievement and rigor of your program while in high school.

## Counseling

Students and parents are encouraged to avail themselves of the services offered by the counseling center located within the HS Office. The counselors, Ms. Cristina Alcoz, Ms. Frieda Dietrich and Dr. Justin Walker, are available to speak confidentially with you and with your family to discuss scheduling, academics, the university admissions process, or other personal concerns. Ms. Glenna Gomes serves as the counseling secretary in the high school. Counselors serve students in 9th through 12th grades by the first letter of the student's last name as follows:

Ms. Cristina Alcoz: (A-H)

Ms. Frieda Dietrich: (I-O)

Dr. Justin Walker: (P-Z)

## Faculty

The faculty of the high school is predominantly American with several other nationalities represented. More than 75 percent of the faculty have advanced degrees. Teachers are recruited from the United States and other international schools every year. The school is committed to offering a strong professional development program with teachers actively participating throughout the year. This commitment to professional growth helps keep our faculty and administration current with the most recent developments in the field of educational.

## Guests/Visitors to Campus

Guests/former students/AES graduates are not permitted to shadow current students in their classes as a general rule but are welcome at lunch and after school as per the procedures and guidelines outlined below.

## Guests (non-AES students and former students (non-graduates))

Former students and other high-school age guests who are not graduates are allowed to visit one day during the lunch period (11:55 am – 12:30 pm, 11:10 - 11:50 am on Wednesdays) and must be hosted by a current AES student with at least a 24-hour notice approval from the HS administration. Guests are required to check in to the HS Office briefly with the host on the day of the lunch visit and must wear a guest badge at the time of their visit. Guests (non AES-students) and former students are welcome to come after school (beginning at 3:45 pm) any day with prior approval from the HS Office and accompanied by an adult AES staff or AES parent.

## AES Graduates

Students with an alumni ID will be able to visit school without an appointment. Upon arrival, AES graduates will go through standard security checks and will need to check in with either the Marketing/Communications Office or the HS Administration Office. If interested in a tour, alumni should register in advance via [alumni@aes.ac.in](mailto:alumni@aes.ac.in) and one will be provided by the Marketing/Communications Office. If interested in visiting any of the HS areas, alumni will need to receive approval from the HS administration with at least 24-hour notice. Alumni are not allowed access to facilities (pool, tennis courts, gym, etc), unless they are the guest of a current AES Association member.

## Health Office

The Health Office is open Monday- Friday 7am – 6pm and Saturday 8am – 3pm. Additionally, we open whenever there is a student activity on or off campus requiring nurse support. The Health Office can be contacted on Ext 3700 or by email at [nurses@aes.ac.in](mailto:nurses@aes.ac.in)

The medical staff in the Health Office offer professional, knowledgeable and caring communication, support and service to students, faculty and staff in the promotion of health and well being.

### WE BELIEVE IN:

- Appropriate and timely communication to students, parents, teachers and administration.
- Providing quick response to medical needs of students and staff and obtaining medical assistance from outside clinics when appropriate.
- Providing knowledgeable and appropriate medical/nursing treatments.
- Contributing to and promoting a healthy and safe school environment.
- Providing care in a calm, professional and caring manner.
- Teaching health promotion and illness prevention strategies.
- Maintaining appropriate supplies for daily and emergency use.
- Establishing and maintaining cooperative and collaborative relations with counselors, teachers and parents for promotion of students' interests and emotional well-being.
- Honoring cultural diversity.

Students who need to go to the Health Office during the school day must obtain a pass from their teacher. If a student wishes to go to the Health Office during a break, then the pass should be obtained from the teacher whose class starts immediately following the break or lunch. The Health Office will send a student back to class with a pass.

## Parent Communication

You will receive an email notification every time your child visits the Health Office. If your child needs to be picked up from school or we feel it necessary to speak with you further, we will contact you by phone. In order to prepare for emergencies and the unexpected, parents must complete and submit a temporary guardianship form when out of Delhi, even if only overnight.

## When to Stay at Home

To prevent the spread of contagious disease and to enable a student to receive the rest needed for recovery, students should not come to school if he/she has any of the following:

- possible or diagnosed contagious illness such as conjunctivitis (pink eye), chickenpox, mumps, measles, strep-throat, or any other communicable disease
- fever of 100 F or 37.7 C. Students should be fever-free for 24 hours without fever-reducing medications before returning to school.
- scabies
- severe cough
- sore throat, with headache and fever
- red eyes that have crusting or discharge
- body rash, unless you present a note from the doctor that the child may attend school
- severe "common cold" symptoms - stuffy nose, body aches, cough, thick nasal discharge,
- vomiting or diarrhea

Students who come to school with any of the above symptoms will be sent home at the nurse's discretion. If a student is slightly unwell, has not had any of the above symptoms for 24 hours, and is able to come to school, please ensure that we can contact you during the day in case the symptoms worsen.

## Medications

If a parent or guardian would like the nurse to administer medication to a student (such as antibiotics, cold medicine, inhalers, Epipens) they must provide the Health Office with the medication in its original container, a prescription or letter from the doctor for any prescription medicine, and a completed Medication Permission Form. If a student is responsible for taking a medication during school hours please notify the Health Office.

## Student Health Records

### Student Health Information

Please provide any relevant health information at the time of admission such as allergies, disabilities, chronic illnesses, medication requirements or physical activity concerns. Parents of students with health and wellness concerns will meet with the Health Services Coordinator at the time of admission to develop an Emergency Care Plan for their child. It is the parent's responsibility to notify the Health Office staff of changes in the student's health status

## Immunization History

All students must be up to date with their immunizations and a copy of their history provided. The required vaccinations for AES are Diphtheria, Tetanus & Pertussis, Polio, Measles, Mumps & Rubella and Hepatitis B. We also recommend that your child is up to date with Rabies, Varicella, Rotavirus, Hepatitis A, Typhoid, Pneumococcal, Japanese Encephalitis and Human Papillomavirus (aged 9 and above). It is the parent's responsibility to send the dates for new immunizations or TB screening to the Health Office.

## Physical Examination

A physical examination must be completed by a licensed practitioner and submitted within the 3 months prior to admission into the High School. Students participating in competitive sports are required to complete a physical examination every two years.

## TB Screening

Students are required to have tuberculosis screening within 3 months prior to admission to the High School and every two years thereafter.

- **No BCG (TB) vaccination–**

This is completed by a PPD Mantoux test or a Chest X-ray (CXR). If a student has history of a positive PPD Mantoux test and has completed the treatment course they would require a chest X-ray for clearance.

- **With BCG (TB) vaccination–**

This is completed by an examination of the chest to confirm no active symptoms of TB

If a student has had their BCG vaccination within the last 5 years, they do not require a TB screening; please make sure the Health Office has the BCG date recorded. BCG (TB) vaccinations are not required for AES

## Epipens

**Epipens are not available in India. If your child requires an Epipen please bring a supply from your home country.**

We are committed to ensuring that we provide an environment that maximizes the safety of our students and protects those who have allergies.

- All staff dealing with students are Epipen trained and Epipens are available in each student cafeteria.
- Students are encouraged to wash their hands before and after eating.
- We actively discourage sharing of food and snacks between students.
- Emergency Care Plans are developed for all students with severe allergies.

## Student Health Records

We have developed relationships with various hospitals and doctors in Delhi, based upon positive experiences from within our AES community. We have a 'Medical Provider List' which will be available to you at the New Student Orientation or from the Health Office.



# Information Technology at AES

## Acceptable Use of Information Technology by Students

The acceptable use of information technology at AES is reviewed annually by the administration. The student handbook outlines the acceptable use of the school's computer hardware, software, and internet/intranet service and also state who may use information technology, how it can be used, and what is considered an unacceptable use of information technology.

At AES we offer an integrated and engaging information literacy program for our students. The use of our digital resources is a privilege provided for educational purposes and we are dedicated to teaching ethical and responsible use of technology. Students must exercise sound judgment in determining appropriate use of information and communications technology (ICT); students must be responsible for helping to ensure that the AES network continues to run efficiently and effectively for everyone; and as members of the school community they must share these resources, computers and network tools.

AES may limit, suspend or revoke a student's access to the school's technology systems and/or the network upon violations of the Responsible Use Policy. Students may face disciplinary actions including but not limited to loss of privileges, supervised study, suspension or expulsion. See policies 8.40 and 8.3018 under Student Discipline, last reviewed August 2016.

## Computer Use at School

Students are expected to use computers and electronic resources only for school- related assignments during class time. Students may not make alterations to an AES computer, either to the machine itself, or to the software on it, as this directly impacts its availability and usability for other users. Websites or online activities will be disallowed if they become a distraction from learning or limit others' use of IT resources. Students are expected to:

- stay on task during instructional time and use only internet resources relevant to the day's schedule.
- access only teacher-approved websites and applications during classroom instruction.
- maintain web history in their browser (history must not cleared).

## One-to-One Laptop Program Expectations

The purpose of a laptop is to enhance learning at school. Any activity which is in conflict with this purpose is prohibited. This includes appropriate use of bandwidth while at school. Students are responsible for maintaining a fully functional, charged laptop. Students are responsible for their own laptop, including its physical well-being during use, transport and storage. Students are also responsible for backup of personal and school data. The tech department reserves the right to access laptops at any time to perform maintenance tasks or a systems check, reimagine the laptop, or perform any other task that may be necessary.

### Laptop Usage Guidelines:

- Laptops may not be loaned to or borrowed from others.
- When transporting a laptop between classes and to and from school, it must be placed in a protective sleeve that is either the school-provided sleeve or an approved equivalent.
- Stickers and decals on laptops will NOT be allowed.
- Laptops will be clearly labeled with the student's name. If the name is removed, it is the student's responsibility to report this immediately to the high school tech office (The Hub) and have it reapplied.
- BitTorrent® software or files, videos, music, software etc. obtained from BitTorrent® software or similar software is strictly prohibited from being installed on an AES computer regardless of jurisdiction and present country legality.
- Streaming movies and TV shows during school hours is not permitted.
- Key logging software is strictly prohibited from being installed on any AES computer.

### Damage and Repairs

All repairs to school issued devices must be performed by AES or their authorized service provider. In the case of technical problems or damage please bring the device to the Hub. Please note that the warranty/insurance plan is null and void if the computer has been tampered with in any way (disassembled or modified). Students are expected to report any damages to The Hub staff immediately.

### Optional Insurance Plan

AES offers an optional insurance plan for damage of the student's school-issued device. Please find a reminder of the details of the program below.

The payment can be made at the cashier in the AES Business Office or online. Initial insurance buy-in must be made within 10 school days of the laptop being issued. The insurance must be renewed each August no matter the claims and renewals from the previous school year.

Families in the high school have the option to insure the Apple device with the following guidelines:

- A US \$100 fee will be collected to insure the Apple device. This covers damage to the device for a period of one school year or a claim; whichever happens first. Damages resulting from computers that are disassembled or have missing parts, computers that are destroyed or forcibly separated into multiple pieces, catastrophic damage, computers that are inoperable due to unauthorized modifications and computers that have been repaired with non-Apple or counterfeit parts are NOT included.
- The first incident/claim is covered by the initial US \$100.
- After the first incident, and for any additional incidents, another payment of US \$100 must be submitted to cover the next device issued.
- Families who choose not to purchase the insurance program will be responsible for the full cost of the Apple device repair or replacement. Insurance cannot be purchased after the fact to cover damage that has already occurred.
- Note: this program does not cover loss/theft. It is only for damage. In case of loss or theft, the student will be liable for the full replacement cost.

### Laptop Usage Guidelines:

- Laptops may not be loaned to or borrowed from others.
- When transporting a laptop between classes and to and from school, it must be placed in a protective sleeve that is either the school-provided sleeve or an approved equivalent.
- Stickers and decals on laptops will NOT be allowed.
- Laptops will be clearly labeled with the student's name. If the name is removed, it is the student's responsibility to report this immediately to the high school tech office (The Hub) and have it reapplied.
- BitTorrent® software or files, videos, music, software etc. obtained from BitTorrent® software or similar software is strictly prohibited from being installed on an AES computer regardless of jurisdiction and present country legality.
- Streaming movies and TV shows during school hours is not permitted.
- Key logging software is strictly prohibited from being installed on any AES computer.

### Damage and Repairs

All repairs to school issued devices must be performed by AES or their authorized service provider. In the case of technical problems or damage please bring the device to the Hub. Please note that the warranty/insurance plan is null and void if the computer has been tampered with in any way (disassembled or modified). Students are expected to report any damages to The Hub staff immediately.

### Optional Insurance Plan

AES offers an optional insurance plan for damage of the student's school-issued device. Please find a reminder of the details of the program below.

The payment can be made at the cashier in the AES Business Office or online. Initial insurance buy-in must be made within 10 school days of the laptop being issued. The insurance must be renewed each August no matter the claims and renewals from the previous school year.

Families in the high school have the option to insure the Apple device with the following guidelines:

- A US \$100 fee will be collected to insure the Apple device. This covers damage to the device for a period of one school year or a claim; whichever happens first. Damages resulting from computers that are disassembled or have missing parts, computers that are destroyed or forcibly separated into multiple pieces, catastrophic damage, computers that are inoperable due to unauthorized modifications and computers that have been repaired with non-Apple or counterfeit parts are NOT included.
- The first incident/claim is covered by the initial US \$100.
- After the first incident, and for any additional incidents, another payment of US \$100 must be submitted to cover the next device issued.
- Families who choose not to purchase the insurance program will be responsible for the full cost of the Apple device repair or replacement. Insurance cannot be purchased after the fact to cover damage that has already occurred.
- Note: this program does not cover loss/theft. It is only for damage. In case of loss or theft, the student will be liable for the full replacement cost.

## Bring Your Own Device

- The school will support (network access and software) students who bring their own device to school. In these cases students will not be issued a school-owned laptop. Student-owned devices are NOT included in our optional insurance plan and students will be responsible for the care and maintenance of their own computer. All guidelines in the handbook apply to the student-owned computer. The student-owned computer must:
- be a MacBook, MacBook Air or MacBook Pro: 2016 model or newer.
- have 4 GB RAM or greater
- have at least 8 GB free disk space
- be “Wireless n” capable
- have 4-hour or better battery life
- run High Sierra or newer operating system
- allow AES admin access to your laptop.

## Copyright and Fair Use

Teaching copyright and fair use principles, particularly in the context of Web 2.0 tools for communication and information dissemination, is not only a necessity but also a way of preparing students for creative expression in the information and digital technology age. We recognize there are not always clear distinctions in this area and therefore encourage the following considerations when communicating online.

### *Create Your Own Material*

The first and best choice that we offer to our students is to create their own material. This option gives them the opportunity to write and record their own music, create and edit their own videos, and compose in their own genres (e.g., stories, reports, essays, poems, fiction or nonfiction writing) for their multimedia creations.

### *Use Sourced Material*

When using information taken from research sources, quotations, or proprietary materials such as images, sounds, and videos, be sure to use proper citations and attributions.

### *Use Creative Commons, Open Source Licensed and Public Domain Materials*

These resources permit students to use pre-existing works that have been created specifically for reuse. It is important for students to understand that these resources must also be cited.

## Irresponsible Use

Any use of IT that violates the spirit of the philosophy or guidelines is not allowed, even if not specifically addressed below. Some violations may involve a simple conversation between a faculty member and a student; others deemed more serious will require a more formal process and potentially serious consequences as outlined in Policy 8.403 and 8.404.

Based on the severity, the nature, the magnitude of the violation and the student's academic and behavioral record at AES any or all of the following consequences may be applied:

- conversation with the student
- written communication to the student's parent(s) or legal guardian(s)
- parent/student/administrator conference

- mandated individual or family counseling as determined by the school
- disciplinary probation
- suspension
- expulsion

In cases where the violation is of sufficient magnitude and/or the offense takes place in the context of a history of violations of other school policies and rules, the high school principal and the director, after consultation with the Board of Governors, may make a recommendation for expulsion of the student.

Examples of serious violations include but are not limited to:

- sending inappropriate text or images.
- stealing an identity. This includes, but is not limited to: accessing another student's email account, Skype, or other social media sites.
- altering, modifying or engineering school computer systems without express permission of a teacher e.g. changing the computer configuration.
- downloading or uploading data or content to the school network of computers without express permission of a teacher or administrator, i.e., applications software, utilities, gaming, music files or code from third party or personal sources.
- altering, destroying or damaging data, networks, or other resources belonging to others without clear permission of the owner
- cyberbullying or other offensive behavior online, which will be treated the same as "offline" bullying or other offensive behavior.

Violation of this policy will result in any or all of the disciplinary consequences outlined in Student Discipline Policy 8.40. In addition, it may result in restricted access to the school's information technology. In cases of a serious violation or repeated violations, access to the school's information technology may be denied for the remainder of the school year.

### Malicious Software Protection

AES goes to great lengths to keep its network free of viruses and malware. We recognize the need for effective file transfers and allow for flash drives to be used. We also strongly recommend that students' home computers be kept up to date in anti-virus protection to help with our efforts at school.

### Monitored Use

Please understand that any use of electronic communication systems by students is not confidential and may be monitored at any time by designated staff to ensure appropriate use of technology for educational or administrative purposes. Students will not attempt to disable or circumvent AES technology systems. AES reserves the right to access student computers and accounts.

### Safety and Digital Information Sharing

Online safety is a personal responsibility. It is important that students are aware of the implications of their actions online, both for themselves and for others. The actions students take in public forums such as social networks, blogs and podcasts can impact their safety and reputation. Students are expected to follow the AES Online Communication Guidelines itemized in the next section.

Being a member of the AES community, you have authorized and given full consent, without limitations and reservations, to the American Embassy School to publish, in whole or in part, any photographs and/or videos in which the student appears in school publications, including but not limited to newsletters, brochures, the school's website and teacher web pages (as stated on the Admissions Form). All other use is strictly prohibited and consent must be obtained from the individual.

### Online Communication Guidelines

Students at AES are expected to follow the online communication guidelines below. Students can use these questions to help them decide what is appropriate to post on blogs, via email and on other online forums.

- Does the content align with the school's mission statement?
- Is the content school appropriate?
- What could be the consequences of this communication?
- Who is going to look at this, and how are they going to interpret my words?
- How does this communication represent me?
- What are the intended/unintended consequences of this communication?
- Would I want someone to send this to me?
- Is this appropriate, mature and verifiable?
- Am I the original creator of this work? If not, am I crediting the original source in MLA format?
- Will this communication have a negative impact on my reputation, on the reputation of the school or the reputation of someone else?
- Could someone find me (in real life) based on this information? If yes, is that my intention?

### Technology Equipment Checkout

Technology equipment checkout is a privilege extended to AES high school students. All repairs to school issued devices must be performed by AES or their authorized service provider. In case of technical problems or damage please bring the device to the Hub. Technology checked out during the day will require a student ID. Equipment needed overnight must be checked out after school and returned the next day prior to 8:30 am. If the equipment is needed for more than one day, it will need to be checked out again after school the next day so that it can be used by other students during the school day. Students are expected to return the equipment to the checkout counter prior to the due date. Equipment should not be left unattended nor should it be handed over to another student to use or return. Equipment must be returned by the student on record at the point of checkout. Items may not be taken from campus unless prior arrangement is made in the tech office. Failure to return equipment on time will result in restricted checkout or loss of checkout privileges.

### Response to unexpected use of checkout equipment

- First Occurrence: The student will forfeit checkout privileges for 10 school days.
- Second Occurrence: The student will forfeit checkout privileges for 20 school days. The student will meet with the high school tech coordinator. Parents, counselor and high school administration will be informed.
- Third Occurrence: Parents, counselor and high school administration will be informed. The student will lose checkout privileges for the remainder of the year.

## Stein Library

### Library Mission Statement

*The American Embassy School libraries support the AES Mission for the students, faculty, staff and parents of the AES community. The libraries encourage "inspired lifelong learning" and support all areas of the AES curriculum. Literacy, literature appreciation, inquiry, and collaboration are key components of the library programs. Both libraries' welcoming environments provide access to current, relevant resources.*

The MSHS Stein Library is your place to go to borrow great books, to conduct academic and personal research, and to have a comfortable, quiet place to read, study, or collaborate. The library has print resources (books, magazines, and newspapers) digital resources (Kindles, Sora books, RBdigital magazines, and databases), a knowledgeable staff, and a variety of physical spaces to meet your needs. The Libguides site can direct you to the resources that are available: <https://aes-ac-in.libguides.com> The library is open on school days from 7:30 am to 5:00 pm and from 9:00 to 4:00 most Saturdays.

Bring your device to the library for assistance in setting up Sora and RBdigital for e-reading. You may check out an unlimited number of print books for three weeks at a time. Please renew them as necessary and return them as soon as you are finished so they can be shared with the rest of our school community. Students with long-overdue library books may lose access to Powerschool until their obligations are met.

The Stein Library is a space shared by high school students, middle school students, faculty, staff, and parents. Students are reminded to be respectful of other patrons' needs as they use the library space.

### Student Behavior

Learning best takes place in a supportive atmosphere, free of obstacles and distractions. The school establishes rules governing student behavior in order to ensure that such an atmosphere is maintained. Policies, regulations, and rules governing student behavior will be published in student handbooks. When significant changes in policies, regulations, or rules governing student conduct are under consideration, efforts will be made to inform and involve the students, faculty, and parent communities.

The goals for student's behavior are respect of self and community, self-discipline, and responsibility for one's actions. In the event student behavior violates rules of conduct or disrupts learning, the attempt will be made to both warn the student(s) concerned and to advise their parents that continuation is not acceptable. In such instances where it is deemed necessary, both student and parents may be given counseling support.

AES is a PreK-12 KG-12 community. As a result, high school students have clearly defined areas that must be used during study period, breaks, lunch, and after school. These include the HS Breezeway and HS Courtyard, the HS Café, the Stein Library, the basketball courts between gate 1 and gate 2 and a portion of the Tiger Turf. Areas that are considered off-limits are: the middle and elementary school buildings and playgrounds, the Physical Education Center (unless you have a class or practice at the time and are there with a supervising adult), and classroom areas such as the Theatre (unless you have a class or rehearsal at the time and are there with a supervising adult). The exception would be any high school student who is enrolled in an internship in any of these venues.



Major violations of rules of conduct, or persistent violation of such rules in spite of warning and counseling, may result in disciplinary probation, suspension, and/or expulsion. Major violations include but are not limited to: fighting, extortion, bringing a weapon on campus, theft, vandalism, flagrant disrespectful behavior, or insubordination toward a staff member.

In cases where the violation is of sufficient magnitude and/or if the offense takes place in the context of a history of violations of other school policies and rules, the AES Director may expel the student. Decisions regarding probation and suspension are made by the high school principal. Policy 8.40 Student Discipline, last reviewed May 2014. Decisions regarding expulsion are made by the director. Policy 8.404 Expulsion, last reviewed May 2014.

## AES High School Academic Honor Code

The purpose of the Academic Honor Code is to ensure that all students have the opportunity to learn and be assessed in academically honest surroundings. Students attending AES are expected to conduct themselves honorably in pursuit of their education. The purpose of the AES Academic Honor Code is to promote a community of trust that will support student achievement. Students at AES high school must agree to uphold the Academic Honor Code of the American Embassy School and refrain from all forms of academic dishonesty/malpractice: cheating, plagiarism, collusion, or other deceitful means of obtaining grades. All of the work that is submitted must be their own work. If a student is a member of any honor society, the administrator will inform the sponsor of the society of the violation. Instances of academic malpractice may result in a student being removed from an honor society.

### The Academic Honor Code rests on the following principles:

- Reflecting AES's Mission, all students will strive to demonstrate the values of inspired learning, responsibility and pursuit of excellence.
- The AES community believes that it is dishonorable for students to receive credit for work that is not the result of their own efforts
- AES beliefs include the principle that "everyone thrives in an environment of honesty and integrity."

### Examples of Academic Honor Code Violations

The following examples are provided to clarify for students, teachers, and the school community actions that are considered violations of the honor code. This is not meant to be an exhaustive list, but examples of common infractions:

**Cheating and Collusion** Examples of cheating and collusion include but are not limited to:

- Copying another person's work or allowing another person to copy your work.
- Seeking an unfair advantage by asking fellow students, "What is on the test?" or supplying this information
- Choosing to be absent on the due date of a project, paper, quiz, or test
- Bringing or using unauthorized notes, aids, or written material in any form during a test
- Unauthorized use of technological devices when taking an assessment.
- Talking, copying from another person's paper, or giving or receiving information by signs, gestures, or deception during any type of assessment.

**Cheating and Collusion** Examples of cheating and collusion include but are not limited to:

- Copying another person's work or allowing another person to copy your work.
- Seeking an unfair advantage by asking fellow students, "What is on the test?" or supplying this information
- Choosing to be absent on the due date of a project, paper, quiz, or test
- Bringing or using unauthorized notes, aids, or written material in any form during a test
- Unauthorized use of technological devices when taking an assessment.
- Talking, copying from another person's paper, or giving or receiving information by signs, gestures, or deception during any type of assessment.

**Plagiarism** Examples of plagiarism include but are not limited to:

- Presenting someone else's work as your own including the copying of language, structure, programming, computer code, ideas, and/or thoughts of another without proper citation or acknowledgement.
- Copying word for word without using quotation marks or giving credit to the source of the material.
- Failing to use proper documentation and bibliography.
- Having somebody else do assignments which are then submitted as one's own work.

**Falsification/Deceit** Examples of falsification/deceit include but are not limited to:

- Making an untrue statement verbally or in writing with the intent to deceive.
- Creating false or misleading impressions.
- Forgery of signatures or tampering with official records.

## Implementation of the Academic Honor Code

**Students will:**

- exercise academic honesty in all aspects of their work.
- prepare sufficiently for all types of assessments
- seek extra help from teachers
- avoid engaging in cheating, plagiarizing, deceit, and/or taking shortcuts that will lead to malpractice
- cite sources in MLA format
- understand that all incidences of malpractice are documented and accumulate over time and collectively across all subject areas during the time a student is enrolled at AES.

**Parents will:**

- discuss the Honor Code with their child to ensure understanding
- encourage their child to maintain high standards with regard to integrity, honesty, and personal responsibility
- understand that all incidents of malpractice are documented and accumulate over time and collectively across all subject areas during the time a student is enrolled at AES.
- support faculty and administration in enforcing the Honor Code.

**Administrators will:**

- ensure that all faculty, students, and parents receive the Honor Code
- help contribute to a school-wide environment that encourages adherence to the Honor Code
- maintain accurate records of Honor Code violations
- ensure that the Honor Code is being applied consistently throughout the school
- post the Academic Honor Code on the school's website and include it in the Student Handbook and other official school documents.

**Teachers will:**

- develop, model, and sustain ethical practices within the classroom setting.
- confer with those who violate the Honor Code.
- report all instances of academic malpractice to counselors and administrators.

AES will include a review of the AES Academic Honor Code with all students at the start of each year, and students and parents will submit the electronic verification agreement at the start of each school year. The agreements of the Academic Honor Code involve students, parents, teachers, and administrators.

***Adapted with thanks from:*****Cairo American College Honor Code:**

[http://www.cacegypt.org/PDF/HS\\_PARENT-STUDENT\\_HANDBOOK\\_2016-2017.pdf](http://www.cacegypt.org/PDF/HS_PARENT-STUDENT_HANDBOOK_2016-2017.pdf)

South Lakes High School Honor Code: <http://www.fcps.edu/SouthLakesHS/academics/honorcode.shtml>

Princeton High School Honor Code: [http://phs.princetonkl2.org/info/academic\\_honor\\_code](http://phs.princetonkl2.org/info/academic_honor_code)

International School of the Port of Spain Honor Code: <http://isps.edu.tt/about-isps/isps-honor-code/>

Marina High School Honor Code: <http://marinavikings.org/honor-code/>

Sumner High School IB Honor Code: <http://www.sumner.wednet.edu/ourschools/sumnerhs/pdf/ib/Honor%20Code%20final%20version.pdf>

## Academic Integrity

The American Embassy School's administration and faculty provide clear expectations for academic integrity. We also provide the necessary instruction whereby students learn to recognize and understand academic malpractice, plagiarism and collusion being two common forms. Thus, students are equipped to acknowledge the work or ideas of others fully and correctly.

The high school Academic Honor Code - supplements the explanatory text below. Parents and students are expected to read, understand, and abide by this Honor Code. During the first week of school, students and parents are required to verify electronically that the Honor Code has been read, understood, and will be adhered to.

All incidences of malfeasance are documented and accumulate over time and collectively across all subject areas during the time a student is enrolled in the high school. Instances of academic malpractice, such as plagiarism, collusion, using unauthorized materials to assist in assessments, or gaining advance access to assessment materials, compromise the spirit of learning at AES and are unacceptable. Faculty members are required to report all incidents of academic malpractice to the administration. Critically, students and parents must understand that when AES counselors complete the Secondary School Report from the Common Application template for students applying to colleges and universities in the United States, the following question is asked and responded to accurately: "Has the applicant ever been found responsible for a disciplinary violation at your school from 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in disciplinary action? These actions could include, but are not limited to: probation, suspension, removal, dismissal, or expulsion from the institution" (First-year Application, The Common Application, 2013. Web. 2 May 2016).

If, in the judgment of the high school administration, the violation is sufficiently egregious, and/or if the violation takes place in the context of a history of other violation(s) of school policy and rules, disciplinary actions up to and including probation and/or suspension may be imposed. In cases where expulsion is considered appropriate, the school director will take that action.

**Academic dishonesty or malpractice** is generally understood to be behavior that results in, or may result in, a student gaining an unfair advantage. Three common forms of malpractice are:

**Plagiarism** – the representation, intentionally or unwittingly, of the ideas, words, work of another person without proper, clear and explicit acknowledgment (Academic Honesty: Principles to Practice. The International Baccalaureate Organization, 2014. Web. 1 May 2016). Examples of plagiarism include not crediting the source of information used in a paper, project, presentation or other assignment. Written and oral work should clearly demonstrate the student's own voice, ideas, and expressions. When paraphrasing or using the work of others, the source must be fully acknowledged in accordance with the Modern Language Association (MLA) format. In particular, students must use in-text citations and attach a works cited page. Borrowing the ideas and/or organizational structures of others, like cutting and pasting sentences or paragraphs from a website without citing the source is plagiarism.

**Collusion** – supporting or participating in malpractice with another student. Examples of collusion include but are not limited to: allowing one's work to be copied or submitted by another student as one's own and the giving, sharing, asking for or receiving of information on a formative or summative assessment or any evaluation exercise in such a way that a student gains an unfair advantage. Examples include, but are not limited to: copying from another student and/or submitting it as your own work whether on an independent assignment, a collaborative project or a lab; bringing unapproved notes to any assessment, having someone else write part or all of a paper, and sharing a calculator or other technological tool with another student without the teacher's expressed permission.

**Improper use of technology** - examples of this include but are not limited to: using cellphones, laptops, smart watches, or graphing calculators to access the Internet or any information during an assessment; using any device to improperly communicate during an assessment; photographing assessment materials at any time without the expressed permission of the teacher.

## Responses to Academic Misconduct

### *First response*

- The teacher and student meet to discuss the expectations that were not met and what needs to change for the future.
- The teacher refers the student. The work and the student are referred to the HS administration and provides the student work as for documentation of the behavior for and disciplinary follow-up.
- A letter documenting the circumstances of academic misconduct is placed in the student file, copied to the parents, student, counselor, IB/AP Coordinator (as relevant), high school administration, and the reporting faculty member. This first letter remains within AES and is not shared with other schools or universities unless the circumstances of the first instance of academic misconduct are egregious.
- The letter will include an outline of the penalties and responses to any subsequent incidents of academic misconduct
- A reassessment opportunity will be defined by the teacher. The student will commit to completing this in a timely manner, and this may result in an expectation to attend supervised study to complete the work and/or to miss any club or activity that occurs until the work is made up
- In the case of a reassessment, the grade will appear as I (Insufficient Evidence) until the reassessment is completed and submitted
- Reassessment will reflect the student's actual academic achievement, with no loss of creditpoints to due to academic malpractice.
- Incidents of academic malpractice will be reflected by the faculty member in Learning Habits and in the narrative comment
- The student will be required to meet with their counselor to examine choices and develop strategies to prevent any repeat circumstances. This conversation will include a discussion of the impact of any future incidences of academic misconduct and the potential of serious impact on university admissions
- The high school administration may require a meeting with the student and the student's parents to discuss the event.

### *Second response*

- The teacher and student meet to discuss the expectations that were not met and what needs to change for the future
- The teacher refers the student to the high school administration and provides the student work as documentation of the behavior for disciplinary follow up. The work and the student are referred to the high school administration for documentation of the behavior and disciplinary follow-up
- The student may be placed on disciplinary probation
- If the student is a member of any student leadership position or honor society, the student will be removed from that position and membership in the society will be revoked.
- A letter documenting the circumstances of academic misconduct is placed in the student's file, copied to the parents, student, counselor, IB/AP Coordinator (as relevant), and the high school administration. Additionally, all teachers of the student will be informed
- The letter will include an outline of the responses to any subsequent incidences of academic misconduct.
- A reassessment opportunity will be defined by the teacher; the student will commit to completing this in a timely manner, and this may result in an expectation to attend supervised study to complete the work and/or to miss any club or activity that occurs until the work is made up.
- In the case of a reassessment, the grade will appear as I (Insufficient Evidence) until the reassessment is completed and submitted.
- Reassessment will reflect the student's actual academic achievement, with no loss of creditpoints to due to academic malpractice.
- Incidents of academic malpractice will be reflected by the faculty member in Learning Habits and in the narrative comments.
- The high school administration will require a meeting with the student and the student's parents to discuss the event
- The student will be required to meet with their counselor to examine choices and develop strategies to prevent any repeat circumstances. This conversation will include a discussion of the impact of any future incidences of academic misconduct and the potential impact on university admissions
- Based on the student's overall academic and behavioral record in high school, a recommendation for expulsion could be made by the high school principal to the director.

### *Third response*

- The teacher and student meet to discuss the expectations that were not met and what needs to change for the future.
- The teacher refers the student to the high school administration and provides the student work as documentation of the behavior for disciplinary follow up. The work and the student are referred to the high school administration for documentation of the behavior and disciplinary follow-up.
- A reassessment opportunity will be defined by the teacher within the framework of the high school reassessment regulations; the student will commit to completing this in a timely manner, and this may result in an expectation to attend supervised study to complete the work or to miss any club or activity that occurs until the work is made up.
- In the case of a reassessment, the grade will appear as I (Insufficient Evidence) until the reassessment is completed and submitted.

- Reassessment will reflect the student's actual academic achievement, with no loss of creditpoints to due to academic malpractice.
- Incidents of academic malpractice will be reflected by the faculty member in Learning Habits and in the narrative comments.
- The student will be placed on disciplinary probation.
- The student will be suspended for three days and a recommendation for expulsion could be made by the high school principal to the director.
- A letter documenting the circumstances of academic misconduct is placed in the student file, copied to parents, student, counselor, all teachers of the student, IB/AP Coordinator (as relevant), and the high school administration.
- AES is required to openly share incidents of academic misconduct with any receiving school or university that asks about a specific student's history of academic misconduct.

### Malpractice on a Semester or Final Summative Exam

In the case of malpractice on a semester or final exam, the student will be required to complete a reassessment on an immediate basis – either the afternoon of the exam or the next available slot. Semester examinations will not be reassessed after winter holiday nor during a summer holiday. Alternatively, the student may be required to take the lower grade earned after eliminating the portions impacted by academic malpractice. Additionally, the student will be placed on disciplinary probation. If the incident is the student's second or third instance of academic dishonesty, the consequences related to that step in the sequence described above will apply. The student will subsequently meet with their school counselor to discuss the incident and develop strategies to prevent any additional instances. Based on the student's academic and behavioral record at AES, the director may elect to expel the student.

### Transition to 11th Grade

The high school faculty understands that developing and demonstrating strength in all Learning Habits is difficult and requires sustained commitment on the part of the student. With the significant impact that academic misconduct has on continued enrollment at AES and the potential impact on university admissions, students must prioritize academic integrity. At the end of 10th grade if a student has one or two incidences of academic misconduct, a special review of the circumstances may be completed by the high school administration, counselor, and at least one faculty member. A decision could be made to offer the student an expungement in 11th grade so that a poor choice in 9th grade, for example, does not have an undue impact on university admissions. In all cases, the full historical record will be maintained, and for any dispensation to be approved, the student must have continuously demonstrated strengths in learning habits, a commitment to meeting deadlines, and to doing his or her own work in the previous school year.

### Audience Behavior Guidelines for Performances at AES

The following guidelines for audiences will be highlighted at assemblies prior to performances, in announcements immediately prior to the start of performances, and in the program for the performance; audience members are required to:



- Turn off cell phones.
- Remain seated during the performance. Stairs, aisles and doorways need to be kept clear. In the theater, do not lean over the balcony railing.
- Enter and exit only at a pause in the performance (between acts or musical numbers).
- Listen attentively during the performance.
- Do not “call out” to friends or family appearing on stage at any time.
- Turn camera features to silent and do not use flash photography.
- Insure that young children are sitting with parents.
- Keep food and drink out of the theater at all times.

## Bus Rules

Getting students to and from school safely each day is a serious responsibility. School buses transport riders to and from campus and stop only at designated bus stops. High school bus riders must sit in the front.

Casual riders (not more than twice a month) are charged Rs.100 per ride. If space is available, students must inform the bus manager of their name and grade in order to utilize the bus service as a casual rider. This will be billed directly to the family by the Business Office.

It is essential that bus riders follow the safety rules while riding the bus. Monitors are directed to inform the bus manager of any student failing to comply with the bus rules. Any misconduct or non-adherence to the rules will result in disciplinary action and the student may lose the privilege of riding the bus.

## Specific expectations

- Arrive at the bus stop at least 5 minutes early.
- Stay off the road while waiting for the bus.
- Avoid walking directly in front of the bus.
- Be careful getting on and off the bus and finding a seat.
- Be seated quickly and remain seated throughout the trip.
- Fasten seat belts.
- Do not distract the bus driver.
- Keep all parts of the body inside the bus while riding.
- Do not throw anything inside or outside of the bus.
- Use appropriate language and do not shout inside the bus.
- Practice safe, appropriate behavior and set an example for younger students.
- Be respectful and responsible toward others.
- No pets on the bus.
- Listen to and follow the instructions of the bus monitor.

## Buying and Selling of Unauthorized Items

It is important to note that buying and/or selling of unauthorized items on campus is not allowed. Examples of such items include but are not limited to items purchased off campus and brought on to campus for sale and items not approved for sale. Students may not advertise or sell tickets on campus for any unauthorized social events, particularly those that violate Indian alcohol and drug laws.

Further, students may not use the school name or logo to promote such activities. These prohibitions extend to all forms of promotion, including posters, tickets, flyers, school email, text messages and oral announcements. Violation of this policy will result in any or all of the disciplinary consequences as outlined in policy 8.40 Student Discipline, last reviewed May 2014.s.

## Cell Phones

All mobile devices are expected to be kept in bags or backpacks during class, and not on the student nor otherwise accessible. Phones are expected to be kept on silent mode. The only reason that cell phones, music devices or other electronic items should be used during class is if the express permission of the teacher is given for use during a particular learning activity. Students are expected to honor this expectation given the risks associated with intended or inadvertent incidents of academic malpractice and also given concerns about distraction or disruption of the learning environment. Access to mobile devices during an assessment will immediately initiate school responses regarding academic malpractice. Other non-compliance will result in the teacher reminding the student of the expectations and may result in the phone being removed. In this case, the student will collect the phone from the high school administration at the end of the day.

## Disciplinary Action

### Probation

When the magnitude of violation of rules of student conduct is serious, or when violations persist in spite of counseling and/or warning of the student and parents concerned, the principal of the school may place the student on disciplinary probation. The principal must inform the director of such a decision.

In all cases where a student is given disciplinary probation, the student and parents must be informed in writing both of the reasons for the probation and the terms of that probation. Generally, disciplinary probation lasts a minimum of one semester. When necessary and appropriate, the student will be recommended for counseling.

Disciplinary probation may result in loss of off-campus privileges, and may include restrictions on participation in co-curricular and extracurricular activities, and/or the requirement that free periods be spent in supervised study to strengthen the student's internalization of the rule(s) violated.

All instances of disciplinary probation must include reference to the consequences of any further violation of the rules of student conduct, and this must be shared in writing with the student and parents concerned. It is also important for students and parents to note that when a student transfers from AES to another high school or university, confidential recommendations forms from the school/university to which the student is applying frequently ask if the applicant has ever faced disciplinary actions due to behavioral misconduct or academic malpractice. When asked, AES must respond with accuracy and integrity to all questions.

## Suspension/Expulsion

Disregard of rules and regulations as discussed in this handbook may result in suspension and/or expulsion (as per Board Policy, 8.403 and 8.404). The student is responsible during the period of suspension for obtaining and completing the assignments given during the period of absence. Assignments must be submitted and make-up tests completed on the day the student returns to school.

### Students and parents should be aware of two points :

- When a student transfers from AES to another high school or university, confidential recommendations forms from the school/university to which the student is applying frequently ask if the applicant has ever faced disciplinary actions due to behavioral misconduct or academic malpractice. When asked the question, AES must respond with integrity to the questions that are asked.
- When counselors complete the Secondary School Report from the Common Application template for students applying to colleges and universities in the United States, the following question is asked and responded to accurately: "Has the applicant ever been found responsible for a disciplinary violation at your school from 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in the applicant's probation, suspension, removal, dismissal, or expulsion from your institution."

## Dress Code (will be updated in consultation with the Executive Council during 19-20 Semester 1)

The purpose of a dress code is to provide guidelines about how students can express themselves with clothing choices within the context of host-country culture and that of the AES multicultural community. With freedom of expression comes the responsibility to honor expectations. Students are expected to dress in a way that reflects the school's mission and values and is respectful of Indian culture and of all cultures represented in the student body.

AES does not have a prescribed uniform, and thus students are expected to be knowledgeable of the dress code and to be able to self-monitor. Students are also expected to make a conscious and informed decision to dress in a way that suits and respects an academic work environment. The following points define acceptable clothing within our international school community:

- Images, text, or advertising on clothing is expected to be free from profanity, free from offensive messages, and free from any reference to substances not allowed on campus.
- Shirts may be sleeveless but not spaghetti straps or tank tops.
- Tops must cover cleavage, midriff, and torso.
- Shorts must fully cover and extend well beyond the buttocks.
- Skirts must be at least at mid-thigh length front and back
- Undergarments are not to be revealed. Bra straps, underwear, and boxer shorts are considered underwear.
- Shoes or sandals must be worn.
- School's Responses to Dress Code Non-compliance

### *First response*

- The student must report to HS Office and then change into AES Spirit Wear (AES t-shirts, AES tracksuit pants, etc) for the duration of that school day. This alternative clothing is loaned to the student by the HS Office.
- An email alert is sent to the student confirming that the clothing worn to school does not meet school expectations.
- The email alert outlines subsequent responses to any additional occurrences of dress code non-compliance.
- The expectation is that the student will not wear the article of clothing or clothes to school again.

### *Second response*

- The student must report to HS Office and then change into AES Spirit
- Wear (AES t-shirts, AES tracksuit pants, etc) for the duration of that school day. This alternative clothing is loaned to the student by the HS Office.
- The student meets with a counselor or administrator to discuss concerns.
- An email alert is sent to student and parent that this is the second time the student is out of dress code and is wearing inappropriate clothing to school.

### *Third response*

- The student must report to HS Office and then change into AES Spirit Wear (AES t-shirts, AES tracksuit pants, etc) for the duration of that school day. This alternative clothing is loaned to the student by the HS Office.
- The student is removed from class and meets with an administrator
- The student calls his or her parents to come to take the student home.

## **Persistent Non-compliance**

If a student gains a fourth warning due to ongoing disregard of dress code expectations, the student may be mandated to seek counseling, may be required to complete a written reflection as determined by the administration, or may face disciplinary measures that include loss of privileges, supervised study, disciplinary probation, or suspension. A letter documenting the history of the dress code infractions is placed in the student's file. If violations persist in spite of counseling and/or disciplinary measures, a recommendation may be made to the board that the student be expelled. Dress code non-compliance is documented and accumulates over time and over each year a student is at AES. The count does not revert to zero at the end of a semester nor at the end of a school year.

## **Fighting**

One of the core values of the American Embassy School is that everyone needs safety, trust, and respect. Thus, AES expects all students to refrain from physically or psychologically harming each other or endangering the physical well-being of any other student through their actions. Fighting, using profanity, using insulting or profane gestures, abusing in any way a member of the AES community and/or any type of harassment or activity designed to intimidate, embarrass, or isolate other students is unacceptable.

Policy 8.3017 states that AES students must recognize that the social and cultural environment of the school and the presence on campus of students of widely differing ages and maturity, representing diverse social and cultural groups, require appropriate public behavior. While on campus and while participating in school activities or on school-provided transportation, students are expected to conduct themselves in a responsible and appropriate manner. For this reason, excessively loud behavior, vulgarity, fighting, as well as inappropriate public displays of affection will result in disciplinary action. Violation of this policy will result in any or all of the disciplinary consequences as outlined in Policy 8.40 Student Discipline.in.

The consequences for students who fight or physically harm others will require a meeting that includes the student, parent, and the high school administration. Disciplinary measures may include: disciplinary probation (including possible restrictions on participation in co-curricular activities), suspension for a minimum of three to five days for the first incident, or expulsion. In cases where the violation is of sufficient magnitude and/or if the offense takes place in the context of a history of violations of other school policies and rules, the director may expel the student. Decisions regarding probation and suspension are made by the principal. Decisions regarding expulsion are made by the director in accordance with Policy 8.404 Expulsion. In a case where a student is allowed to return to school, a behavioral plan will be developed and counseling will be mandated. All instances of fighting are documented and accumulate over time and throughout the time a student is enrolled at AES.

## Harassment and Bullying

AES believes that every student has the right to learn without fear in an atmosphere of mutual trust and respect. Every individual is expected to be responsible for his or her own behavior, to exercise self-discipline, and to refrain from behavior which interferes with other students' right to learn or endangers the health or well-being of others. AES will not tolerate harassment or bullying. All incidences of harassment and bullying will be reported and investigated. In cases that have been substantiated, the school's actions will be reported to the parents of all the students involved, including the target. The school will offer a proactive, sympathetic and supportive response to students that have been targeted that could include but is not limited to counseling, mediation, or assertiveness training. The bully will also receive the understanding needed to change the behavior. All actions will be documented as a means of tracking both the conduct of the students involved and to assess the effectiveness of the school's interventions in enforcing a policy of zero tolerance for bullying and harassment.

Harassment is improper behavior that is directed at and is offensive to another student or a member of the staff and that the student knows (or ought to know) would be unwelcome. It includes objectionable conduct, comment, or display on a one-time or repeated basis which demeans, belittles, or causes humiliation or embarrassment and includes harassment based on grounds of discrimination which are prohibited – race, national or ethnic origin, color, religion, age, gender, marital status, sexual orientation, physical appearance, or disability.

Bullying is a form of harassment. It is improper behavior by one or more students which is directed at another student and is offensive and interferes with their well-being. It includes teasing, name-calling, threats, unwanted physical contact or violence often on a repeated basis which demeans, belittles, humiliates, or frightens the other student.

Harassment and/or bullying of a student or staff member of AES by a student or group of students is considered a serious violation of school rules, and will result in any or all of the disciplinary consequences outlined in Policy 8.40 Student Discipline

### **Other Unacceptable Behavior**

Examples of unacceptable behavior include but are not limited to: disrespect, theft, pushing, shoving, tripping, unsafe behavior, play-fighting, encouraging fighting, creating or being involved in situations of a potentially dangerous nature that could result in injury, any violence and/or the use of a weapon or toy in a threatening manner towards students or members of the AES staff. Such examples are considered a serious violation of school rules and will not be tolerated. Such actions may result in the student being placed on disciplinary probation and the student may face immediate suspension for a period of not more than five days.

The carrying of offensive and/or dangerous weapons or toys on to the AES campus or while participating in AES-sponsored activities is prohibited. On matters of what constitutes an offensive or dangerous weapon or toy, the school principal's judgment will be final.

If any violation of the above policy is deemed of sufficient magnitude, depending on the nature of weapon and its use, the age and general behavior of the student, and whether or not it is a first or a repeated offense, the director may recommend to the board of governors that the student be expelled.

### **Public Behavior (Policy 8.3017, last reviewed May 2014)**

As a private institution, AES has the right to take action in relation to conduct of students, both on and off the campus, which affects the safety and well-being of other students or the relationship of the school and its host country. If necessary, the school may exercise its authority to discipline students for conduct that threatens the physical or emotional safety of fellow students, disrupts the overall learning environment of the campus, or violates US or Indian law. Such discipline may include suspension or withdrawal of the privilege of attending AES. This authority extends to all school-sponsored trips and to conduct outside the boundaries of the campus and the normal school hours. Any disciplinary action will be in accordance with approved discipline policies, which are published in the school student handbooks and Policy 8.40 Student Discipline of the AES Board Policy Manual.

AES students must recognize that the social and cultural environment of the school and the presence on campus of students of widely differing ages and maturity, representing diverse social and cultural groups, require appropriate public behavior. While on campus and while participating in school activities or on school-provided transportation, students are expected to conduct themselves in a responsible and appropriate manner. For this reason, excessively loud behavior, vulgarity, fighting, as well as inappropriate public displays of affection will result in disciplinary action.

### **Public Displays of Affection**

Students need to respect that public displays of affection are inappropriate within a school environment. Holding hands or a hug of affection do not cross any boundaries, but passionate embraces or prolonged kissing have no place on the school campus. If incidents are repeated after initial intervention by the counselors, the administration and parents will be informed. Persistent disregard of this expectation may result in supervised study or other disciplinary responses.

## Tobacco, Alcohol, Drugs, and e-cigarettes (Controlled Substances)

The use of tobacco, alcohol, e-cigarettes and/or other drugs is injurious to student health and to a healthy learning environment. The use, sale, distribution or possession of tobacco products (including any type of e-cigarettes), drugs or alcohol by students on school property, school-provided transportation, at school-sponsored and chaperoned functions are prohibited and are grave infractions of school rules that will not be tolerated. This prohibition extends but is not limited to: conventions, sports events, Minicourse, dances, and other social functions as well as co-curricular activities. Policy 8.3011. Last reviewed: May 2014.

The restrictions include but are not limited to: everywhere on campus before, during or after the school day and all co-curricular activities such as MESAC, school trips, and other events. It is the responsibility of the high school parents and students to become fully aware of the policy on tobacco, alcohol, and drugs.

## Disciplinary Actions

### Tobacco and any other type of e-cigarettes

Use of smoking or chewing tobacco by students is prohibited on campus, at all school-sponsored events, and on school-contracted transport. Violation of this rule is a serious matter and will result in disciplinary action as outlined below, including suspension.

In the event that a student has persistently violated this policy or demonstrates a willful disregard of the policy, the student may be subject to further measures, up to and including expulsion.

#### *First violation*

- a conference that includes the student, the parent(s), an administrator, and the counselor
- a one-day out-of-school suspension
- mandatory individual or family counseling as determined by the school

#### *Second violation*

- a conference that includes the student, the parent(s), an administrator, and the counselor
- a three-day out-of-school suspension
- mandatory individual or family counseling as determined by the school

#### *Subsequent Violations*

- The student will be subject to further disciplinary measures up to and including expulsion.

## Alcohol and Drugs

Students may not use, possess, be under the influence of, sell, or distribute alcohol and drugs at any time while on campus, at a school-sponsored or chaperoned event, on school-provided transportation, or in any activity conducted under the aegis of the school. In addition, possession of matches, lighters, rolling papers or other smoking paraphernalia is prohibited. Use of prescribed medicines shall be supervised by the Health Office. Any infraction of this policy is a grave concern and will result in the following



### ***First violation***

- a conference with the student, his/her parent(s), school counselor, and school administrators
- immediate out-of-school suspension from school and all school activities for a period of not less than five school days
- mandatory individual or family counseling as determined by the school; a minimum of three counseling sessions must be completed

### ***Second violation***

- a conference with the student, his/her parent(s), school counselor, and school administrators
- suspension or expulsion from AES for a length of time determined by the school
- participation in a treatment program subject to school approval but researched and paid for by the student's family.

The student may reapply for admission to AES following successful completion of the treatment program. Readmission is not guaranteed and will be made by the school administrator, counselor, and admissions director upon a review of the student's progress. The director may expel a student from school for a first violation of this policy, if the student's conduct causes or may cause harm to others or creates a dangerous situation, is part of a pattern of behavior that shows disregard for school policies, or exposes the school to the threat of legal action.

# Student Life

The American Embassy School endorses the belief that education should be directed to the strengthening of respect for human rights and the fulfillment of student responsibilities. In order for students to be able to conform to the community's standards of conduct, these rights, responsibilities, and expectations are herein articulated.

AES is a community of learners and, in any effective school community, rights and responsibilities balance one another. Consequently, at AES student rights and responsibilities are interdependent. The rights are dependent upon each member of the student body exercising the responsibilities of respect for the educational process, consideration for others, honesty, and accepting the consequences of one's actions.

Since it is impossible to describe and specify all situations, common sense and trust must be used. Indeed, an atmosphere of mutual trust, which is synonymous with the sense of community for which we strive, is best achieved by establishing a few clearly described universal expectations, as stated in this handbook and in Board Policy.

## Student Rights

Students are entitled to all the rights set forth in this policy, without distinction of any kind, such as race, color, gender, language, religion, political or other opinion, national, ethnic or social origin, disability, sexual orientation, or other status.

Students have the right to pursue education in a climate of mutual trust, respect, and interpersonal concern where openness and integrity prevail.

Students have the right to a meaningful education which will prepare them to be confident, independent, and passionate learners.

Students have a right to safety of both person and property, including the right to safe and clean school facilities.

Students have the right to learn in an environment free of physical, emotional, psychological, and verbal harassment or bullying.

Students have the right to freedom of thought, conscience, and religion.

Students have the right to protection from arbitrary interference with privacy, family, home, and correspondence.

Students have the right to freedom of opinion and expression. This right includes freedom to hold opinions without interference and to seek, receive, and impart information and ideas, unless this would violate the rights of others or cause personal or institutional harm.

In any action against a student that could result in expulsion, the student has the right to obtain assistance for his or her defense and should be informed of that right.

Students have the right to freedom of peaceful assembly and association, unless this would violate the rights of others or interfere with the operation of the school.

With permission from high school administrators or counselors, students have the right to inspect and review all academic records directly related to them.

- Students may seek a correction or deletion where a record is felt to be inaccurate, misleading, or otherwise in violation of their privacy or other rights.
- Students have the right to seek representation on the Board of Governors and may attend any committee meeting dealing with matters directly related to students.
- Students have the right to have their views solicited and considered by teachers, administrators, and the Board of Governors in matters directly related to students.

## Student Responsibilities

Students may safeguard their rights by taking full responsibility for their actions. Students are responsible for their own behavior. They must respect the individual rights of others and help to provide a safe and positive school environment within which to learn. Specifically, students have the responsibility to:

- be honest, act with integrity, and exercise self discipline.
- be courteous, communicate respectfully with other members of the school community, and allow others to express their views.
- respect the rights of others without distinction of any kind, such as race, color, gender, language, religion, political or other opinion, national, ethnic or social origin, disability, physical appearance, sexual orientation, or other status.
- respect the educational process and learning environment by refraining from any behavior which diminishes the rights and opportunities of others to receive an education.
- behave in a responsible manner which safeguards and does not endanger the health and physical or psychological well-being of others.
- respect the property of fellow students and the property of the school.
- dress in neat attire which takes into account cultural sensitivities.
- keep cell phones, music and video players, and other similar devices switched off and stored in a bag, backpack, personal carry-all, etc. during class.

## Assemblies

The high school holds weekly assemblies to showcase student or club presentations and performances, to prepare for Minicourse, to hold class meetings, and to listen to guest speakers. When the scheduled time is insufficient a special assembly schedule will replace the regular daily schedule. Students are expected to sit in Home Base arrangements when directed and be courteous, respectful and attentive. Cellphones, laptops, and other devices should be stored in backpacks during the assembly.

## Associated Student Council (ASC)

The AES Student Government is composed of a high school-wide Executive Committee (EC) and four individual Class Councils (CC). Faculty members act as advisors for EC and each CC. Each group holds meetings once a week and the full student leadership group meets approximately once a month. Please refer to the back of this handbook for the ASC Constitution.

## High School Café

The high school café is located below the Stein Library and is open throughout the school day. The cafe provides a la carte lunch options, drinks, and snacks. It is also a place for reading, studying, and relaxing. Next to the Cafe is the HS Multi-purpose room which is used for additional cafe seating during lunchtime.

The cafe is for the use of AES high school students and faculty. Students must use the high school café responsibly. Specifically, students must:

- pick up after themselves and leave the area clean and neat for the next person.
- use technology in an appropriate manner (see the AES Acceptable Use Policy, 8,3018).
- use appropriate language at all times—no profanity.
- respect the school's property and furnishings.
- take their belongings with them and not use the space as a storage depot.

Students are expected to monitor their own behaviors. Individuals that violate these basic standards will lose the privilege of using the high school café and may face other disciplinary consequences.

## Lockers

The book lockers are assigned to students on need basis. The students need to contact the HS office if they need a locker. Use of a school locker is a privilege, not a right, and continuation of the privilege is conditional upon students using their assigned locker and treating it with care. Using a locker assigned to another student is an inappropriate violation of the privilege. Each student is expected to provide his or her own combination padlock to keep the contents of the locker secure. Lockers in need of repair should be reported to the high school office.

## Lost and Found

Articles of clothing, bags, books, etc. found on campus will be placed in the lost and found collection by the Gym. Electronic items will be turned into the Hub or the high school office for safekeeping. Students are advised against bringing large amounts of money and valuable items to school. In addition, students are advised against leaving valuable items in their lockers and/or unattended in backpacks.

## Lost or Damaged Student ID Cards

All AES high school students are issued an ID card that must be carried to school each day and shown to the appropriate gate guards when entering campus. If an ID card is lost or damaged, students should go to the high school office and pick up a replacement request form. This form must be signed by the student's counselor or an administrator before a new student ID card can be issued.

The student must take the signed form to the Business Office where it is presented to the cashier along with the card replacement fee. The replacement fee for a lost card is Rs. 500 and the replacement fee for a damaged card is Rs. 250. The cashier will issue a receipt for the payment. Keep this receipt and the card replacement form. A damaged card must be turned in to the high school office or the card will be considered lost.

Then, the student must go to the Id office by the Theater and present the receipt. The id office will create a new student ID card and then assign the card to your account. The Point of Sales (POS) money used for purchasing food on campus is stored in your account and is transferable once the new card is assigned, and the old card is deactivated automatically. When you leave AES any money left in your account is refunded to you at the time of withdrawal.

## Posting of Signs

Students may post signs for their clubs or organizations but must avoid painted walls. Events that are not school-sponsored may not be advertised at the school without the permission of the principal or assistant principal.

## Scheduling Events

Student groups wishing to plan an event must apply to the high school principal or assistant principal through their grade level advisor. Major events are scheduled before the end of the preceding year and appear on the annual AES Event Calendar. Additional activities must be scheduled at least two weeks in advance. Requisition for the use of school facilities must be obtained by securing, completing and submitting the necessary form to the administration at least 10 days before the event.

## The Tiger's Den

The Tiger's Den is open all day and serves breakfast, snacks, and lunch. It is also occasionally open for an early dinner on nights of school performances. A school store selling basic school supplies and Tiger Spirit clothing is also located in the Tiger's Den. High School students and staff also have the High School Cafe and the Breezeway as additional options for food purchase.

## School Publications and Performances Editorial Policy

### Editorial Practice

School publications and performances at the American Embassy School are designed to serve as a vehicle for instruction and should be appropriate for students as to grade level and content of material. All publications have a faculty advisor. The student editorial staff and faculty advisor establish editorial practices which promote journalism as well as literary and artistic endeavors. Student publications shall provide as much opportunity as possible for the sincere expressions of student opinion. Items should reflect all areas of student interest, including topics about which there may be dissent and controversy. Controversial subjects should be presented in depth with a variety of viewpoints published.

The student editorial staff and a faculty advisor are responsible for implementing writing practices that include the avoidance of libel, obscenity, profanity, defamation, false statements, references to alcohol and drugs, and material advocating racial or religious prejudice or the violation of laws or school policies. Sensitivity to cultural differences at the school must also be considered when making editorial decisions.

The American Embassy School does not allow the publishing, copying, display, performance, or distribution of material that is not approved by a faculty advisor and the high school principal. Student submissions for publication must be credited with the name of the author. In all cases, the principal will make the final editorial decisions. All decisions of the principal may be appealed to the School Director.

**Defamation:** The act of damaging the reputation of a person or group by way of slander or libel.

**Libel:** Any written, printed, or pictorial statement that damages a person by defaming his character or exposing him to ridicule.

**Obscenity:** Indecency, lewdness, or offensiveness in behavior, expression, or appearance.

**Prejudice:** An adverse judgment or opinion formed beforehand or without knowledge or examination of the facts.

**Profanity:** The condition or quality of being profane (i.e., showing contempt or irreverence toward religious belief, blasphemous, abusive, vulgar, or irreverent language).

## School-Sponsored Events

At a school-sponsored event, all school rules apply. Students who leave the premises or campus may not return to the event later. Attendance at such events will be restricted to AES students, unless special permission is received in advance from the high school principal. Events will normally end at 10:00 pm, and will be chaperoned by AES faculty.

### Fall Fiesta

The Fall Fiesta will be held on October 19 this year. Fall Fiesta is a great time for our community to come together. Most importantly, Fall Fiesta is a chance to give back to the HS student service clubs and other student-run organizations. This is their ONLY fundraising opportunity for the year. All proceeds from the event will go directly to HS student service/club organizations.

### Friday Night Lights

The dates for Friday Night Lights are October 4 and April 10. More details will be shared closer to the event dates.

### Prom

The prom will be held on April 25 this year. It is organized by the grade 11 class council and is usually held in the ballroom of a Delhi hotel. This event is intended for grade 11 and 12 students and their pre-approved, invited guests. The prom hours will be determined by the grade 11 class officers in consultation with the high school administration. As this is a school-sponsored event, school rules apply. An AES student may bring a guest from 9th or 10th grade or from outside the school if permission is received in advance from the high school administration. Guests must abide by school rules. Dress at the prom is formal.

### Temporary Guardianship/Parent Travel

For the student's protection, it is imperative that the high school office and the student's counselor be informed when parents travel. The parents must also identify the temporary guardian of a student. Temporary guardianship authorization should be signed by the parents and submitted to Ms. Maggie Dorairaj. The expectation is that the guardian is living in the same residence as the student. Forms can be downloaded via the AES website or can be obtained in the high school office. Parents intending to be away from Delhi for more than three weeks (or indeed much longer) must discuss circumstances with the high school administration before any longer term guardianship arrangements can be approved.



# Appendix

## Constitution of the American Embassy School Student Government

The students of the American Embassy School (AES) in New Delhi, India are an integral part of the AES community. In order to organize ourselves so that we can be contributing members to this community, we have created this student government of the AES High School.

### Article I. Name, Structure, and Purpose

#### Section A: Name

The name of the American Embassy School Student Government will be the AES Associated Student Council (ASC) encompassing the Executive Committee and the four Class Councils.

#### Section B: Structure

The ASC will be composed of a high school wide Executive Committee and four individual Class Councils.

#### Section C: Purposes of the Executive Committee

The purposes of the Executive Committee are as follows:

- to serve as representatives of the students of the AES High School;
- to model leadership in all activities affecting the life of students at AES;
- to provide services for the AES community;
- to discuss, deliberate, and vote on questions relating to or affecting student life in the high school;
- to give the representatives of the student body voice and experience in managing student related, high school wide activities
- to communicate with ASC advisors and administrators about the planning and scheduling of student activities;
- to promote positive relations between the students and the administration, faculty, and Board of Governors;
- to enhance the general welfare of the student body by:
  - providing a means for exchange of ideas within the student body
  - responding to school-wide issues
  - encouraging, by example, high standards of discipline, scholarship, motivation, and achievement;
- to be active in acts of social service; and
- to organize high school wide activities.

#### Section D: Purposes of the Class Councils

Section D: Purposes of the Class Councils

- to serve as the representatives of the students of their respective classes,
- to mediate class issues,
- to ensure that the opinions of the class are represented in the EC,
- to organize class events and activities, and
- to organize the annual prom (for the junior class).

## Article II. Membership of the ASC

### Section A: Voting Members

The voting members of the ASC are the eight members of the Executive Committee.

### Section B: Non-voting Members

ASC membership includes all members of Class Councils. Additionally, the EC shall have power to appoint other students to the ASC as members of committees or observers. Appointments require EC confirmation via majority vote.

### Section C: Equality of Voting Privileges

Each member of the EC shall be entitled to one vote on all questions deliberated. In the event of a tie, the entire ASC will be convened for consultation and a subsequent re-vote. If a tie still exists, the EC Advisor will break the tie.

### Section D: Vacancy

No vacancy shall be filled until there has been a publicly advertised election under the election procedures set forth in Article VII. Should a member of the ASC be unable to fulfill his or her duties and responsibilities, new elections will be held to replace that person. Should that vacancy occur in the second half of Semester 2 of the school year, that position will remain vacant. When required, elections must assure the proper distribution of positions to grade levels for EC.

#### Vacancy of ASC Members

Should a member of the Executive Committee be unable to fulfill his or her duties and responsibilities, new elections will be held to replace that person. Should that vacancy occur in the second half of Semester 2 of the school year, that position will remain vacant. When required, elections must assure the proper distribution of positions to grade levels.

## Article II. Membership of the ASC

### Section A: Advisory Power

The ASC shall have the power to initiate discussion, deliberate, and vote on questions relating to or affecting student life at the American Embassy School, or other questions of interest to the students.

### Section B: ASC Review

The ASC shall have the power to review the work of ASC members and committees. Any decision of an ASC committee or ASC member may be reviewed by the ASC and may be affirmed or reversed by a majority vote of the EC, unless expressly provided otherwise in this constitution.

### Section C: ASC Approval of Appointments

All appointments are subject to ASC review. These appointments may include, for example, a technology coordinator or a sports advisor. The need for an appointed, non-voting position may be confirmed by the EC, after which an open enrollment process shall take place (the position will be advertised and candidates interviewed). The EC must affirm the selection by a majority vote.

# Article IV. Meeting and Procedures of the ASC

## Section A: Regular Meetings

The EC shall have weekly meetings and, at a minimum, shall meet two times a month during the school year.

## Section B: Special Meetings

Any member of the EC may call special meetings of the EC at his or her discretion. A special meeting of the entire ASC can be called upon the request of any four members of the ASC or by any two EC members.

## Section C: Open Meetings

All meetings of the ASC shall be open and public. Only by a two-thirds vote (five of eight EC members) may the ASC declare itself in Private Session and close the meeting to non-ASC members. The minutes of private sessions must be approved by a majority of the EC for public viewing.

## Section D: AES Student Leaders Group Meetings

The EC by majority vote can call an AES student leaders meeting. The members consist of the ASC, a representative from all clubs, faculty advisors, and the high school principal. A senior member of the EC will preside over the meeting.

## Section E: Publication of Agenda and Minutes

1. Agendas shall be published for each ASC meeting by all forms of public and internal communications. The minutes of each meeting shall be made available no later than the next regular meeting of the ASC. The ASC meeting notes shall be approved by the EC Advisor before publication.
2. A public, preferably electronic archive of all ASC agendas and minutes shall be kept.

## Section F: Quorum of the EC

A quorum of the EC for voting purposes shall be six of eight members (or seven of nine in instances in which the EC consists of nine members).

## Section G: Procedural Regulations and Bylaws

1. The EC shall have the power to set, by a majority vote, such procedural regulations and bylaws as it deems necessary to its orderly and efficient operation. These procedural regulations and bylaws shall be made public and shall be attached to this document under the heading "Procedures & Bylaws." If a bylaw is temporary in nature, a date of expiry must be set.
2. The EC shall ensure that the ASC is adhering to this constitution and any other regulations determined by the ASC. The EC shall monitor all approved bylaws for their legality.

## Article V: Executive Committee

The Executive Committee will be comprised of eight officials elected by the student body. These officials will share the duties necessary to carry out the operations of the ASC. It is up to the EC in coordination with the EC Advisor to establish responsibilities. These responsibilities must include an acting chairperson, communications advisor and financial advisor. These responsibilities will, throughout the year, rotate as seen fit among the members. It is the responsibility of all members of the EC to assure the highest standards of achievement and to hold each member accountable for fulfilling their responsibilities. It is imperative that the group work as a unit. As such, each member is responsible for, but not limited to, the following governing functions:

- Coordinate with the middle school student government and elementary school student government as needed.
- Ensure that internal ASC voting and student body voting is fair and according to regulations set forth.
- Set internal financial procedures for the ASC, in consultation with the AES business manager and the EC Advisor.
- Ensure that ASC and all of its members are following this constitution and any rules and regulations agreed upon.
- Ensure that the correct school-wide procedures and documentation are being used at all times.
- Ensure that the duties of ASC members are being fulfilled.
- Make recommendations on procedural modifications and efficiency.

## Article VI. Class Councils

The freshman, sophomore, junior, and senior classes shall each elect councils of five members with equal standing.

### Section A: Responsibilities of Class Council Members

The duties and responsibilities include but are not limited to the following:

- Conduct meetings of the entire class on a regular basis.
- Conduct regular informal meetings of the class council.
- Work together to meet specific requirements necessary for any task that needs to be completed.
- Serve as member of the full ASC and student leaders group when called upon.
- Meet regularly with Class Council Advisor.
- Build consensus among class members.

### Section B: Class Meetings

Votes on class-related issues are passed by a majority vote with a 2/3 quorum of the class at class meetings.

### Section C: Class Council and Executive Committee

Class Councils may decide to send members to attend EC meetings, especially when an issue important to the class arises.

## Article VII. Elections

To ensure a fair and democratic form of government, the ASC shall ensure and maintain the integrity of the election process.

### Section A: ASC Elections

1. For all EC and CC elections, 65 percent of the eligible voting body must vote. Abstentions are counted in forming the quorum. If this quorum is not reached, then a new election shall be held until the quorum is reached.
2. The ASC shall make arrangements to allow absentee ballots.

### Section B: Election Rules

The ASC Executive Committee shall determine the rules for elections in coordination with the EC Advisor. The high school administration shall ensure that the standards of the ASC elections are consistent with the ideals of the school. It is the high school administration that officially validates the results of all elections. Hence, the high school administration in unusual circumstances shall have the power to intervene in the elections rules set up by the ASC.

### Section C: Violation of Election Rules

The EC in coordination with the EC Advisor shall investigate and rule on allegations of misconduct by candidates during a campaign. The EC has the authority to recommend disciplinary action against candidates who violate the rules, including the recommendation to disqualify candidates for violation of the rules. The administration and EC Advisor shall enforce these recommendations at their discretion.

### Section D: Election Dates

ASC Executive Committee shall be elected in April with May being a government transitional month and their terms beginning on the first day of the new school year. Class councils shall be elected at the earliest convenient date after Executive Council elections.

### Section E: Eligibility for Office

To be eligible for office the candidate must be enrolled at AES for the school year for which they intend to preside in office.

### Section F: Composition of the ASC

The Executive Council will generally consist of eight members but nine members may also be permitted.. These members will be selected on the following basis to ensure full representation of the associated students:

- Up to two members can receive electoral exemption (see Section J below).
- One and only one incoming 9th grade student will be elected to the council by his or her class.
- Three positions will be reserved for members of the incoming 10th, 11th and 12th grade classes.
- The remaining position(s) will go to the next highest vote-getters.

To be eligible to run for EC, students must have the recommendation of one teacher and one peer from each grade in the high school

The Class Councils will consist of five members. These members will be elected by their class. To be eligible to run for CC, students must have the recommendation of one teacher and four peers from their grade.

The high school administration shall ensure that the standards of the ASC elections are consistent with ideals of the school.

### **Section G: Voting Procedures**

Students may cast votes equal in number to the amount of available seats plus one. This may vary year-to-year depending on the outcome of Electoral Exemption (Section J, below). For example, in a year during which two EC members receive exemption, there would be five available seats (eight seats total, minus the two exempted members, minus the rising 9th grade candidate who is elected separately by their classmates). Five available seats plus one equals six, so students in such a year may cast up to six votes.

Students must vote for one candidate from each of the rising 10th, 11th, and 12th grades before they can vote for a second member from any given grade. However, students may abstain from voting altogether or may vote for as few as one candidate.

### **Section H: Election Expenses**

The ASC, as the high school student government, shall defray all election expenses not including students' direct campaign expenses

### **Section I: Oath of Office**

The principal of the high school shall administer the following oath of office for EC and CC officers at the earliest possible date in the new academic year.

*"I do solemnly swear that I will faithfully execute the office for which I have been elected and will, to the best of my ability, ethically represent and serve my fellow students and my school."*

### **Section J: Electoral Exemption**

The EC Advisor will chair the election board, consisting of the following: the EC Advisor, non-returning EC members, the HS Principal and Assistant Principal. After a private and confidential meeting of this election board, The EC Advisor will solicit private and confidential votes from election board members for exemption. Election board members will vote for either zero, one or two candidates to be exempted from the next EC election. Candidates must receive two-thirds support from the election board to be exempt from the electoral process (operationally, "two-thirds" is defined as the number of election board members mathematically closest to two-thirds of the board members, whether rounding up or down). If the two-thirds is not reached, the candidate will not be given exemption from the electoral process. In the event of a tie, a direct vote by the election board between the tied candidates will take place, though if two-thirds is not reached at this point, neither candidate will be exempt from the process.

# Article VIII. Removal of Student Government Members

All voting in regards to the removal of a student government member shall be secret.

## Section A: Recall

Procedure for the Impeachment of an ASC Class Council member

A student of the class wishing to impeach a class government officer must file a petition with their Class Council Advisor and the EC with 10 supporting signatures. The petition must demonstrate due cause. A class officer may be impeached from office due to grave misconduct by a majority of the voting class.

Procedure for the Impeachment of an ASC Executive Council member

A student wishing to impeach an ASC EC member must file a petition with the EC Advisor containing 25 supporting signatures. Alternatively, in lieu of a petition, an ASC member may bring a motion to the floor of the ASC for the removal of the EC officer. If a petition is filed or the EC motion is approved, a referendum of the high school student body shall take place. A majority of the votes cast is needed to remove the EC officer.

## Section B: Attendance Review

ASC members who, without excuse, miss two or more ASC meetings or events will be given an official letter of warning from the ASC.

Any subsequent unexcused absences shall result in an automatic motion to expel the member from the ASC. A two-thirds majority (five of eight EC members) is needed for the motion to be passed.

The Communication Advisor is responsible for maintaining accurate attendance records and notifying the ASC of those who should be called up for attendance review.

Following the second absence of the ASC member, he or she shall be warned that he or she might be called up for attendance review at the following ASC meeting. When a member is up for a motion to impeach due to attendance, the ASC will assess how well this ASC member has fulfilled his or her ASC responsibilities. The ASC will consider reasons for the ASC member's absence and the ability of this ASC member to represent his or her constituency in the future. The member shall be removed from office unless there is a majority vote to retain him/her. Vacancies shall be filled in the manner outlined in Article II.

# Article IX. Amendments

## Section A: Amendments to the Constitution

The constitution may be amended by a referendum of the student body. A simple majority is needed to amend this document.

## Section B: Amendments to the Procedures and Bylaws

By-laws, internal regulations and procedures may be amended with a majority of the EC. ASC members who, without excuse, miss two or more ASC meetings or events will be given an official letter of warning from the ASC.



# Official By-laws for the American Embassy School Community Service Council

The American Embassy School (AES) High School believes that participating in community service is an integral part of being a responsible global citizen. As such, the High School (HS) has created the Community Service Council and its bylaws in order to better organize its service clubs and policies. The bylaws provide a framework that governs the functioning of the council; for more specific information on processes and responsibilities, refer to the Service Council Procedures.

## Article I - Name of Organization

### Section 1. Name

The name of this organization shall be the Community Service Council (CSC).

## Article II - Purpose

### Section 1. Vision statement

The Community Service Council envisions an AES community in which every student is intrinsically motivated and empowered to bring about purposeful, sustainable change in both their immediate and larger community.

### Section 2. Mission statement

To lead, support, and collaborate with various service clubs within the school focused on addressing a variety of humanitarian and environmental issues within Delhi, India, and the world at large.

## Article III - Members

### Section 1. Category of constituent membership

Members of the CSC shall be:

#### A. Active Members:

- Students leading service clubs within the AES HS;
- The CSC Board, as defined in Article IV.

B. One Secretary to be appointed by the AES administration.

C. The former Student Community Service Coordinator and Deputy Service Coordinator until they leave AES.

### Section 2. Rights of membership

A. Only active members shall have all the privileges of membership, including rights to vote on behalf of their club on any decision pertaining to the CSC.

### Section 3. Length of membership

A. A single leadership term spans from January to December of a single year:

1. Student Leaders may serve a maximum of two year-long leadership terms;
2. Student Leaders' leadership tenure should be for a minimum duration of one term, or a single year.

Exceptions can be granted for:

- Leaders who are unaware they will be moving in June. In this case, the leadership of the club must notify the CSC Board and redo the application process in April in order to select a new leader,
  - Clubs where, due to extraneous circumstances, a leader must step down and/or an additional leader is required to support the work. In these cases, the Student Leaders and Faculty Advisor must justify this to the CSC Board, and secure its consent. After that, they may redo the leadership application process in April to select the new leader;
3. Official changes in leadership must take place in January of each year, at the start of the new leadership term;
4. An outgoing Student Leader must handover leadership with sufficient mentorship and training of new leaders including:
- Detailing the club-specific responsibilities of the new leader,
  - Handing over relevant resources and contact information,
  - Conducting at least one leadership handover meeting with the faculty advisor and the new Student Leaders, either at the end of their leadership term or at the beginning of the new leaders' term;
5. Former Student Leaders from any grade level are granted a "Senior Advisor" position in their respective club(s) provided that they are engaged by:
- Fulfilling their obligation in the leadership handover process, as outlined above in part (4),
  - Continuing participation in their respective service clubs,
  - Being available, if and when necessary, to support and advise the new leadership.
- B. In selection new leaders, each club needs to follow a transparent and consistent process, such that:
- Leadership selection should begin by November, and the decision should be finalized by end November/early December, based on the timeline set by the CSC Board;
  - Each club's leadership application should be finalized by a deadline set by the CSC Board and published on the CSC Website, containing the mandatory components outlined in CSC procedures;
  - Each club's leadership selection is ultimately decided by its current Student Leaders and Faculty Advisor(s), who are responsible for considering all relevant factors thoroughly and in good faith while making the decision;
    - i) External factors unique to a club, such as recommendations from fellow volunteers or a popular election, might inform the leadership decision, but cannot themselves decide the outcome,
    - ii) The current Student Leaders and Faculty advisors are accountable for their final decision, and are responsible for providing a justification of the decision to any club member who requests one.
- C. Each club must have two Student Leaders formally representing the club in the CSC;
1. Clubs may also select a Trainee Leader in November; the policy for exceptions can be found in the Procedures.

- Trainee Leaders' responsibilities include:
  - i) Supporting the two Student Leaders in fulfilling their obligations as active members of the CSC, and in any club-specific responsibilities,
  - ii) Attending CSC meetings and the CSC retreat with the Student Leaders;
- A Trainee Leader must be a grade 9 or 10 student, and is selected with the assumption that they will serve as a Student Leader in the following year:
  - i) This is not a requirement; the final decision for the club's Student Leaders in the following year remains at the current leaders' and faculty advisor's discretion,
  - ii) If a student serves as Trainee Leader for one year, and Student Leader in the following year, they are expected to hand over leadership in the third year; should they seek an exception, they must:
    1. Seek approval from their faculty advisor and co-leader(s),
    2. Consult with the CSC board providing their justification for extending their term by another year.

#### **Section 4. Responsibilities**

##### **A. The role of an Active Member is to:**

1. Attend the monthly meetings of the Community Service Council and:
  - a. Resolve any time conflicts prior to Council meetings,
  - b. In the event that they cannot attend a CSC meeting:
    - i) Inform the CSC Board and Secretary in advance through email,
    - ii) Arrange for a substitute representative for their club (either a Trainee leader or an engaged volunteer), so that their club is represented by at least two individuals at the CSC meeting,
    - iii) Read the minutes and/or presentation from the missed meeting,;
  - c. Conduct any prior preparation, including meeting with their student leadership and Faculty Advisor in advance of the meeting, if necessary;
  - d. Providing their club members and Faculty Advisor with an update after each CSC meeting, including but not limited to:
    - i) Club-specific fund requests entertained during the CSC meeting,
    - ii) Any changes to service club policies on matters such as the by-laws, leadership selection, and semesterly club sign-ups;
2. Submit the following required information to the CSC Board when requested without delay:
  - a. A club schedule for the semester, submitted at the start of each semester to be published on the CSC Website and shared with all volunteers:
    - i) Student leaders are expected to follow through on the schedule submitted to the CSC Board; they may change activity/interaction dates, locations, or times solely due to unprecedented circumstances;
    - ii) Clubs' schedule must indicate that they provide 13 hours of service, at minimum, for the semester;

- b. An hours policy for their club, submitted at the start of each semester and shared with all volunteers:
  - i) Student Leaders are responsible for notifying the club leaders if the hours policy is updated, and ensuring that hours are awarded on their attendance in a manner which is consistent with the policy
  - c. Updated general information about their club, as required by the CSC Board at the start of each semester to be published on the CSC website;
  - d. Sustained, accurate records of their attendance and roster for all members of their club, submitted at the end of each semester:
  - i) This must include accurate markings on whether or not a member's absence is unexcused:
    - 1. An excused absence is defined as an instance when a member cannot attend an interaction due to another pressing academic, extracurricular, family, or other commitments, and informs the Student Leaders about this either in advance (for an anticipated conflict) or directly afterwards (for emergencies);
  - i) If a member has three consecutive unexcused absences at any point in the semester, Student Leaders may, after contacting the member, remove them from the club roster
3. Attend the mandatory Service Council retreat:
- a. The retreat shall be held in April of each year, organized by the CSC Board;
  - b. Student Leaders must share updates from the retreat with the Faculty Advisor and club members;
  - c. Student Leaders must inform the CSC Board in advance if any circumstances preclude them from attending the retreat, in which case, they are responsible for appointing a replacement to represent the club;
4. Maintain records of their respective club(s)' action planning, fund requests, spending, and attendance;
- B. The duties of the Secretary include but are not limited to:
- 1. Record and the minutes of all meetings of the CSC and forward these to the members of the council after the meeting;
  - 2. Keep on file as a permanent record all reports, papers and documents submitted to the Council;
  - 3. Work with the CSC Board to prepare financial reports at the end of each semester to be presented to the CSC;
  - 4. Issuing checks for the fund requests upon approval by the CSC and the the Faculty Community Service Coordinator;
  - 5. Compile data on each club's attendance at the end of each semester, to be shared with the CSC Board and, if necessary, the Student Leaders;
    - a. Digital ownership of the attendance and roster shall be transferred to the Secretary at the end of each semester once attendance has been finalized by each club's leadership;
  - 6. Maintain accurate attendance records for all CSC meetings and the CSC retreat, including:
    - If a CSC member was absent, whether or not the absence was excused;
    - Utilizing the same definition of an excused absence as applied to club members, defined above in Section 2, Clause A, 2(d)(ii)(1).

**Section 5. Absences**

- A. Clubs that have not been represented by two or more student leaders at more than two regularly scheduled meetings of any current term year without prior notification to the CSC Board and who offer no valid reason for such absences may have their club up for appraisal;
  - 1. The process of appraisal may include to merge with another club or be removed from the council.

**Section 6. Removal**

- A. Any non-CSC board member may be removed from the CSC under the following circumstances, which may include but are not limited to:
  - 1. Misconduct;
  - 2. Embezzlement of funds;
  - 3. Non performance of duties;
  - 4. Integrity issues.
- B. A student coordinator may be subjected to removal or replacement under the same conditions presented for a member of the CSC; the remaining CSC board must present the removal to the Principal or the Assistant Principal.

**Article IV - CSC board**

**Section 1. Composition**

- A. The Board of Members will consist of the Student Community Service Coordinator, Deputy Student Community Service Coordinator, and Faculty Community Service Coordinator.
- B. The Student Service Coordinator and Deputy Student Service Coordinator should not take future positions in the Executive Council, and they are highly encouraged not to seek election to the Class Council from their respective grade.

**Section 2. Rights:**

- A. The CSC Board has the right to:
  - 1. ratify or eliminate new clubs in accordance with the CSC by-laws and the school administration;
  - 2. manage fund transactions;
  - 3. bring a club under review if it is not in compliance with the CSC by- laws;
  - 4. attend individual club meetings at their own discretion.

**Section 3. Role of the CSC board:**

- A. The Student Community Service Coordinator and the Deputy Student Community Service Coordinator both shall:
  - 1. Conduct two rounds of individual meetings with all clubs' Student Leaders and Faculty Advisors each semester at the start and end of the semester;
    - i) Plan and present the HS community service program at a minimum of one assembly during each semester of their term;
  - 2. Meet with the Faculty Community Service Coordinator at least once a week;

## Article V – Selection

### Section 1. Community Service Student Coordinator and Deputy Coordinator

- A. The positions shall be open during the end of each calendar year to only 10th and 11th graders.
- B. All selections shall be by application process
- C. Each candidate must go through an interview process with the selection committee that shall consist of:
  - 1. CSC Board;
  - 2. Any former Student Community Service Coordinator(s);
  - 3. One administrator (Principal, Assistant-Principal, or Counselor).
- D. A Student Coordinator wishing for a second term must re-apply during the selection process and be interviewed with other candidates;
  - 1. If a coordinator is to re-apply for the position, he/she shall be exempt from the selection committee.
- E. The coordinators shall begin their term in January and complete it in December.

## Article VI - Meetings

### Section 1. Membership meetings

- A. Planned meetings for the CSC:
  - 1. The CSC Board shall set meeting dates at the beginning of the school year;
  - 2. Meeting locations and times will be determined by the Board of Members and announced in advance;
- B. The CSC Board shall have the authority to convene a special meeting when deemed necessary and shall notify the CSC of the meeting, location and time.
- C. All CSC meetings will be open to any members of the AES HS community, though spectators will not have rights of active membership.

## Article VII – Committees

### Section 1. Appointments

- A. The CSC Board, at its discretion, may form a special committee (e.g. disaster relief).
- B. Members of a CSC special committee shall be:
  - 1. The CSC Board,
  - 2. CSC active members, selected by the CSC Board or by volunteering to join,
  - 3. Any HS student(s) selected by the CSC Board.

## Section 2. Responsibility

A. All committees shall be responsible to the Board of Members for reporting committee activities on a regular basis and shall, upon direction of the Board of Members, report it to the CSC.

## Article VIII – Clubs

### Section 1. Requirements

A. A club shall consist of at least six members.

B. Each club shall offer volunteers at least 13 hours of meaningful service spanning over the entire semester:

1. Planning hours and travel time may be included in the hours of service;
2. Information regarding the awarding of service hours (number of interactions per semester, number of hours per interaction, number of additional activities, etc.) will not be considered legitimate if a club has not submitted its semesterly schedule and hours policy to the CSC Board;
3. A HS student shall only be given recognition for their membership in the club if he/she has completed at least 10 hours of service, documented in the club's formal Roster and Attendance;
  - i) Should a student seek recognition for their work in the club, they may request for a certificate from the CSC Secretary.

B. Each club shall have one faculty advisor who shall:

1. Monitor club activities;
2. Approve documented hours prior to submission;
3. Approve fund proposals;
4. Nominate students for the CSC awards as deemed by the CSC;
5. Attend the annual CSC awards meeting;
6. Submit any announcements from the club to the main office;
7. Join Student Leaders in presiding over the annual leadership selection process and addressing any inquiries or complaints from members regarding leadership selection;
8. Be present at any off-campus activity or provide an approved replacement
  - i) Approved replacements can be any adult from the AES Community, including parents of AES students and other faculty members employed at AES;
  - ii) Should the advisor seek to appoint a replacement outside of the AES community, they must:
    - a) Present the individuals' credentials and their justification to the CSC Board for consent;
    - b) If granted consent, secure parental permission for all club members attending the off-campus activity, ensuring that parents are aware that club members will be supervised by the replacement;
    - c) Obtain and provide parents with the contact information for the replacement in case of emergency;
9. Sign off on official documentation required by club members, including semesterly schedules, club information, hours policies, semesterly rosters and attendance, and any additional materials specified by the CSC Board;

10. Stay in communication with Student Leaders, and if necessary, the CSC board.



## **Section 2. Number of clubs**

A. There shall be a maximum 13 service clubs functioning during a semester.

## **Section 3. Sign-ups process for Service Clubs**

A. Service Club sign-ups will be managed by the Student Service Coordinators, who are responsible for:

1. Setting the timeline for sign-ups, including the "trial week";
2. Disseminating the appropriate information to the HS administration, the CSC, and HS student body through the CSC Website, and Student, Homebase, and Assembly Announcements;
3. Creating and disseminating a form for HS students to sign-up for and commit to Service Clubs each semester;
4. Creating the Roster and Attendance spreadsheets for all CSC clubs, in collaboration with the Secretary, and sharing these with Student Leaders and Faculty Advisors.

B. The first week of HS activities (before disseminating the sign-ups form) is a "trial week" for all service clubs: any interested HS students can attend clubs' meetings during this week.

## **Section 4. Formation of new clubs**

A. The new club shall be able to meet all the requirements stated in Article VIII Section 1.

B. The process of presenting and discussing club proposals, outlined below, will take place in Semester 1 of a school year based on deadlines established and disseminated by the CSC Board.

C. Those who wish to put the initiative forward will carry out the steps listed in the Procedures.

D. The CSC Board is responsible for finalizing any new club(s), by late November/early December of Semester 1, that will be joining the CSC formally from January of Semester 2 onwards.

## **Section 5. Removal of existing clubs**

A. A Service Club on the CSC may be removed from the Council by the CSC Board if any or multiple of the following criteria are met:

1. Less than six members show regular attendance to club interactions, including meeting the semesterly the 10 hours requirement;
2. Less than 13 hours of service are provided by the club through interactions, activities, and other events;
3. The club's leadership has been unresponsive to addressing serious issues raised by the CSC Board during individual meetings conducted each semester by Student Coordinators..

B. The decision to remove a service club is made on the following basis:.

1. It is at the discretion of the CSC Board to apply the above criteria to a club's situation, and the Board is responsible for justifying its decision to the club's Student Leaders, Faculty Advisors, and members, if requested to do so;
2. The CSC Board is obligated to provide the club sufficient advance notice about serious issues or failure to meet the criteria through CSC individual meetings and additional meetings with club leaders and faculty advisors;

3. The decision of removing a club from the council shall be finalized no later than the end of November/early December of Semester 1 of the School Year.

## Article IX - CSC decision-making procedures

- A. The CSC shall make decisions with a 2/3 vote of those present and voting at CSC meetings;
  1. 51% of the service clubs on the CSC must be present at a meeting in order to vote;
  2. Each club shall receive only one vote during any decision/voting process, regardless of the size of the club;
  3. The Faculty Community Service Coordinator reserves the right to amend any decisions made by the CSC, if the decision conflicts with the fundamentals of the by- laws.

## Article X – Funding

### Section 1. Sources of funds

The CSC may receive funding from school fund allocation committees, primarily the Executive Council (EC) and the Student Enrichment Fund (SEF) Committee.

- A. The EC shall allocate half of the revenue from their event, "Fall Fiesta," annually. Any funds unallocated by the CSC at the end of a school year shall get transferred to the subsequent year.
- B. Individual clubs on the CSC may apply to receive funding from the SEF in cases where their budget request cannot be met by the CSC alone;
  1. These applications are made pursuant to SEF By-laws;
  2. Any excess funds unallocated by the service club at the end of the school year shall be returned to the SEF.

### Section 2. Methods

- A. In compliance with the AES Fundraising policy, service clubs may not host fundraisers unless granted permission by the CSC for reasons stated in the policy.
- B. Individual service clubs may receive funds from the Community Service Council provided the club has participated in Fall Fiesta, and has submitted the relevant forms, specified below in Section 3;
  1. To ensure that their request can and will be entertained, clubs should submit their fund request for the entire semester to the CSC before either of the first two CSC meetings of the semester, following a timeline specified by the CSC Board;
  2. Should a club seek to request funds later in the semester, they will be expected to justify the tardiness of the request to the CSC Board (e.g. unexpected circumstances, new project undertaken, et cetera).

### Section 3. Requirements

- A. The CSC funds are only available to service clubs affiliated with the CSC.
- B. The club requesting funds must:

1. Be in accordance with the requirements stated Article VIII Section 1 of the by-laws;
  2. Have already submitted their semesterly club schedule and hours policy to the CSC Board.
- C. Clubs will be required to complete a budget request outline to the CSC outlining the purpose and specifics of the request.
- D. The proposal must meet the following criteria:
1. Funds shall not be used for the benefit of AES students, and shall instead be used towards interactions and advocacy to complete club activities;
  2. Funds shall not be used as a source of donation to an external organization
- E. Should club leaders seek an exception to these requirements, they must apply to the CSC Board, and, with the Board's consent, to the HS administration.
- F. Once the funds are approved, club leaders must:
1. Follow up with the Faculty Community Service Coordinator and Secretary;
  2. Return unused funds by the end of each semester. Should they seek to retain funding in the following semester for ongoing services, they may apply to the CSC Board for an exception to this policy.
- G. When the project has been completed, the club leaders must submit all receipts documenting expenditures to the Secretary.

## Article XI – CSC Awards

### Section 1. Process

- A. Each faculty advisor shall use a rubric and guidelines, provided by the CSC Board, in order to nominate club members for the Community Service Awards;
1. Past or present Student coordinators and Deputy Coordinators are not eligible for these awards;
  2. A faculty advisor may nominate up to:
    - i) 1 award for 9th graders,
    - ii) 1 award for 10th graders,
    - iii) 1 award for 11th graders,
    - iv) 1 award for 12th grades.
  3. All faculty advisors shall meet in April in order to select the finalists for the awards mentioned in Clause A.

## Article XII – Bylaws

### Section 1. Amendments

Amendments to the Bylaws may be made with a 2/3 vote of those present and voting at a membership meeting provided that notice of proposed amendments has been sent to members at least one week prior to the meeting and approved by at least one board member.

### Section 2. Review

The CSC shall review the by-laws at least once annually. These by-laws were last reviewed March 2019.

## Student Behaviors - Response Overview

The following list outlines the sequence of responses that will be used in particular situations. Note: The principal and/or assistant principal have the right to determine if extenuating circumstances sometimes exist that may alter the information on this chart. In cases of possible discrepancy between content found in this chart and that in the relevant section of the handbook, the text within the main section of the handbook will prevail. This chart is intended as a helpful reference for students and parents.

The following list outlines the sequence of responses that will be used in particular situations. Note: The principal and/or assistant principal have the right to determine if extenuating circumstances sometimes exist that may alter the information on this chart. In cases of a possible discrepancy between content found in this chart and that in the relevant section of the handbook, the text within the main section of the handbook will prevail. This chart is intended as a helpful reference for students and parents.

Behavior	AES response(s) in sequence	People involved
academic malpractice	<ul style="list-style-type: none"> <li>•no credit for work for all involved; requirement to resubmit work</li> <li>•the teacher informs assistant principal/principal informed of the infraction</li> <li>•student teacher meeting</li> <li>•student/admin meeting</li> <li>•The student informs parent/written follow-up by the school.</li> <li>•possible meeting with parents (first incident)</li> <li>•student meets with the counselor (first incident)</li> <li>• a parent conference will be held (second and third incidents). principal is notified.</li> </ul>	<ul style="list-style-type: none"> <li>•First incident: student, teacher, assistant principal, counselor, parent</li> <li>•Second incident: student, teacher, assistant principal/ principal, counselor, parent</li> <li>•Third incident: student, teacher, assistant principal/ principal, counselor, parent, director</li> </ul>
cell phones in class	<ul style="list-style-type: none"> <li>•teacher issues a verbal reminder to students that cell phone must be kept out of sight in a backpack or bag and on silent</li> <li>• the phone may be removed</li> <li>• if a cell phone is used during an assessment, the response will fall under academic malpractice</li> </ul>	<ul style="list-style-type: none"> <li>•student, teacher, assistant principal</li> </ul>
disrespectful behavior	<ul style="list-style-type: none"> <li>•student meets with the assistant principal</li> <li>•student informs parent</li> <li>• the school informs the parent in writing</li> <li>• further action/conferencing as incidents continue and as determined by the administration.</li> </ul>	<ul style="list-style-type: none"> <li>•student, assistant principal, parent, counselor</li> </ul>

<p>dress code non-compliance</p>	<ul style="list-style-type: none"> <li>•in all incidents, students will immediately change into appropriate clothing</li> <li>•students are referred by any faculty member to the HS office to sign dress code logbook for each incident of non-compliance</li> <li>• email is sent to student documenting the first incident of non-compliance</li> <li>• email is sent to student and parent documenting any additional non-compliance</li> <li>• further action/conferencing as incidents continue and as determined by the administration</li> </ul>	<ul style="list-style-type: none"> <li>•student, assistant principal, parent, counselor</li> </ul>
<p>fighting</p>	<ul style="list-style-type: none"> <li>•student removed from class or venue where the fight occurred</li> <li>•student/administration meeting</li> <li>• parent contact to come to collect the student</li> <li>• immediate suspension (three to five days)</li> <li>• a letter is sent home and parent meeting is held by the principal</li> <li>• possibility of expulsion depending upon the magnitude of the incident and the behavioral history of the student</li> <li>• further action/conferencing as determined by the administration</li> </ul>	<ul style="list-style-type: none"> <li>•student, parent, principal and/or assistant principal</li> </ul>
<p>harassment/ bullying</p>	<ul style="list-style-type: none"> <li>•student removed from class or venue where the harassment occurred</li> <li>•student/administration meeting</li> <li>• parent contact to come to collect the student</li> <li>• immediate suspension (one to three days)</li> <li>• a letter is sent home and parent meeting is held by the assistant principal and/or principal</li> <li>• possibility of expulsion depending upon the magnitude of the incident and the behavioral history of the student</li> <li>• further action/conferencing as determined by the administration</li> </ul>	<ul style="list-style-type: none"> <li>•student, parent, principal and/or assistant principal</li> </ul>

off-campus policy violations	<ul style="list-style-type: none"> <li>• student meeting with administration</li> <li>• parent contact by principal or assistant principal</li> <li>• loss of off-campus privilege</li> <li>• further action/conferencing as determined by the administration</li> </ul>	<ul style="list-style-type: none"> <li>• student, principal or assistant principal, parent, counselor</li> </ul>
public displays of affection (PDA)	<ul style="list-style-type: none"> <li>• student meets with assistant principal</li> <li>• depending upon how egregious the incident is, the student will inform the parent on the first incident school informs parent in writing</li> <li>• email is sent to student and parent documenting any additional non-compliance</li> <li>• further action/conferencing if incidents continue and as determined by the administration</li> </ul>	<ul style="list-style-type: none"> <li>• student, assistant principal, parent, counselor</li> </ul>
tardies	<ul style="list-style-type: none"> <li>• email alert sent to student after the accrual of four tardies</li> <li>• student is expected to inform the parent and develop strategies to fix the problem</li> <li>• email alert sent to student and parents after the accrual of six, eight, and ten tardies</li> <li>• student meets with the assistant principal after the 6th, 8th, and 10th tardy to review strategies</li> <li>• student assigned to supervised study after 6, 8, and 10 tardies</li> <li>• loss-of off-campus privilege after 10 tardies</li> <li>• further action/conferencing if incidents continue and as determined by the administration</li> </ul>	<ul style="list-style-type: none"> <li>• student, assistant principal, parent</li> </ul>
theft/vandalism	<ul style="list-style-type: none"> <li>• student meets with principal and/or assistant principal</li> <li>• student informs parent</li> <li>• student, administration, and parents meet</li> <li>• restitution (all instances)</li> </ul>	<ul style="list-style-type: none"> <li>• student, parent, principal and/or assistant principal, counselor</li> </ul>



	<ul style="list-style-type: none"> <li>• possible out-of school suspension</li> <li>• mandated counseling</li> <li>• further action/conferencing if incidents continue as determined by the administration.</li> </ul>	
unexcused absences	<ul style="list-style-type: none"> <li>• student meets with assistant principal</li> <li>• student informs parent</li> <li>• missed work results in assignment to Supervised Study until the work is satisfactorily completed</li> </ul>	<ul style="list-style-type: none"> <li>• student, assistant principal, parent, counselor</li> </ul>
use, sale, distribution, possession of tobacco, alcohol or other drugs on campus or during school-sponsored trips or activities (Minicourse, MESAC, IB, MUN, prom, etc.)	<ul style="list-style-type: none"> <li>• immediate removal of student from activity</li> <li>• strong possibility that student will be sent home at parents expense</li> <li>• immediate contact by sponsor to principal/assistant principal</li> <li>• parent contact by principal or assistant principal</li> <li>• suspension (one to five days)</li> <li>• mandated counseling</li> <li>• further action/conferencing as determined by the administration.</li> </ul>	<ul style="list-style-type: none"> <li>• student, parent, principal and/or assistant principal, counselor</li> </ul>
weapons or weapon look-alikes	<ul style="list-style-type: none"> <li>• immediate confiscation of item (all instances)</li> <li>• student meets with principal and/or assistant principal</li> <li>• student, administration, and parents meet</li> <li>• letter is sent home and parent meeting is held by principal</li> <li>• disciplinary probation, possible immediate suspension of not more than five days</li> <li>• possibility of expulsion depending upon the magnitude of the incident and the behavioral history of the student</li> <li>• further action/conferencing as determined by the administration</li> </ul>	<ul style="list-style-type: none"> <li>• student, parent, principal and/or assistant principal, counselor</li> </ul>



**aes**  
American Embassy School

*An International Community*