



Secondary School Student Parent Handbook 2022 -2023

Mailing Address

American Cooperative School
c/o American Embassy
La Paz, Bolivia

Physical Address

Calle Las Higueras s/n
Esq. Calle 10, Calacoto

Contact Numbers

8:00 a.m.-4:00 p.m. Monday-Friday

(591-2) 2792302

(591-2) 2794750

(591-2) 2796995

Fax: (591-2) 2797218

Email: acs@acslp.org

Website: www.acslp.org

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NOTE: The 2022-23 Secondary Parent/Student Handbook will be in effect from the first day of the AEA (ACS Calvert) academic year.

Foundational Statements



MISSION

WE CHALLENGE AND INSPIRE STUDENTS TO BE CRITICAL THINKERS, LIFELONG LEARNERS AND RESPONSIBLE GLOBAL CITIZENS THROUGH A COMPREHENSIVE, ENGLISH-BASED EDUCATION.

VISION

A MODEL OF EXCELLENCE IN EDUCATING STUDENTS

CORE VALUES

- FOUNDED IN INTEGRITY
- COMMITTED TO DIVERSITY
- FOCUSED ON EXCELLENCE

ACS Learning Principles

1. Each learner learns differently and at a unique pace.
2. Learning begins with connecting with what we already know.
3. Learning happens and can best be transferred when it is embedded in authentic contexts, personally relevant and when it is used to address real-world issues in creative ways.
4. There is a clear link between emotional well-being and learning, and fear may interrupt learning.
5. Practice and effective feedback are essential to acquiring new knowledge and skills.
6. Meaning is constructed by learners, not received from the environment.
7. Frequent ‘testing’ and reflection improves memory and creates meaning (testing here means self-checks and formative assessment).
8. To learn, we must transfer information from working memory (where it is consciously processed) to long-term memory (where it can be stored and later retrieved).
9. Learning is enhanced through connections, communication, and collaboration across diverse perspectives.

“Intelligence plus character - that is the goal of true education.”
Martin Luther King Jr.

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INCLUSION AT ACS

ACS is an inclusive school which focuses on nurturing, educating and serving the whole-child. We are a community of educators and families that work together to provide a supportive and enriching learning environment for all our learners. We believe that all children possess unique talents that contribute to the value of every learner's educational journey and enrich the community as a whole. We are committed to servicing students with all types of learning profiles and preferences regardless of background including those with exceptional talents and mild to moderate learning challenges.

Our professional community and educational programs are focused on providing equal access to the curriculum and the full-spectrum of what we offer in a safe and nurturing environment. We embrace opportunities to inspire critical and creative thinking and teach responsible citizenship through personalized instruction and with compassion and attention to the wellness of each learner. Focused on excellence, founded in integrity, and committed to diversity, ACS promises to provide equal opportunities for all learners to the greatest extent possible. We provide support for all of our learners by meeting them at their level and appropriately challenging them by employing diverse strategies that allow them to become more than they thought they could become and to celebrate their individuality.

SECONDARY SCHOOL STAFF: 2022-2023

Vargas, Claudia	MS Spanish, MS/HS Art, Philosophy	Room 102/Art Room
Blanco, Carolina	College Counseling, Senior Seminar	Room 103
Aliaga, Karen	HS/MS French, Spanish	Room 104
Sullivan, June	AP English Language, HS English,	Room 201
Sainz, Carola	Statistics, Geometry, Algebra I	Room 202
Cabello, Alma	AP Spanish Literature & HS Spanish	Room 203
Kerscher, Francis	MS/ HS English, MS Social Studies	Room 204
Mendez, Andres	MS English, MS/HS Social Studies.	Room 205
Contreras, Mathias	Middle School Spanish	Room 206
Arzabe, Carola	MS Social Studies, MS English	Room 207
Baldivieso, Daniela	MS Science, Biology, Freshman Seminar	Room 208
Hill, Jessica	MS Science, MS Math, MS Study Skills	Room 210
Estrugo, Andres	AP Microeconomics & Calculus, Pre-Calculus	Room 301
Soliz, Carmen Rosa	HS Spanish & Bolivian History and Geography	Room 302
Gonoude, Michelle	AP World History & World History II, World Religion, Psychology, AP Psychology.	Room 303
McGrath, Jared	US History, Economics, International Relations, Government and Politics	Room 304
Rodas, Claudia	MS Math, MS Science	Room 306
Carpio, Ivan	HS Math, HS Physics, Content Creation and Management, Digital film and Cinematography.	Room 307
De La Rocha, Andrea	Chemistry, AP Chemistry, AP Biology, AP Human Geography, GIN	Room 308
Carrasco, Milthon	MS, ES and HS P.E.	Gym
Adachi, Alex	MS & HS Technology	Tech Lab
Mendez, Ana del Carmen	MS & HS Music	Music Room
Ormachea, Soledad	MS & HS Art	Art Room
Soliz, Daniel	MS, ES and HS P.E/Health	Gym/Health Room
Beyer, Elba	MS, HS PE/Health	Gym/Health Room
Fortun, Alejandra	Secondary Librarian, MS Study Skills.	Secondary Library
Blanco, Carolina	Secondary Counselor,	Secondary Office
Ballesteros, Mariel	Secondary Administrative Assistant	Main Office
	Secondary Principal	Secondary Office
Crouse, Andrew	Superintendent	Main Office

School Supply Lists may be found on the ACS Calvert web page: www.acslp.org under Academics- Secondary School - Supplies 2022-2023

AEA IMPORTANT DATES 2022-2023

2022

July 28	Office Staff Report
August 1	Virtual Registration Opens
August 3	All Staff Report
August 6	Bolivian Independence Holiday
August 8	Registration Closes
August 10	First Day of School – Semester I
August 11	Late Registration
October 7	End of Quarter I
October 10-14	Fall Break
October 17	Start Q2
November 2	All Souls Day
November 24-25	Thanksgiving Holiday
December 21	End of Q2
December 22 -January 10	Winter Break

2023

January 11	No Classes: Teacher PD Day
January 12	Start Q3
January 23	Plurinational Day Holiday
February 20, 21	Carnival Holiday – No School
March 17	End Q3
March 20	Start Q4
April 3-7	Spring Break
May 1	Bolivian Labor Day -No School
June 1	Last Day for Students
June 2	High School Graduation

INSTRUCTIONAL DELIVERY AND BIOSECURITY

School closures may occur for a variety of reasons including inclement weather, natural disasters, civil disruption and/or international national emergencies such as the CoVid-19 pandemic. These types of disruptions determine the way teachers deliver instruction. ACS is capable and committed to providing continuous education for our students regardless of whether the campus is open or closed. ACS has developed 3 models that allow teachers to deliver curriculum to students. They are 1. 100% presencial, 2. Blended or Hybrid and 3. Distance/Virtual. All three delivery platforms are based on American and international standards, provide engaging learning activities, and provide for valid and reliable assessment of student progress. The information linked below is provided to help our community understand principles that guide decision making, our respective responsibilities as we support teaching and learning as well as logistical details including bus transportation, schedules, cafeteria services and our number one priority, student safety, well-being and biosecurity protocols.

- [Blended Learning Information Presentation](#)
- [Informed Consent and Cougar Caring Commitments Form](#)
- [STOP-PROTECT-REACT Biosecurity Measures](#)
- [ACS Biosecurity Manual \(English\)](#)
- [ACS MANUAL de Bioseguridad \(espanol\)](#)

DISTANCE LEARNING TIPS FOR PARENTS

Please alert your child's teachers and/or the Guidance Counselors if you need any specific support regarding your child's learning. This is especially important if your home situation has changed due to illness or other issues related to the pandemic.

Check out these other "[Distance Learning Tips For Parents](#)" (in Spanish and English) described in the Distance Learning Playbook for Parents by Rosalind Wiseman, Douglas Fisher, Nancy Frey and John Hattie. Click on [this link](#) to learn more about the following 7 strategies to set your child up for success:

1. Establish Routines
2. Create a Learning Environment
3. Learn how to log into Classdojo (ES), Google classroom (Gr. 3-12) and Powerschool
4. Communicate with Teachers
5. Monitor Screen Time
6. Ensure Proper Sleep
7. Take Care of Yourself

Middle/High School; Secondary Expectations for Distance Learning

- When Distance Learning is implemented teachers, parents and students are asked to be flexible in order to support learning in a virtual environment.
- When Distance Learning is implemented all teaching is virtual and the majority of work will be project-based or consist of long term assignments that students complete under the direction of teachers and the support of their parents. In this case, the Secondary Schedule published below will be followed.
- Google classroom will be the primary application used to facilitate learning. Zoom meetings, screencasting and other apps may also be utilized.
- Students may be presented new material via Zoom or a “flipped” video lesson or reading; in this case, teachers will plan for reflection, assessment, and review of the material.

Secondary Daily Learning Schedule (Distance, Hybrid and All on Campus)

Mon	Tues	Wed		Thurs	Fri
1 8:15 - 9:25 (70)	6 8:15 - 9:25 (70)	3 8:15 - 9:25 (70)		7 8:15 - 9:25 (70)	4 8:15 - 9:25 (70)
2 9:30 - 10:40 (70)	7 9:30 - 10:40 (70)	4 9:30 - 10:40 (70)		8 9:25 - 10:40 (70)	5 9:25 - 10:40 (70)
Brunch 10:40 - 11:00 (20)	Brunch 10:40 - 11:00 (20)	Brunch 10:40 - 11:00 (20)		Brunch 10:40 - 11:00 (20)	Brunch 10:40 - 11:00 (20)
3 11:05 - 12:15 (70)	8 11:05 - 12:15 (70)	HS CSP: 11:05 - 11:30 Advisory: 11:30 - 12:10 (65)	MS Acad.Support: 11:05 - 11:30 Advisory: 11:30 - 12:10 (65)	1 11:05 - 12:15 (70)	6 11:05 - 12:15 (70)
4 12:20 - 1:30 (70)	1 12:20 - 1:30 (70)	5 12:15 - 1:25 (70)		2 12:20 - 1:30 (70)	7 12:20 - 1:30 (70)
Lunch 1:30 - 2:05 (35)	Lunch 1:30 - 2:05 (35)	Lunch 1:25 - 2:05 (40)		Lunch 1:30 - 2:05 (35)	Lunch 1:30 - 2:05 (35)
5 2:10 - 3:20 (70)	2 2:10 - 3:20 (70)	6 2:10 - 3:20 (70)		3 2:10 - 3:20 (70)	8 2:10 - 3:20 (70)
Math /Science Support 3:25- 4:00	English/Social Studies Support 3:25- 4:00	Teacher PD 3:30-5:00		Spanish/ Specials Support 3:25- 4:00	Friday Assigned Support 3:25- 4:00

School Year and Attendance Policies

ACS School Year

The academic year has a minimum of 180 US / 200 Bolivian instructional days divided into two semesters and four grading quarters (KG3-12). The school calendar recognizes a number of U.S. and Bolivian holidays. Time is also allotted for school celebrations and staff development activities. If for whatever reason, ACS is required to close for any amount of time during the academic year, students will either be required to perform extra work (academic packages or online) or to attend on Saturdays.

Distance Learning

The goal of ACS Distance Learning is to ensure that learning continues in the event that the school needs to be closed due to a disruption, government mandate, large scale outbreak or any other event that does not make the campus safe for learning. Unlike the Blended Model (2) the Distance Learning environment does not necessarily replicate a traditional school day as per the timetable or student experience. In some cases, reliance on virtual resources may enhance the learning experience for some learners. Nonetheless, with Distance Learning students should be able to independently extend their learning with the direction of the teacher and support of their parents.

ACS Secondary School Day on Campus

The school day begins promptly at 8:15 AM; therefore, students are expected to be on campus by 8:05 AM at the latest and be in class when the first bell rings at 8:10 AM. Students must be seated and prepared to learn before the second bell rings at 8:15 AM. The school day ends at 3:15 PM and parents are required to promptly pick up their children after school unless they are involved in any after school activity (academic support, club, or sport). Students must be supervised at all times after school. If a student is not in a designated activity or the activity does not start until a later time, they must either be supervised by an adult (guardian or staff member) or they must go to the Library to study.

School Attendance

Whether on campus or distance learning, students are expected to be in class on time and attend school regularly. ACS has developed policies for tardies and absences that are described in the Student Code of Conduct.

Attendance Policy

All students are expected to be present in each class each day. For absences, such as illness or emergency, parents are required to notify the attendance secretary in writing or by email.

- a) All grade 6-12 students must be present in classes for a minimum of 90% of the class meetings. **If a Secondary Student has been absent (excused or unexcused) for more than 10% of the class meetings in a semester, credit for the course will not be granted unless the Superintendent has determined that extenuating circumstances of an unavoidable nature exist (e.g. serious illness, family emergency, etc.), warrant a waiver of this Policy.**
- b) Parents must email, call or write a note if a student is absent from school or not able to be in online distance learning. The student must report to the HS secretary for an entry pass prior to going to class if they arrive on campus after classes have started. Students arriving late to school must contact those teachers with whom the student did not meet that day for any work missed or assignments that needed to be turned in. **If a parent calls in that their child is sick and will get to school after classes have begun, then the student must first report to the school health office before being admitted into class. Any child who the health official deems sick, will be sent home.**
- c) Parents are expected to make all appointments for their children outside of school hours, however, if they anticipate their child leaving school early (doctors appointments, etc.) they are expected to notify the secondary office and those teachers whom the student will not see **at least one day prior to the early dismissal. Coming to school late or leaving early does not exempt a student from tests or assignment due dates.**
- d) Students who become ill during the day must report to the school health office. The health office will contact the parents if the student needs to be sent home. The health office will give a note to the HS secretary stating the reason the student is going home and who will be picking up the student. Only ACS approved emergency contacts will be permitted to pick up students. Students will not be released unless the Health Office has given permission to release them.
- e) No student may leave campus without parent permission and a written release by the HS secretary. Either the student's parent or adult designate must pick up the student from the administration office.
- f) Students must be in attendance at school during the entire school day in order to participate in practices, games or performances after school hours.
- g) **All Tardies are considered unexcused unless approved by the level principal** and excessive tardies are considered an infraction. If a student is tardy due to illness, they must visit the medical unit on arriving at school.

Pre and Post Holiday Absences

In order to maximize student/teacher contact and prevent loss of teaching opportunities due to partial class attendance, **absences immediately preceding and following a school holiday will not be approved for students and will be considered as an unexcused absence. Semester assessments/tests will not be given early.**

Excused vs. Unexcused Absences

Students can receive Excused Absences provided that they:

- Provide a medical excuse within 24 hours of the absence and inform the school on the day of the absence that student is ill. If students are absent for more than 2 days, kindly provide a doctor's note.
- Provide a written letter from a sports federation at least three days in advance of the absence, etc. and the student completes a Planned Absence Form which must be signed and filed in the secondary office before the student's absence.

All other absences are considered unexcused and students are not given credit for any work missed during unexcused absences. Students are expected to complete the missed work and will receive feedback but will receive no grade or credit for it. In some cases, if a parent and student request permission for absences a minimum of 7 days before the planned absence, the Principal may excuse student absences for a maximum of 10% in a given academic calendar year; however, no absences can be excused during assessment days.

Tardies

Academic success is directly related to punctual arrival to and preparation of, all classes. Students are always expected to arrive at all classes on time each morning and during the day, regardless of the modality of learning. **Students will not be into a class if they are more than 10 minutes late. They will be expected to wait for the next class.** Students arriving tardy to a class will not be allowed to make up any missed work. **The cut off between tardy to a class, and an unexcused absence is 10 minutes.** Excessive tardies will result in progressive disciplinary action as well as points off the Dispositions Rubric in each class the student is late to. *Being on time to class is defined as being seated with **all** required materials. If a student needs to leave the class to retrieve homework, a textbook, etc., or needs to borrow materials from another student, they will be marked as tardy regardless if they were present at the time that class started.* All tardies are considered unexcused unless otherwise directed by the Secondary Principal.

Truancy

Skipping any class or classes, whether on-campus or virtual, will result in an unexcused absence. The student will also be referred to the appropriate grade level Principal for further disciplinary measures.

School Early Dismissal Days and Student Seminars

Students may be released early periodically throughout the year for teachers to have time to work collaboratively. On Early Dismissal Days, groups of students may be required to stay in school to work on online courses or courses that need to have grades improved.

Individual Student Early Dismissal Procedure

Students who leave school during school hours for any reason must have a parent contact the Secondary Office by email or a written note in a timely manner with a legitimate reason. Parents are expected to pick up their child from the campus. Students will not be allowed to leave campus on their own, no matter the circumstances.

Student School Sponsored Activities

ACS Calvert offers a wide range of student activities, sports, cultural and social. All information can be found on the Cougar Hub that lists the various events happening on campus. Information on student activities will be communicated to students and parents throughout the school year on the Cougar Hub.

Illness on the Day of a School Activity

Students who are absent for part (more than 1 period) or all of the school day on the day in which they have an after school event will not be permitted to participate in any special events or extracurricular activities.

Non-School Sponsored Activities

Students who have non-school sponsored tournaments/competitions or activities are:

- Expected to meet with the level principal at least 1 week in advance to discuss the dates that the student will be absent.
 - Students must fulfill the academic expectations as required by the Athletic Handbook.
 - Students must fulfill the behavioral expectations as required by the Athletic Handbook.

- A letter from the organization or a tournament invitation must be sent to school at least 3 days in advance, to justify the absence.
- Students are expected to fill out the secondary absentee form with their teachers and have it approved by the level principal at least three days before the actual date of absence.
- The final decision to excuse any absence lies with the level principal. Failure to turn in the completed absentee form before the anticipated date of travel will result in unexcused absences and the student will receive no credit for any missed work, with no opportunities to make it up. **Parent phone calls to excuse their child do not replace the absentee form process.**
- While absent, students are expected to contact teachers continuously, work on assignments, and turn in all missing work on the day that they return and contact teachers to develop a plan to make-up any missed tests or quizzes. Late work will receive no credit.

Admission Policies

All students who apply to ACS must provide all required documentation in order for their admissions folder to be reviewed. Once they complete the admissions process and if they are accepted they must meet the requirements stipulated in the ACS Admissions Policy.

***Parents will sign a letter that they understand the implications of enrolling their child at ACS which follows an American Calendar from (August to June) and has authorization from the Bolivian Ministry of Education to register students during the same time period.**

Students coming from a Bolivian school must apply and join the semester they are registering for, by the end of the first two weeks of the corresponding semester. Any High School students who enroll at ACS after the August admissions window has been closed, will not be able to take the PSAT assessments given in October.

Admission Contracts

In some cases, families may be required to sign admission contracts that detail any conditions that must be met for ACS to officially register the child. These conditions may include: “convalidacion” of grades for the Bolivian system, late registration, plan to make-up missed assignments, *tutoring requirements, *ESL classes, *online courses, etc.

*Note - families may be required to pay for additional services on a private basis, to ensure that their child meets ACS Graduation requirements in a timely manner.

Admission Windows

The following policy governs late entry to the Secondary School after the official start of any quarter of study:

- Students who arrive within the first two weeks of the quarter must make up all summative work assigned by the teacher and will earn regular grades and credit value for the quarter.
- Students that arrive between the third and fourth week of the quarter are not required to make up missed work; however, they are responsible for all content introduced and will be evaluated on the material on summative evaluations. Students will be graded on all assignments during the remaining five to seven weeks; however, they will be assigned only a pass/fail grade. A pass will represent a grade of over 70%.
- Students that arrive after the fourth week of the quarter will not earn credit for the quarter and no grade will be assigned unless an academic contract that clearly describes the conditions necessary for a student to earn credit is signed before admission

High School Transfer Credits

Before admitting any child, the ACS Counselor will assess the student’s transcript from his or her previous school(s) and based upon the credits earned at the previous institution, develop an individualized graduation plan for the child.

To earn the ACS High School Graduation Diploma, a minimum of 26.5 credits are required according to the [ACS F our Year Graduation. Plan](#). Students transferring to ACS may be credited with a maximum of seven credits per academic year. Credits for courses at other schools are awarded at the discretion of the counselor and principal. Only courses completed at ACS are included on the ACS transcript. Transfer credits or online coursework do not go on the ACS transcript, nor do they factor into the student's ACS GPA.

New Students Repeating Portions of the Year

Based upon the advice of the Counselor, new admission students that are required to repeat any portion of an academic year may be given regular grades or Pass/Fail grades depending upon their level of academic achievement and English proficiency.

New ELL Admission Students

Students that are entering an English immersion environment for the first time will be required to sign Admissions Contracts and will earn Pass/Fail grades for a determined period of time (one quarter, one semester, or the full year in extreme cases). Students may be required to enroll in special classes or withheld from elective courses in order to receive reinforcement in English.

Student Permanent Files

Once admitted to the school, a Permanent Student File is created for each student and housed in the Level Office. Personal Information (copies of IDs of parents and students), Prior and current Report Cards, Recommendations, Discipline Reports, etc. are stored in the student's file. Parents have the right to request an appointment to review their child's file.

Students Transferring within Schools and Repeating Six Months

Students that are admitted to ACS and are transferring from other schools that function on the Bolivian Calendar are required to repeat six months. If they are admitted in the second semester, ACS has the option to not grade the students or to use a modified grading criteria to allow the student to concentrate on language acquisition.

Special Educational Services

Standardized Testing

ACS offers a selection of standardized tests. We offer the WIDA, MAP, PSAT, SAT I and II, ACT and Advanced Placement examinations on selected dates throughout the year.

Special Education Services

All students shall follow a college preparatory course of study in grades 6-12. ACS has limited ability to provide accommodations and modifications for students with learning disabilities. Students with diagnosed disabilities will be provided Individualized Learning Plans that clearly establish strategies, accommodations, and modifications of the curriculum or evaluation systems.

Students who are performing below grade level expectations may be required by ACS to have psychological and neurological testing so that an appropriate academic program may be put in place to ensure student achievement.

Special Support Classes

ACS may provide "special" support classes during the regular schedule. If a student pulled out of a regularly scheduled class to reinforce specific skills, they may be required to perform additional work outside of school in order to return to the regularly programmed class (music, French, etc.).

Individualized Education Plans and Modifications

ACS students that qualify for Individualized Education Plans (IEPs) will receive accommodations as stipulated in their plans. The counselor will communicate these accommodations to the teachers and will follow up regularly to ensure that teachers are differentiating accordingly. Parents of the students with IEPs are required to update their external testing a minimum of once every three years.

College Counseling

It is recommended that students begin their college planning early in their high school careers. Since each college establishes its own particular requirements, it is important that students follow the suggestions given on the college websites and by the Secondary Counselor. Grade 12 students take one semester of College and Career under the guidance of the Secondary College Counselor. The Counselor also holds important parent meetings for University bound students and all parents are strongly encouraged to attend.

Factors that determine US college acceptances are:

- A student's overall four-year scholastic record, especially in relation to cumulative GPAs.
- Choice of courses and grades constitute the single most important consideration for college admission.
- Recommendations of the counselor, teachers, and principal.
- College admissions test scores or predicted grades. Most colleges require the College Board Examination (SAT), the American College Test (ACT), or their own entrance assessments. The importance of test scores relative to admission varies from college to college and country to country.
- Participation in extracurricular activities and community service.
- Demonstrates interest in the university.
- Others specific to each University or college

Student Recommendations

Students that wish to request recommendations must complete a Recommendation Request Form. The earlier that requests are received, the stronger the guarantee that it will be completed in a timely manner. ACS recommends that students submit requests ideally a minimum of one month in advance.

Student Materials and Resources

Student Grade Level Material Lists

ACS teachers develop lists of required materials that all children must bring to school on a daily basis and/or need at home for distance learning. Children are encouraged to recycle and reuse materials whenever possible. [Student material lists](#) are also available through the ACS web-page at www.acslp.org.

Musical Instruments/Band

Students in grades 6 & 7, and new students are expected to buy Musical Instruments in order to participate in the Band Program. All instruments must be taken home on a daily basis, so that students are able to practice unless otherwise instructed by the band teacher. Any instruments that are left in the band room or in the corridors after school hours will be collected. If the same student's instrument is collected repeatedly this will be considered an infraction.

If a student requires additional time to purchase their instrument or if they lose their instrument the school may provide an instrument on loan for a short period of time until the instrument can be replaced. To take advantage of this service the parents must request a temporary loaned instrument in writing to the level Principal and the Fine Arts Department Chair. This request must include: Name of student, date, type of instrument, reason for the request and the expected date that the new or replaced instrument will be acquired. No instrument will be loaned to any student for more than 6 weeks unless previously approved by the Principal and Fine Arts Department Chair. If the request is approved the parents must pay a \$75 deposit in the accounting office which will be fully refunded once the loaned instrument is returned in the same condition it was issued. When the deposit is received a receipt will be issued which can be submitted to the Fine Arts Department Chair in exchange for the requested instrument provided there is one available.

Please note: In some cases, students are expected to stay after school or at lunch to prepare for special events and performances. Corresponding teachers will let parents know at least one week in advance.

Lockers and Locks

Students will be assigned lockers and are expected to use a combination lock to secure their lockers. The combination to their locks will be recorded and stored at the secondary office. Students may not share lockers or the combination to their locks. Unapproved non-combination locks will be removed.

ACS recommends the following best practices:

- Always secure the lock and turn the dial of the lock after closing it;
- Students are encouraged to **NOT** bring large sums of money or valuables to school; however, if any student does bring values, they are encouraged to lock valuables in the locker;
- Immediately report losses or problems with lockers to the Secondary Office.

Students are expected to keep their locker area neat and clean. Vandalizing lockers in any way is prohibited. Except for items brought to class, students are encouraged to lock all belongings inside their lockers. Locker and bag searches may be performed if the administration determines the need to enforce school policies outweighs the need for personal privacy.

There is limited space in each classroom for books and bags. For this reason students should follow the following simple rules:

- All backpacks should be left in the lockers
- All lunch boxes must be stored on top of the lockers
- All bags taken into the classroom must fit in the tray underneath the student's seat.
- Musical instruments must be stored in the band room at the beginning of the day and picked up from the band room at the end of the day.
- All projects must be taken to the corresponding teacher's classroom at the beginning of the day.

Any items not stored in lockers or that comfortably fit in the tray under the students' seats, will be taken to the secondary office for parents to pick up at the end of the day. No items are to be left in the corridor - no projects, backpacks or instruments. All items must be properly stored in the lockers.

Supply Lists

The following are the links to the secondary Supply lists for the school year 2022-2023:

[Secondary Supply Lists 2022-23](#) (according to modality)

Library Services

Hours = 8:00 - 4:30 - Monday, Tuesday, Thursday and Friday. The library may be closed periodically for inventory, staff meetings, and for use for school programs. While in distance learning or hybrid, the library will function online. Please visit the monthly **LIBRARYFLIX** for up to date news and instructions on how to check out resources.

Student Expectations in the Library

The library is a place to study, read, research, and learn. To maintain this atmosphere for all, students are required to work quietly. Students may use the library during the school day as long as they are with their teacher. On their own, students may not leave any class to use the library (or its computers), unless the librarian and the classroom teacher have previously agreed. Students may use the library on their own before school, at brunch, at lunch, or after school.

Improper use, vandalism, and/or theft of library equipment may result in restricted access for all students from the library. Food, gum, drinks are not permitted in the library. The same rules and regulations for technology in the classroom apply to the library. Students are only permitted to use technology for educational purposes.

Library Check-out Policies

All students are provided access to the library and may check out books and textbooks. Students are responsible for returning books in a timely manner in the same condition in which they are checked out.

Students may check out nonfiction books for a two-week period, with a maximum of three books per checkout. Books from the Reference Section may only be checked out for one day. Upon approval of the subject teacher, textbooks can be checked out for a full academic period (semester or year).

A fine of 1Bs. per day will be charged on all overdue materials. Students with overdue or lost library materials may lose library privileges until all items are returned and/or all fines are paid.

Print Cards

All secondary students that wish to print any material for personal reasons must purchase a print card first from the librarian.

Textbooks and other ACS Calvert Issued Materials

ACS Calvert issued books and other materials must be treated with proper care. Textbooks, library books, and other materials are the direct responsibility of the student to whom they are issued, and all textbooks must have protective covers. Students will be expected to pay the replacement cost for any lost, stolen, or damaged ACS Calvert issued materials.

Technology on Campus

Electronic Devices on Campus

ACS Calvert strongly recommends that all personal electronic items, and/or any personal items that are not necessary for school are left at home. ACS Calvert is in no way responsible for such items should they become lost, damaged or stolen on or near campus, and reserves the right to not use its resources in the quest for such lost, damaged or stolen items.

Electronic devices are classified as two types: Personal Devices (cell phones, wearables, etc.) and Educational Devices (laptops, tablets, etc.).

Personal Devices: Mobile Phones and Wearable Devices

Each teacher will have a clear set of classroom expectations for mobile phones and wearable devices. Students are expected to not use devices during school hours except for educational purposes approved by faculty or admin. All mobile phones and wearable devices that are confiscated will be sent to the office for parents to collect after 3:15. Violations of this policy will follow the ACS progressive discipline process.

Educational Devices: Laptops

Students in grades 6-12 are required to bring a laptop on a daily basis. All laptops must be registered with the Technology Department in order to gain access to the ACS WIFI system. Students must comply with the established classroom rules and regulations for technology use.

Bring Your Own Device (BYOD)

All students in grades 6-12 are expected to bring a laptop on a daily basis. These devices must be equipped with MS Office Software, an Internet Browser and ADOBE Flash, as detailed in the [Secondary Supply Lists 2022-23](#) (according to modality)

Technology Services and Acceptable Use Policy

Please see the linked [ACS Responsible Use Guidelines](#) for a full explanation of expectations for technology use at ACS. Students may use the designated grade 6-12 computers during the school day as long as they are with their teacher. On their own, students may not leave any class to use the computers in the labs, unless the lab teacher and the classroom teacher have previously agreed. Students may use the computers on their own for academic purposes before school, at brunch, at lunch and after school, in the secondary library under the librarian's guidance, or in classrooms if teacher supervision is available. Improper use, vandalism, and/or theft of technology equipment may result in restricted access for all students from the labs. Food, gum and drinks are not permitted in the computer labs.

Technology at ACS Calvert is a resource that should be used to further the educational goals of the school. All grades 6-12 students have email access and server space for their electronic files with Google. Proper use is expected at all times when using ACS technology resources. All use of ACS Calvert technology requires responsibility, and excellent electronic behavior will be expected at all times, whether on campus or during distance learning. All students will agree to, have a parent sign, and return an Acceptable Use Policy during yearly school registration before the first week of school that starts. No student may use technology to disseminate personal information about another student unless directed by the teacher.

Grades 6-12 students are encouraged to bring a laptop computer to school to support their academic program. However, a teacher or staff person has the right to deny a student's use of a personal laptop in a class/subject. Students may use their laptops in classrooms under teacher guidance and in the library under librarian guidance. Students will not use their laptops for any reason that is not academic.

Administration reserves the right to go into any and all student ACS electronic accounts should there be reasonable concern to do so.

ACS Calvert is not responsible for lost or misplaced student laptops.

Google Accounts

All students are provided an account on the school's adopted email service. Students must check emails in their school online accounts and online classroom platform on the ACS website in order to retrieve assignments, important information and turn in online work.

Turn-It-In

ACS teachers will require students to turn in assignments using an online system that automatically checks materials for possible academic fraud/plagiarism. Please refer to the Student Code of Conduct policy on plagiarism.

Student Scheduling

Middle School

Students in grades 6-8 are considered part of the Middle School.

High School

Students in grades 9-12 are considered part of the High School and are classified in accordance to the following names:

- Freshman (Grade 9): those students who have earned less than 6 credits.
- Sophomores (Grade 10): those students who have earned 6 or more credits but less than 12 credits.
- Juniors (Grade 11): those students who have earned 12 or more credits but less than 18 credits.
- Seniors (Grade 12): those students who have earned 18 or more credits and who will meet all ACS graduation requirements within one year.

ACS Course Selection Process

All ACS students will be provided the opportunity to sign-up for courses in April/May prior to the start of the next academic school year. ACS Calvert makes no guarantee to develop special schedules for students who need to make up classes due to poor academic performance or for failed courses at ACS or previous schools. New admission students will be provided temporary schedules upon their arrival.

Schedule changes initiated by the administration, to balance class sizes, may occur at any time. These changes will be communicated to parents.

Students are expected to take a full course load every semester of study = 8.0 credits. No study halls will be granted unless the student has completed all graduation requirements or no course is available to the student during a scheduled period of time. The Principal must approve all study halls.

Procedures for Making Schedule Changes

A student may request to drop or add a course during the first three days of school by filling out a virtual “Drop/Add form” and submitting it to the secondary assistant by a stipulated time. All changes of courses must be discussed with the parent and corresponding subject teacher who will advise the student if changes are appropriate. The secondary counselor and level principal will then assess the request. The Secondary Counselor will review the request with the Principal prior to the change. Add and drops may be considered if:

- a student has been incorrectly placed in a course;
- a student needs a specific course to qualify for college/university admission;
- there is a medical reason for course change;
- the student does not have the foundational skills to successfully complete the course.

Withdrawal/Drop Procedures

Students will not be permitted to drop courses after the start of the semester in which the course begins. Any student that drops a course during the semester will automatically receive a Failing Grade and a note to their file.

In some extenuating circumstances, the Counselor and Principal may authorize a student to withdraw from a course and receive a W on their transcript for the following reasons:

- A medical incapacity that prohibits success or resulted in prolonged absences;
- The student does not have the foundational skills to successfully complete the course.

Online Courses and Payment

With approval from the Principal and Counselor, online or correspondence coursework from accredited providers can be used to “upgrade” courses (Honors or AP) or to fill requirements otherwise not met within the ACS Program of Study. Students must adhere to the rules and regulations established by the external course provider in addition to those in the ACS Student Handbook. Students who enroll in online courses must sign ACS Online Student Contracts and are also expected to:

- Report to the assigned area at the scheduled time (if appropriate);
- Have the required materials;
- Be engaged in the assigned coursework.

All students who enroll in online classes are required to comply with academic requirements. Penalties for non-completion of or expulsion from an online course will be assessed in accordance with the ACS Online Student Contract and noted in the student’s file. **Registration and all fees associated with online coursework are the sole responsibility of the family.**

If a student signs up for an online course, they must name the ACS secondary counselor as an advisor so that we can receive progress reports. If the student falls behind, the student may be required to stay after school or on Early Dismissal days to complete work. It is ultimately the responsibility of the student to work independently to complete courses.

Online Course Contracts

On-line courses or courses taken at accredited institutions as determined by ACS, is permitted. These courses can supplement the student’s education, advance them in a subject sequence (for assessment, math) or allow them to recover credit for a failed course. Please note that in order for students enrolled for four years in ACS high school to receive an ACS diploma no more than 10% of their required credits can be earned from an approved online institution other than ACS.

Online courses may be taken for two reasons, credit recovery or for course advancement purposes. In either case, taking online courses must have the approval of the Secondary Principal and Counselor. Parents are responsible for payment for the online course enrollment and for providing evidence of successful completion (an official transcript from the provider) by the date stipulated by the Secondary Principal or Counselor.

A. Online Courses - Advance to Another Subject in Sequence or Supplement Education

Students who take online courses to advance to another subject in sequence or supplement their education, must first complete with the following before being scheduled into the higher subject in sequence:

1. Have their transcripts of successful course completion from the online institute sent to ACS by the end of June

- before registering for the next school year. Students must earn 80% or above in their online course work.
2. Take the corresponding ACS Semester 2 Final Exam to show adequate knowledge and ability to be able to participate in the higher subject in sequence.

B. Online courses - Credit Recovery

Students who fail classes during the year or semester must take online courses for credit recovery. They must first complete with the following before being scheduled into the next higher subject in sequence:

1. Have their transcripts of successful repeated course completion from the online institute sent to ACS by the end of July before registering for the next school year or semester.

Note:

- **Grades earned from online classes are not calculated in the ACS GPA or included on ACS transcripts.**
- **Spanish cannot be taken online. Students who need Spanish credit will be required to take missing credits at ACS according to where they fit in the academic schedule. This may result in having to move the student's predicted graduation date to a later time.**

Summer Courses/Assignments

During the summer months, students may choose to complete courses to create space within the regular schedule for additional electives. Students must solicit authorization from the level principal to do so and must complete the courses before the next school year begins. Transcripts from these summer courses must be provided to the level principal/counselor before any changes to the original student schedule is made. Parents are responsible for all courses associated with summer courses.

Students who choose this option of study must also take the corresponding ACS final assessment to show competence in the subject, before being moved onto the next level.

Honors Courses and Advanced Tracks

ACS offers a number of honors courses and advanced tracks in Science and Math. ACS makes the final determination on which students will be permitted to enroll in honors courses based on student grades and standardized testing grades.

Advanced Placement Courses

ACS offers a number of Advanced Placement (AP) Courses. Access to AP courses is restricted to students that have demonstrated excellent study habits and who maintain a minimum GPA in prerequisite courses. All students and parents must apply for entry to AP courses and sign an AP Contract that stipulates ACS policies in reference to AP courses. These policies include:

- Recognition and commitment to complete summer work when required;
- Commitment to complete outside school work on average of 5 hours beyond normal homework policies;
- Commitment to attend after school study sessions, workshops, labs, etc. that may include Saturdays;
- Commitment to complete Mock Exams outside of regular hours.

Dropping/Withdrawing from an Advanced Placement or Honors Course

There is one window available for students to withdraw or drop an AP course:

First Semester: Students may drop an Honors or AP course (AP World History, US History, Calculus, etc.) within the first two weeks of the semester or as approved by the level principal. In this case, they carry their grade to the regular course. After this window, all AP students are expected to take the AP assessment in May.

Advanced Placement Grades and Final Exams

Advanced Placement (AP) courses are not weighted at ACS; however, ACS does grade summative assessments and final semester assessments using the College Board recommended grading scale conversions.

Student Withdrawal and End of the Year Processes

End-of-Year Check Out Obligations

All school-owned materials must be returned to the corresponding teacher or secondary library according to their timetable before taking that particular final assessment. All books, materials, and resources must be turned in, or paid for by the parents. All students must complete a **Student Check-Out Form** that will be provided by the Level Secretary. Students will not be allowed to re-register the following school year until they have returned missing resources or paid for them.

Students Withdrawing from ACS

Any parent who wishes to withdraw their child from ACS must complete Follow the steps below:

1. Copy and paste the following text into an email and send it back to the level secretary

At this time I (*INSERT YOUR NAME*) as the parent and/or legal guardian of (*INSERT NAMES OF CHILDREN*) request to withdraw my child from ACS effective (*INSERT DATE*). I understand that I am responsible for paying any outstanding debt and returning all school property prior to departing the school.

Sincerely,

INSERT NAME

2. **Updating your account:** all tuition must be paid or a 'pagare' must be completed. Please contact the business manager to arrange this
3. All library books and classroom materials must be returned. For example: athletic uniforms, iPads, books in a bag, etc.
4. If applicable, inform the level secretary of new school contact information to send any requested confidential information.
5. Upon receipt of this withdrawal request email and completion of the above steps, the level secretary will verify the status of your account with the business office and then assemble a leaving packet. Please note: If your account is not current you must pay any outstanding debt or charges related to missing school property or sign a pagare with the business office.

Once this is done the level secretary will create the leaving packages which include:

Secondary School:

- i. ACS report cards (Middle School) or a copy of the student's Official Transcript (HS)
- ii. MAP Scores (MS only)
- iii. Verification of attendance
- iv. Letters of teacher recommendations as requested by the new school
- v. The original Bolivian Ministry Report Card

Students Transferring to Other Schools

When students need to transfer from ACS to another school the following process must be adhered to so as to ensure the efficient transfer of student records.

Step 1: Get application information from the school of interest. Students are expected to download and complete all necessary sections of the application documents prior to bringing them to ACS.

Step 2: Meet the Secondary Counselor to establish admissions package requirements: The student meets with the Secondary Counselor with all application forms and transcript requests. The counselor and student will preview application forms to establish what is required from ACS. Appropriate staff will be requested to complete recommendation letters (English, Math, General). In order to ensure the effective collation of all documentation, parents and students are asked not to give requests for recommendations directly to staff members.

Step 3: Once the recommendations and transcripts are completed and admissions envelopes prepared, the student will be notified and a decision will be made with regards to the forwarding of the documents. It must be noted that some schools request that hard copies of these documents are sent directly from the school. ACS uses a delivery service in this case and parents will be charged accordingly.

Any queries regarding applications to school outside ACS are to be directed to the Secondary Counselor.

Academic Policies, Reports, Student Support and Recognition

ACS Credit Policy

A full (1.0) credit is equivalent to 135 hours of study. Full credit courses meet four times a week throughout the school year. Half credit (0.5) courses meet two times a week throughout the full school year or four times a week for one semester. Students must complete a minimum of 80% of the required hours to earn credit unless they receive special permission to be absent for extended periods of time.

High School Dual Diploma Programs

ACS is authorized to provide education programs that lead to both the US and Bolivian diplomas. ACS requires all students to complete both programs of study unless their Spanish fluency does not permit it.

American High School Diploma

ACS is a US accredited school and is authorized to directly award students US High School Diplomas at the graduation ceremony or upon completion of all graduation requirements. Families that wish to have their high school diplomas legalized may do so through the home offices of AdvancED in Atlanta, Georgia. Parents must pay all costs incurred with this service. Students that do not complete all four years of High School at ACS must provide official transcripts that demonstrate that the student has completed a program of study equal to the graduation requirements established by the school. The school counselor will study transcripts and determine equivalency.

Bolivian “Bachillerato Humanistica”

The Bolivian Ministry of Education has authorized and approved the ACS academic program of study. ACS is responsible for submitting the grades of students at the end of each quarter of study to the Ministry of Education in addition to a number of other documents. Provided that the student has completed all four years of high school with passing grades in all required subject areas, the Ministry of Education directly awards the diplomas to the students. New students that do not complete all four years of High School at ACS must complete a process of grades recognition (equivalency and convalidacion of prior academic work) through the Ministry of Education in order to be eligible to receive the Bolivian Diploma.

Recognition of Grades

All new admission students that enter ACS must complete a process of recognition (Bolivian “convalidacion”) through the Ministry of Education in order to receive an official Bolivian Registration identification (RUDE). It is the responsibility of each parent to provide the required documentation within the appropriate legalizations and stamps within three months of their arrival to the school. The family must pay all costs of legalization of documents.

Grading Systems

Grades are reported quarterly to students using an **A to F** grade system. Any grade below D- is considered failing in the US system while grades 50% and below are considered failing in the Bolivian system. All courses are given a final grade for each semester.

US System: Letter grades are entered on the student’s transcript at the end of each semester.

Letter grades are assigned in accordance with the following percentage grade:

Letter Grade	Numeric Grade (%)	GPA Points Awarded
A+	100-97	4.00
A	96 -93	4.00
A-	92-90	3.7
B+	89-87	3.3
B	86-83	3.0
B-	82-80	2.7
C+	79-77	2.3
C	76-73	2.0
C-	72-70	1.7
D+	69-67	1.3
D	66-63	1.0
D-	62-60	0.7
F	< 60	0.0

Bolivian System: Students receive a percentage grade. The minimum passing requirement is 51%.

Ranking Students

ACS does not rank students because we feel ranking is an invalid and unreliable measure of each student’s capacity.

Grade Point Averages (GPA) and Accumulated GPAs

ACS calculates annual grade point averages based upon the letter grade earned in each course and the credit value. ACS also calculates accumulated GPAs which builds from semester to semester annually as students complete more and more

courses. **Only courses completed at ACS are included in the student's GPA.**

Promoting Students in the Bolivian System

Students must pass all required courses in order to be promoted in the Bolivian System. Students that fail one or more classes with a grade of 50% or less will be required to complete the full year.

Promotion Students in the US System

Students may not proceed to the next course in the US system unless they earned a minimum grade of D- in the prerequisite course. Students may make up failed courses at any time through a variety of methodologies and in some cases, with special permission, and a signed special academic contract, the student may simultaneously enroll in a prerequisite and requisite course.

Failed Courses

Students that do not receive a minimum grade of D- in any required graduation course may:

1. Complete an online credit recovery course. Note – the grade earned at ACS (F) remains on the ACS transcript although the student will have the online transcript showing credit completion.
2. Complete a semester or full year online course to earn credit equivalent to the failed course. If the full course is successfully completed online, the course and grade earned at ACS will be removed from the ACS transcript. Note – the grade earned on the online course will not reflect on the ACS transcript; rather, it will be a stand alone separate transcript that the student will maintain and present to universities together with the ACS transcript.
3. Repeat the course at ACS. If the student re-enrolls, completes, and passes the course at ACS, the original course will be erased from the transcript and replaced by the new passing grade. The date of the passing grade will also replace the date of the original course grade.

Redoing a Course to Improve GPA

A student may repeat a core academic course at ACS or online in order to improve skills, or to improve their GPA. When courses are repeated at ACS, the grade that the student earns the second time is recorded on the transcript and calculated into the student's GPA and the original grade is removed from the transcript. Students that redo courses online will not have the grade included on their transcript but the original grade will be erased. Note – redoing courses to improve GPA is different than failing a course.

Graduation

Only students enrolled at ACS during their senior year and have met all ACS graduation requirements will be granted a diploma and allowed to participate and walk through formal graduation ceremonies. A student shall be issued a diploma and a final transcript following graduation. The transcript will not be altered after the student receives diploma.

Graduation Course Requirements

Students must complete a minimum of one full semester of study at ACS and have earned all required credits in order to receive their graduation diploma. Those who do not meet the requirements will not receive a diploma until they have earned the necessary credits.

ACS Graduation Requirements			
US Diploma		Bolivian Diploma	
<i>Subject</i>	<i>Credits</i>	<i>Subject</i>	<i>Classes</i>
English	4	English	4
Social Studies	4	Social Studies	12
Math	3	Math	4
Science	3	Science	4
Foreign Language	2	Spanish	4
Fine Arts	1	Fine Arts	4
PE/Health	2	PE/Health	4
Technology	1	Technology	4
Senior Seminar	0.5	Cosmovision	2
Electives	6	Music	4
	26.5		46 classes

Community Service Requirement

All students that complete grades 9-12 must complete a minimum of 80 hours of community service. If a student enters part way through any academic year or after ninth grade, the number of hours that they are required to complete is prorated depending upon their admission date. Students must have earned 80 hours of ACS approved Community Service to meet the

Community Service Grades

All students in grades 9-12 are required to complete 20 hours of community service each year and will receive a Pass or Incomplete grade at the end of the second semester of study on the community service component. Students that receive a grade of Incomplete will be required to make up the hours during the first semester of study for the next academic year. Students that make up the hours within the designated period of time will have the Incomplete grade changed to a Pass. If students do not make-up the hours within the designated time period, the Incomplete will remain on the transcript and they may not be eligible for graduation.

Classroom Without Walls (Due to CoVid pandemic CWW may be canceled)

Classroom Without Walls (CWW) is an important component of the ACS program of study. All students are strongly encouraged to attend CWW. HS and MS students that are not able to travel on CWW will be required to attend the local CWW programs where students make short daily trips in La Paz or attend workshops in school. Students that do not complete the approved programs will be considered truant during the designated CWW days and receive consequences in accordance with the Student Code of Conduct.

Freshman and Senior Seminar

All students are required to complete Freshman Seminar in grade 9 and Senior Seminar in grade 12. Students that do not pass Freshman Seminar will be required to complete the course or to re-present their final project with the next group of freshmen. Students that do not pass Senior Seminar will be required to make recommended changes and to re-present their Final Project before their diploma is awarded. Both Freshman Seminar and Senior Seminar are graduation requirements.

In some cases, the Freshman and Senior Seminar class may be waived for students if it interferes with their ability to complete a required, honors, or reinforcement course. The Level Principal and Counselor must agree to any waiver.

Challenging Course Content

All ACS families have the right to challenge course content and to request that their child be excused from certain content if it goes against their religious or ethical beliefs. In all cases, a written request must be made to the Level Principal and if approved, the student will be assigned alternative work to complete in lieu of the regular course work.

Course Descriptions

Each teacher must provide a copy of course descriptions at the beginning of the school year. Parents are expected to read the document, discuss it with their student and return the signed document to the teacher.

Course descriptions must include:

- Content: A description of the units of study to be covered during the school year.
- Behavior: Classroom behavior expectations.
- Technology: Classroom rules for managing technology
- Assessment Policies: Clear assessment policies and weighting categories as appropriate..
- Homework Policies: Clear expectations for homework.
- Assignment Policies: Each teacher will develop a policy in reference to late assignments that are used for formative or summative purposes
- Missing Work Policy: If a student is absent due to illness, they are given the same amount of time as if they were sick to catch up with missed assessments and assignments. If a student is absent for any other reason such as sports tournaments, cultural events, arts competitions, university visits, travel, etc., they must keep up with the assignments posted on google classroom and turn them in electronically. They will also turn in any missing assignments that could not be turned in electronically, on the day they return to school, and make up missing assessments on the same day of return or according to the teacher's request.
- Exam vs. Project Policy for Elective Courses.
- Teacher school contact information and times that they are available for conferences and/or extra help.

ACS Student Assessment Policy

The assessment, record keeping, and reporting of student performance in school is an important part of a whole school policy and strategy.

Purpose and Scope of Assessment

Assessment is the process of collecting, analyzing and interpreting information to assist teachers in making decisions about the progress of their students. Assessments provide evidence of student performance relative to learning outcomes as described in the ACS curriculum. Classroom assessment is both formative and summative, and is used to provide feedback to students that supports and enhances their learning experience. Formative assessment tasks are designed to provide

systematic evaluation of student performance and progress and evidence, which is used to evaluate student performance relative to the standards for each subject. For each subject, the summative assessment tasks include a range of appropriate activities. These may include assessments, tests, projects, oral presentations, written reports, demonstrations, performances, investigations, practical work, and creative writing.

Types of Assessments

Formative Assessment

Formative assessment forms part of the daily classroom routine of teachers as a means to monitor student progress and to provide feedback to students on a continuous timely basis and closing gaps in learning as soon as they are detected. This formative monitoring includes homework checks, questioning, teacher observation of student work, discussion, brief informal oral/written quizzes, participation etc.

Summative Assessment

Summative assessment takes place on a regular basis and these are based on the learning experience provided by each teacher in and out of class. Summative assessments determine whether the student has reached a certain level of mastery after completing a phase of learning. This assessment may be at the end of a chapter, unit, quarter, semester, etc.

Disposition Assessment

Disposition grade is a class grade that reflects overall commitment to learning in the classroom. This grade includes evidence of students demonstrating the ACS Dispositions of being Caring, Responsible, Ethical, Balanced, Curious and Persevering.

Home Study/Work

ACS understands that students need to balance the time they allocate to their activities and school commitments to ensure a healthy and fulfilling lifestyle. ACS recommends that students adhere to the following general guidelines:

- Regular School = 8-9 hours with travel time
- Sleep = 8+ hours per night
- Home Study/Work = 1-3 hours per night
- Extra-curricular Activities = 1-2 hours per night
- Socializing/Family/Meals = 3-5 hours per night

At the end of each week, teachers will post all assignments and assessment dates for the coming week. All students must schedule time at home to complete the assignments and homework and to prepare for upcoming tests as well as extended projects, essays, readings or other academic work.

As student's progress through the grade levels, expectations for the amount of time required to work at home increases. It is important to note that home study/work requirements tend to increase toward the end of reporting periods (mid and end-of-quarter/semester) and students must plan for this ebb and flow of home study/work and also develop schedules to set time aside to prepare for Semester Exams which require additional preparation time. ACS has established the following targets for time allotted to work at home:

- Grade 6 = 60 minutes
- Grade 7 = 70 minutes
- Grade 8 = 80 minutes
- Grades 9 - 10 = 90 minutes*
- Grades 11 – 12 = 120 minutes*

*Note- AP candidates are required to invest more time than suggested above due to the rigor of the curriculum.

Above and beyond the suggested time above, it is highly recommended that all students read or study/review the day's academic work a minimum of 20 minutes per night.

At Home Work/Study Responsibilities

Teachers are responsible for:

- Providing clear instructions so that all students understand the work/study expectations.
- Setting assignments that are meaningful and appropriate to the ability and instructional level of each student.
- Allowing students time to record the assignment in the Student Planner.
- Monitoring completion of the assignment.
- Grading the assignment in a timely manner so that the student receives feedback and can use the work to study from.
- Providing meaningful feedback so that the student understands how to improve their performance.
- Contacting the parent/guardian if assignments are not being consistently done, being done poorly or it is suspected that someone is doing the work for the student.

- Establishing a plan for students that miss time for any reason to make up the work.
- Taking into account serious after school events in the school calendar to ensure that students are not overly burdened with work on the night of the serious activity or leading into Semester Exams.
- Posting weekly assignments by Monday 8:00am of the same week and test dates a minimum of one week before the actual test date
- Note

Students are responsible for:

- Ensuring that they understand the instructions for any assignment before leaving school and seeking help if they do not.
- Taking home all necessary materials to complete set tasks.
- Working towards the goal of completing set tasks with a minimum of parental help.
- Checking online teacher communications and the ACS Google Classroom for assignments and test dates.
- Checking PowerSchool grades regularly.
- Making up missing work due to excused absences and excused tardies.
- Turning in assignments at the beginning of class on the day that they are due.
- Turning in assignments at the beginning of the next class if they were absent on the original due date.
 - Exams, projects and homework assignments that are due on a school day that has been cancelled will be due in the next scheduled class meeting.

Parents are responsible for:

- Providing encouragement and support and showing interest in the student's work.
- Assisting students to develop good study habits by providing a comfortable well-lit area away from distractions and encouraging students to set a regular time to study.
- Evaluating student out-of-school activities to be sure the student has sufficient time to study. Parents must prioritize homework, studying for tests, completing projects, and outside readings over any tournaments, and any other out of school activity.
- Conferring with teachers regarding homework concerns.
- Checking PowerSchool grades regularly.

Homework Policy

Homework is the natural extension of classroom work that is necessary for reinforcement, remediation, re-learning, or extension of skills already introduced in the classroom. New concepts or skills should not be introduced as homework. Homework can have a positive effect on achievement and character development and can serve as a link between the school and family as it communicates to parents the nature of the learning activity in which the student is involved and provides an opportunity for dialogue between the parent and the child.

Homework should:

- Reinforce principles, skills, concepts and information previously taught in the classroom.
- Support creative, logical and analytical thinking.
- Foster self-discipline, self-motivation, and constructive use of time.
- Be a maximum of 30 minutes per class when due the next day
- Not be given over holidays **except for AP classes**
- Not be given on a Friday due on a Monday, **except for AP classes.**
- Not include summative projects to be done outside of school without class time

Homework vs. Assignments Completed at Home

Students may be required to finish classwork at home if they were distracted, unfocused or did not participate during class time. Additionally, teachers may assign serious projects, essays, or readings to complete at home.

Assignment Completed at Home Policy

Teachers will periodically require students to demonstrate their learning by completing formative and summative assignments. In these cases, students may be required to work on these projects at home and to complete and pass them in on an assigned date. Each teacher will develop and communicate a policy to articulate the consequences for passing in this work late.

Missing Work Policy Due to Excused Absence

All students are responsible for making up missed work completed during excused absences. It is the student's responsibility to ask if work was assigned during their absence, or check for them in the corresponding Google Classrooms, and to develop a plan to make up the work. Generally speaking, if a student is absent one day, they are given one day to make up the work. If a student is absent two days, they are given two days to make up the work, etc. Teachers are not required to

give assignments prior to the student's absences unless it is a planned absence and the student provides the teacher with a planned student absence at least three days in advance of the absence. **Teachers are not required to re-teach work, it is the duty of the students to check google classrooms and communicate with their teacher during their absence.**

If a student does not have an excused absence note from the ACS office, the student will receive no credit for the assignment.

Group Work Policy

Group work provides students the opportunity to participate in creative and collaborative learning that stresses critical thinking, research and inquiry skills and strong communication. Students talk, hear, clarify and evaluate each other's ideas. Group work may include short projects, semester projects, class presentations, and in-class collaborative group interactions.

Grades for group work will be assigned based upon the overall performance and product of the group as well as the individual effort and contribution of each member. Students will receive a clear description of the expected outcome at the start of the group work so they know exactly what is expected of them.

Teachers will assign students to groups based on their criterion and each member will be given a role and specific assignment within the group. Class time will be allotted for the group work, but individual preparation may be sent home as homework. If students were distracted or unfocused during class work, some group work may have to be re-done at home or in the library after school. Teachers will provide feedback to groups on the group work process, outcome, and presentation.

Testing and Class Project Policy

Teachers are required to post the dates of major assessments and projects on the internal assessment calendar a minimum of one week in advance. Students should never have more than 2 major assessments on any given date. Students are expected to keep track of assessment and project due dates and are required to notify the teacher if they have more than two major assessments as soon as a situation arises. **Quizzes, discussions, participation, etc. do not fall into this category.**

Retake Policy

If students retake an assessment or re-do an assignment, then they must adhere to the time and date stipulated by the teacher. Retakes are permitted at the teacher's discretion.

If a student repeatedly performs poorly on assessments or requires multiple retests, parents may be asked to have the student diagnosed for learning disabilities as the content might not be developmentally appropriate. In this case the counselor will meet with parents to discuss what teachers are observing in the classroom and provide information for testing.

Core vs. Elective Courses and Final Projects/Assessments

Students are required to do major semester assessments in all core courses. Core courses are defined as Math, Science, Social Studies, Spanish, and English. In elective courses, teachers have the option of either having the students perform a major assessment or an alternative summative project that replaces the Semester Assessment Grade. If a project is assigned instead of the major assessment, the students must be notified at the beginning of the term and given the parameters and criteria for the project a minimum of three weeks before the due date.

High School Written Semester Assessments and Final Projects

Semester assessments in the form of formal final written assessments may be given at the end of the semester in core classes to students in grades 9, 10, 11, and 12. These assessments account for 20% percent of the semester grade and are listed on the report card as a separate grade. Semester assessments are part of the process to prepare students for university study. In elective courses, students may be asked to sit for written assessments or to complete an alternative project, which will count toward the 20% final semester grade. All high school semester assessments are 120 minutes long, except AP assessments that may require more.

AP Semester Assessment

AP Semester Assessments model the format and types of questions on the actual May Exam. AP classes may break their Semester 1 assessments up into two sessions due to time constraints during the assessment period. Semester 2 Assessments for all AP classes will be held prior to the official May assessment Period and usually occur on weekends. April Mock AP assessments count as the Semester 2 Final Assessment.

Middle School Semester Exams and Final Projects

Semester assessments or projects at the end of each semester are given in core classes to students in grades 6, 7, and 8. These assessments or projects account for 10% percent of the semester grade and are listed on the report card as a separate

grade. Semester assessment and projects are part of the process to prepare middle school students for the rigorous expectations of high school.

In elective courses, students may be asked to sit for formal assessments or to complete an alternative project, which will count toward the 10% final assessment grade.

Requests for Students to Take Semester Assessments Early

Students are required to be in attendance for all semester assessments and under no circumstances can request to take them early. Students not participating in a semester assessment will receive a grade of 0 percent (F) for all missed assessments.

NOTE - There will be no exemptions for any students from assessments regardless of their GPA or regular academic performance.

Progress Reports

The school year is divided into two reporting periods (semesters). Each semester is divided into two quarters. The first semester ends in December and the second semester ends in May/June. Grades for the semester are based on student achievement from August to December (1st semester) and January through May/June (2nd semester).

ACS implements a semester grading system. Progress reports will be provided to students and parents at mid-quarter and at the end of each quarter. The final grade report in each semester is the student's grade for all work completed during that semester and is entered on the official transcript. Semester grades determine if a student has earned credit for a class. Parents and students are encouraged to use the teacher's online pages and personal password to Powerschool, to monitor progress between grading periods. Parents are requested to contact class teachers if they wish to have progress reports for individual classes at any stage throughout the year.

Semester Grades are Calculated by averaging the results of the two quarter grades and the Final Exam using the following formulae – HS: 40% Quarter 1 + 40% Quarter 2 + 20% Semester Assessment.

MS: 45% Quarter 1 + 45% Quarter 2 + 10% Final Project/Assessment.

Mid-Term Progress Notifications

The purpose of ACS Mid-Term Progress notifications is to formally notify the student and their parents of problems associated with the student's academic performance at the middle of each quarter, and to recommend, develop, and implement strategies for improvement. Students earning less than 70% average at the middle of the quarter are required to meet with the subject teachers to determine the best course of action for improvement.

End-of-Quarter Report Cards

Students receive a report card at the end of each quarter and semester. The report cards are emailed to parents.

At the end of quarter one and three, parents receive quarter report cards and are invited to attend Parent Teacher Conferences to talk about their child's progress.

At the end of quarters 2 and 4 the student receives a semester report card with comments attached. Semester report card grades will be calculated in the following manner if there is an end of semester assessment/project.:

High School: Semester 1 grade = 40% quarter 1 + 40% quarter 2 + 20% semester 1 assessment
Semester 2 grade = 40% quarter 3 + 40% quarter 4 + 20% semester 2 assessment

Middle School: Semester 1 grade = 45% quarter 1 + 45% quarter 2 + 10% semester 1 assessment/project
Semester 2 grade = 45% quarter 3 + 45% quarter 4 + 10% semester 2 assessment/project

Transcripts

ACS transcripts provide an official record of all courses taken during a student's high school career. Transcripts show the grades earned in each course per semester, semester GPAs, and accumulated GPAs and Non Academic grades and GPA. Students and parents may request transcripts at any time but must provide a minimum of two days notification. Quarter grades are not noted on transcripts.

Online Gradebooks

Students and parents are provided continuous access to an online grade-book using Powerschool. Grades are updated every week by teachers and parents should check student grades regularly. Level secretaries provide passwords to the online grade books.

Online Classroom Platform

Students are provided access to online accounts via the Google Classroom where teachers post homework assignments, important assessment dates, etc. Students are expected to access and check their Google Classroom on a daily basis. Parents may check assignments and important dates by getting in the Google Classrooms with their child.

Academic Alert

Students who have D's and/or F's by Thursday of every week, will have their parents alerted before the weekend. Students are expected to attend Support Services of the classes where they have D's and F's during the following week. Students who have F's may also be required to attend extended study sessions on the Early Dismissal half days. Parents are encouraged to check student grades on a regular basis on Powerschool. All students and parents have passwords to get into Powerschool. If these passwords are lost, they can be recovered from the level secretary.

Academic Probation Policy

Students may be placed on academic probation if they earn a grade less than 60% in any individual core subject (Math, English, Science, Social Studies, or Spanish) or earn grades below a C- (70%) in more than one course. Students who are placed on academic probation will be required to attend regular after school academic support as well as extended study sessions on Early Release Days. Students on academic probation are not permitted to miss school for any organized activities (games, field trips, etc. without the Principal's approval.

ACS Awards

Grades 6-12 students will be eligible for awards upon the completion of each semester. These awards are presented to students who have demonstrated overall high achievement or success in other areas of the mission statement.

Honor Awards

Students who have achieved academic success are recognized with honor certificates. There are three honor roll categories:

Honors	GPA of 3.33 – 3.66
High Honors	GPA of 3.67 – 3.99
Cougar Honors	GPA of 4.00+

ACS Spirit Awards

ACS recognizes students that are exemplar and model components of the ACS Vision for Learning by awarding them ACS Spirit Awards.

Presidential Awards

ACS also gives out Presidential Awards at the end of the academic year in accordance with the criteria developed by ACS and the American State Department.

Valedictorian/Salutatorian

Valedictorian: The Valedictorian is an academic title conferred upon the highest academically ranked student of the graduating class who delivers an address at the High School graduation ceremony. The Valedictorian shall be selected among the graduating class according to the following criteria:

- Must have attended ACS at least from Grade 10 through Grade 12.
- Must have the highest cumulative GPA at the midterm of Q4 in Grade 12.
- Must be in good standing (no major/serious disciplinary incidents) as determined by the Principal.

In the case of a tie, the student who took the most Advanced Placement subjects will be the Valedictorian. If a tie still exists, the student who spent the most years at ACS will be selected.

If there are two or more students that comply with the same criteria they shall all be Co-Valedictorians.

After School Academic Support Classes on Campus.

Core teachers provide academic support for all of their students once a week. Students are strongly advised to attend. Teachers will inform students of their office hours for extra support according to the daily secondary schedule.

Other support classes like remedial English may be offered after school if there are students who need it. Teachers may require certain students to attend these sessions of academic support and will contact parents in this case. Students are responsible for attending if they are asked to be present. Teachers will not be responsible to seek out students who do not go.

ACS Excellence Awards and Scholarships for Merit

Eligible Grade Levels for ACS Award of Excellence: Grades 3-12

Scholarships to be awarded for Merit: Three for Elementary (grades 3-6) and three for Secondary (grades 7-12)

CONSIDERATION CRITERIA – ACS AWARD OF EXCELLENCE:

- Academic:
 - Secondary students must earn a minimum GPA as determined from the Senior Leadership Team of 3.95 or higher for the previous school year (note – if sufficient candidates do not meet the minimum qualifying GPA, the Principal may lower the standard to ensure a minimum.)
 - Elementary students must earn a GPA of 3.10 when averaging all Standard Based Grades from the previous school year.
- Citizenship and Leadership:
 - Students cannot have received referrals for any major discipline incident(s) during the previous school year.
 - High School students must have completed a minimum of 20 Community Service hours the previous year.

All students that meet the above criteria will be recognized with ACS Award of Excellence at the first General Assembly of the year.

Students that are recognized with the ACS Award of Excellence, may qualify to apply for one of six ACS Scholarships for Merit. The criteria to qualify for an ACS scholarship for merit are as follows:

- The student must have been enrolled at ACS for a minimum of two years
- Parents must pay full tuition out of pocket. (*i.e.*, they are not reimbursed in any way by a third party)
- Parents must be up-to-date on their tuition payments.
- The student must not have won the scholarship last year.

ACS SCHOLARSHIP FOR MERIT PROCESS:

1. A Scholarship Committee for the previous year's Grades 3-6 and 7-12 will be formed by a minimum of three teachers from each level.
2. The Superintendent and Business Manager will work with the Level Principals to produce a list of students who are eligible for the ACS Scholarship for Merit.
3. A student self-evaluation form will be sent to the candidates that met the consideration requirements. Qualifying students will be asked to report activities and dispositions that demonstrate excellence in their academic achievements, attitude, discipline, leadership, and participation in After School Activities. (***N.B., the student must provide a note of verification for any after school activities that they participate in outside of school, and no extraneous information will be considered in the application.***)
4. The Principal will send confidential teacher evaluation forms to two core and two specialist teachers requesting that the teachers evaluate and rate the students for their academic achievements, attitude, discipline, leadership, and participation in After School Activities.
5. The Scholarship Committee will review the student self-evaluation and confidential teacher evaluation forms and rank each student on a five point scale in the three different categories according to the following weighting system:
 - Academic Achievement (GPA/Standards' scores)
 - Citizenship (Values and Discipline)
 - Extra-Curricular Participation and Leadership
6. The Level Principal will approve the recommendations by the Scholarship Committee and reserves the right to make justified changes before presenting the final list to the Board of Trustees. The Board of Trustees will examine the results and confirm the final decision.
7. The announcement of the recipients of the Scholarship for Excellence will be made at the fall General Assembly.

Academic Enrichment After School Clubs

National Honor Society

Students that have completed grades 9 and 10 and consistently show advanced achievement, leadership, service, and character are invited to apply to be a member of the National Honor Society (NHS). The minimum academic standard in order to be considered for selection is a cumulative 3.67 GPA (90 percent). A high school Faculty committee selects applicants based on the NHS student application and teacher recommendations.

Students with major/serious infractions cannot apply to NHS. If a student is on NHS and receives a major/serious infraction they will be required to step down from NHS. Students that do not maintain the minimum GPA once named to the National Honor Society will be placed on probation and may be required to step down if they do not improve their status.

Student Council

Student Council (STUCO) is a leadership organization comprised of elected members of each class in the secondary school who have exemplary abilities in voicing the ideas of their classmates and organizing and running events efficiently. Students must apply for permission to run for a position on STUCO as a grade level representative or as a member of a Block running for executive positions. Students that do not have a minimum GPA of 2.75 or have one or more major/serious infractions in the academic calendar will not be considered. Students who get accepted into STUCO must show responsibility and dedication towards encouraging school spirit, promoting leadership behaviors, and having an active role in communicating with administration. If a member of STUCO receives a major/serious infraction or their GPA falls below 2.75 for two consecutive quarters they will be required to step down from STUCO.

Field Trips

A field trip is a school-supervised activity involving one or more students investigating or participating in educational experiences away from the school campus, such as international trips, art competitions, athletic tournaments, clubs, student activities, and rewards and celebrations. All field trips must have a significant connection to the grade level or course curriculum of study. Students are expected to comply with all rules and regulations established within the Student Code of Conduct during field trips.

The Board of Trustees, or teacher in conjunction with an administrator, shall have the right to cancel any field trip at any time.

A signed parent/guardian consent form for field trips shall be required for each student on all field trips.

Eligibility for Athletics, CWW and School Sponsored Trips

Eligibility for Athletics and School Sponsored Trips require a student to maintain a GPA of 2.3 and no F's, in any class of the previous semester's transcript. (This includes transfer students).

Students may be required per the coach's request to bring a current copy of their grades from each of their classes. The coach will establish a study table schedule for any student who has a grade of C or below. Students are required to attend these study sessions.

A student's eligibility for CWW and school sponsored trips is also contingent on their behavior and discipline record. Administration will review each student's transcript and grades for academic eligibility and behavior. Students who are deemed ineligible due to behavior will be required to participate in the local CWW activities.

Athletic Eligibility Requirements

The ACS athletic program believes that academics are the primary focus of all quality educational institutions. All ACS students (MS and Varsity) participating in any school sport (practice or game) must maintain good academic standing in order to be eligible to participate with the following conditions:

1. Students cannot have two or more "D's" (60%-69%).
2. Students cannot have one or more "F's" (less than 60%).
3. Students must maintain at least a 2.3 cumulative GPA (determined at the end of the last marking period) and at least a 2.3 current GPA (determined at anytime during a marking period).

Coaches acting on behalf of the athletic department will require students who are ineligible to attend Secondary After School Support Services until they meet the Athletic Eligibility requirements as stated above.

Students who do not meet the Academic Eligibility Requirements

1. Are not allowed to participate in athletic practices or games.
2. Are not allowed to attend practices.
3. May attend games as a fan.
4. Must attend Secondary Support Services in order to improve grades.

Note: Absences due to academic ineligibility will not count towards attendance requirements for all student athletes.

Determining Academic Eligibility

1. On Thursday mornings grade reports are run and eligibility to participate in games and practices for the week is determined.
2. On Thursday afternoon the Athletic Director will notify parents via email of all student athletes who do not meet Academic Eligibility Requirements informing them that their child is not eligible to participate in practice and/or games until they show improvement and meet the Athletic Eligibility Requirements as stated above.
3. During this time of ineligibility students are required be attend secondary support services to work on improving their low grades and their absences at practices and games are excused, provided they are attending support services.
4. The principal in collaboration with the Athletic Director reserves the right to allow students to participate in the athletic program as they deem appropriate.

Students with Accommodations

Students receiving accommodations are subject to the same eligibility requirements as all other students. Regarding tournament or game play any student regardless of whether they are receiving accommodations who does not meet the eligibility requirements by the dates established by the athletic department may not participate in that tournament or game.

ACS Students' Rights and Responsibilities

ACS Calvert provides each student the opportunity to develop to the highest possible degree his or her talents, capacities, interests, and good citizenship. Effective learning takes place within a positive program of caring and discipline. Programs at ACS Calvert encourage individual students to develop desirable qualities of self-discipline, hold the student responsible for his or her actions (under the supervision of school authorities), and protect the student from the individual whose behavior or actions disrupt an effective learning program.

The responsibility for basic behavior development rightfully belongs with the individual and his or her parents. Parents have an obligation to assist the school in promoting and maintaining positive social and moral standards of conduct both on and off campus. Ultimately students must assume responsibility for their own behavior. They are expected to obey all rules and regulations set forth in the ACS Calvert Students' Rights and Responsibilities:

1. IT'S YOUR RIGHT to be part of an environment in which you are addressed politely, treated with dignity and respect, and are free from discrimination harassment, intimidation and bullying.

YOUR RESPONSIBILITIES INCLUDE:

- Avoiding language and/or behavior that are offensive to others.
- Respecting the rights of others.
- Using acceptable manners and appropriate social etiquette.

2. IT'S YOUR RIGHT to be part of an environment that is free from intimidation, harassment, discrimination and bullying including all forms of physical and verbal abuse.

YOUR RESPONSIBILITIES INCLUDE:

- Avoid causing or encouraging bullying, teasing, harassing or ganging up on others.
- Showing due consideration for others when moving on or around campus.

3. IT'S YOUR RIGHT to work, learn, and achieve success in an environment that supports your efforts and helps encourage you to successfully reach your goals and to be able to express your thoughts and to ask questions.

YOUR RESPONSIBILITIES INCLUDE:

- Arriving on time to all your classes with all necessary books and supplies, ready to work.
- Being cooperative and displaying a positive attitude.
- Completing all of your assignments and class work within an agreed upon time frame.
- Allowing others to speak and to listen sensitively to what they have to say.
- Accepting and giving opinions that are critical of ideas but never of people.
- Being intellectually honest - No cheating, plagiarism or copying of another student's work.
- Avoiding types of behavior that interfere with, or discourage other students from learning effectively including discrimination, harassment, intimidation, and bullying.
- Actively seeking out teacher help at appropriate times.

4. IT'S YOUR RIGHT to expect that all property and equipment at ACS Calvert whether personal, shared, or belonging to the school should remain free from damage, abuse, or theft.

YOUR RESPONSIBILITIES INCLUDE:

- Treating all property with respect and using it in an appropriate manner.
- Avoid using or touching property that belongs to other people without their permission.
- Compensating owners for property damaged due to your inappropriate use.

5. IT'S YOUR RIGHT to be able to spend your day at ACS Calvert in a friendly, clean, and safe environment.

YOUR RESPONSIBILITIES INCLUDE:

- Placing litter in appropriate containers and cleaning up your table after lunch.
- Refrain from bringing dangerous articles to school.
- Helping to keep any non-prescription drug, alcohol, or tobacco away from the ACS campus.

6. IT'S YOUR RIGHT to be a member of a school that is highly valued by parents and the wider community.

YOUR RESPONSIBILITIES INCLUDE:

- Obeying all Bolivian laws, including those that do not allow intimidation, discrimination, harassment and bullying.
- Behaving in an appropriate manner when off campus.
- Not smoking or vaping or use of electronic cigarettes or consuming alcoholic drinks on or off campus during school sponsored activities.
- Complying with the ACS Calvert dress policy and generally behaving in a manner that engenders pride in our school and in the achievements of its students.

7. IT'S YOUR RIGHT to have any disputes involving you, settled within a reasonable time frame, in a fair and rational manner.

YOUR RESPONSIBILITIES INCLUDE:

- Allowing all members involved in a dispute to state their case and be listened to.
- An obligation to seek assistance from a teacher or administrator, if you feel that a dispute cannot be resolved amicably.
- Accept with good grace the final decision of the arbitrating member of staff.

8. IT'S YOUR RIGHT to use the technology available at ACS Calvert to help make your education the best it can be.

YOUR RESPONSIBILITIES INCLUDE:

- Using ACS Calvert hardware and software technology for educational purposes only.
- Avoid chatting and gaming and be aware that these activities are only permitted with specific permission.
- Avoiding abusive, obscene, or other objectionable language and/or graphics on any computer at ACS Calvert. This includes purposefully accessing any electronic site (i.e. a web page) with the aforementioned objectionable material and sending and/or receiving such material electronically.

- Avoiding activities that cause disruption to any aspect of technology at ACS Calvert.
- Avoiding unlawful activities with ACS Calvert technology (unlawful is defined as breaking any U.S. or international laws concerning technology). This includes perusing, downloading, using, sharing, electronically sending and/or receiving any hacking, Trojan horse, virus, worm and/or any other inappropriate software.
- Avoiding copying or cutting from electronic sources (i.e. the Internet) that results in plagiarism.
- Avoiding referencing ACS Calvert in any way (i.e., through a web page) in any electronic public domain (i.e., the World Wide Web) without permission from ACS Calvert.
- Avoiding any other activities not appropriate in an educational context (e.g. criminal speech, speech in the course of committing a crime, speech that is unsuitable, dangerous information, violations of privacy, abuse of resources, copyright infringement, violations of personal safety, improper materials or language, exceeding storage limits, illegal copying, etc.)
- Being aware that you are fully responsible for any damages incurred on any technology equipment related to inappropriate or irresponsible actions when using the equipment. It is your responsibility to report problems with technological equipment that you use immediately.
- Not letting others use your Google account or password: You are responsible for all actions related to your personal files. You must let the Secondary Administration know immediately if your password has been lost or stolen, or if you think someone else has access to your account.
- Being aware that as a user, your privacy will be respected but not guaranteed: ACS Calvert reserves the right to review any files stored in Google or on any ACS Calvert computer and will edit or remove any material that may be inappropriate.
- Abiding by the specific rules and regulations for any given technology area at ACS Calvert and be aware of and abide by any changes to these rules.

Student Code of Conduct

The American Educational Association (the “SCHOOL”) developed the Student Code of Conduct to support and promote our Core Values: Excellence, Integrity, and Diversity. The Student Code of Conduct is supported by and aligned to the “Reglamento Interno” which is submitted to and approved by the Ministry of Education on an annual basis. Both documents are based on the principle that students and staff have the right to learn and work in a positive school environment that is free from violence, intimidation, threats, harassment and fear. The School shall promote the safety and civility for all community members at all times.

The SCHOOL acknowledges that conduct and behaviors are closely associated to learning and that an effective instructional program requires a wholesome and orderly school environment. The SCHOOL requires that each stakeholder (students, staff, parents) know, understand, and adhere to the rules of conduct and assign consequences for misconduct. Students must follow the rules of conduct while on the school campus as well as during any SCHOOL sponsored school activity conducted on or off campus. Parents are required to support all internal regulations and policies.

The Student Code of Conduct has three serious purposes:

1. To educate and promote a positive school environment.
2. To define expected behaviors.
3. To define inappropriate behaviors and their resulting disciplinary processes and procedures.

The SCHOOL follows a model that emphasizes excellent teaching practices, student engagement, academic interventions, and clear behavioral expectations. The School firmly believes that the combination of these four principles will promote a positive school climate that will then promote and lead to long-term student achievement and success.

Positive School Behaviors:

The School has developed the following chart to guide positive behaviors throughout the school:

	Be Safe	Be Responsible	Be Respectful
Classroom	• Keep hands and feet to yourself • Wait your turn • Four on the floor	• Listen/Follow directions • Follow classroom rules • Take care of property	• Be prepared and ready to work • Stay on task • Complete work • Do your best
Playground	• Play carefully • Stay within supervised areas	• Share equipment • Listen to adults • Take turns and follow the rules	• Return all equipment • Follow established rules

Hallways	• Walk • Single file/stay on the right	• Transition with quiet voices • Quiet and respectful greetings	• Keep hands, feet & belongings to yourself • Remember values and purpose
Stairs	• Walk - single file/stay on the right • One step at a time	• Transition with quiet voices • Quiet and respectful greetings	• Keep hands, feet & belongings to yourself • Remember values and purpose
Bathrooms / Change Rooms	• Flush • Wash Hands • Respect privacy	• Respect others' privacy • Use quiet voices • Respect time	• Remember values and purpose • Leave no trace
Cafeteria	• Leave no trace • Walk • Wait your turn in line	• Use quiet voices • Use good manners • Listen to adults	• Make space for everyone • Remain seated while eating • Remember values and purpose
Technology Labs	• Internet/cyber safety	• Use quiet voices • Listen/Follow directions • Take care of property	• Follow established rules
Library	• Keep hands and feet to yourself	• Use quiet voices • Listen/Follow directions • Take care of property	• Follow established rules • Remember your values and purpose
Locker Areas	• Be careful opening and closing your locker • Keep hands and feet to yourself	• Use quiet voices • Listen/Follow directions • Take care of property	• Remember your values and purpose • Leave no trace
Gym/ Pool	• Respect personal space • Play carefully	• Listen/Follow directions • Take care of property	• Follow established rules • Remember your values and purpose
Theater, Auditorium & Assemblies	• Respect personal space • Wait patiently in lines	• Listen to speakers	• Follow established rules • Remember your values and purposes
Entry/Exit	• Wait patiently in lines without loitering • Present ID	• Listen/Follow instructions	• Remember your values and purposes

Rewards and Recognitions for Positive Behaviors

The School believes that it is important to recognize positive school behaviors and leadership. We recognize these behaviors through the following methodologies:

- NHS Sponsored Student of the Month: The National Honor Society will recognize two students in Secondary each month for adherence with the school's Core Values;
- End-of-Quarter Rewards: Teachers will reward students at the end of each quarter for positive behaviors, citizenship, and leadership;
- Positive Notes and Communications: Teachers will send home positive notes to students or call periodically throughout each quarter to recognize student accomplishments and improvements or changes in behaviors;
- Principal Communications: Level Principals will follow up on Behavior Plans and Contracts to communicate positive changes in behaviors to parents and students;
- Special privileges and participation in events;
- Quarterly celebrations and recognitions for students that comply with expectations.

Discipline Policies and Procedures for Inappropriate Behaviors

The school adheres to the belief that acquiring good judgment, self-control, and developing respect for others is part of the educational process. When errors in judgment result in inappropriate behavior; consequences will be assigned to ensure that the student learns from the experience. Depending on the age and maturity of the student, different strategies will be applied. These include, but are not limited to conversations with the teacher, reflective personal essays, notification of parents (written and/or oral), suspension of privileges, school interventions, referrals to the principal or counselor, behavior plans/contracts, detentions, suspensions, and in the case of extreme behaviors possible Expulsion.

Matrix of Infractions and Consequences

The *Matrix of Infractions and Consequences* specifically identifies prohibited student conduct and lists the range of consequences that may be imposed for each infraction. When assigning a consequence, or a combination of consequences for misconduct, the Principal, or the Principal's designee shall give consideration to factors such as **the nature of the infraction**, the student's **past disciplinary record**, the student's **attitude**, the student's **age and grade level**, and the **severity of the problem**. It is acknowledged that this Matrix is not an all-inclusive list of inappropriate actions on the part of students to which the school may have to respond. In such cases, the best professional judgment of school administrators following a gathering in information and assessment of the facts shall determine the ultimate disposition of the offense and consequences.

Prohibited Items and Materials

Items that are disruptive and/or can cause a safety hazard do not belong in school. At ACS our main responsibility is to provide an environment that is safe and conducive to learning. The possession of items that in any way may be considered dangerous is strictly forbidden and can result in disciplinary action up to and including expulsion from school. Specifically, ACS prohibits the following items on the school campus:

- All weapons, facsimiles of weapons or any device that may be used to harm others. This includes toy guns, tools, chains that may be attached to wallets, etc.
- Matches, lighters, firecrackers, knives or fireworks.
- All controlled substances such as tobacco, e-cigarettes, drugs or alcohol.
- Mopeds/Scooters (unless used for transportation to and from school and student must purchase a parking decal)
- Laser pointers (unless for class usage)
- Large amounts of money, card collections etc.
- Live animals cannot be brought to school unless a previous arrangement has been agreed upon by the Principal or his designee.
- Skateboards, hoverboards, and rollerblades are not permitted on campus unless authorized by administration.

The School Principal will complete the following procedure in managing any type of disciplinary process: I. Review Reported Behavior II. Gather Information III. Record, and Assign Consequence IV. Communicate the Infraction and Consequence V. Appeal Process (when requested).

Part I: Reviewing Reported Behaviors

School community members must report all disciplinary incidents using an Incident Report (IR) Form.

Incident Report (IR)

An Incident Report is a form used by administration to gather information about an event. These reports are often completed by teachers, students, or parents who have a concern. Information is factual.

Part II: Gather Information

The Level Principal must gather Information all reported discipline incidents and concerns. The Principal follows due process and will gather Information all matters to the best of their ability within an appropriate time frame.

School's Right to Question, Search, and Examine Student Items (SEE EXCERPT BELOW)

The school reserves the right to question students, confiscate and/or assess the contents of student pockets, bags, electronic devices and lockers if evidence exists that community members are involved in behaviors that violate the Student Code of Conduct and/or the "Reglamento Interno". All students have the right to request that their guardian be present during questioning or any search/assessment of personal items.

SEARCH AND SEIZURE

The school recognizes its responsibility to maintain order and security. Accordingly, administrators or their designees are authorized by parents according to the signed enrollment agreement "to inspect and conduct a search of any place or item on the School campus or at any School-related event including, but not limited to, the student's locker, book bag, backpack, clothing, vehicle, computer, or personal electronic devices. Inspections and searches may be conducted on a routine or random basis or as deemed necessary. Students must provide any passwords, combinations or other access required to inspect such places or items upon request by a School administrator. Inspection of electronic devices includes laptops, phones, cameras, and any other electronics, including the contents of same (texts, emails, photos, images, address books, applications, etc. whether such message or information was sent over the school's system or any personal account such as Yahoo, AOL, Gmail, etc.). Further, the parents authorize the school to seize and permanently retain property disclosed by an inspection or search which is considered potentially harmful, dangerous, illegal, or inappropriate, or the possession of which is a violation of the School's rules, community standards, and/or local, state, or federal law." School administrators may also request the assistance of law enforcement officials to conduct inspections and searches of any place or item on campus or at a school related event including but limited to the items/places listed above.

Assigning Consequences according to Progressive Discipline

The school uses an instructional and progressive discipline system to assign consequences for behaviors deemed to be infractions. The school describes infractions according to the Matrix; however, the school understands that it is impossible

to list all potential infractions, therefore incidents will be managed using the best discretion of the Level Principal after consultation with the administrative team.

Depending on the severity and frequency of the infraction, appropriate consequences will be applied.

Discipline Interventions/Consequences

The goal of this Policy is to include appropriate interventions/consequences to promote a positive school climate, to support victims and others impacted by the infraction or misbehavior, to hold students accountable for their behavior, and to promote positive changes in behavior. Administration will take prompt, equitable, and remedial action when a complaint or a report of unacceptable behavior is received.

Depending on the frequency and severity of the conduct, appropriate responses to violations of this Policy may include school detentions and interventions, counseling, or discipline to remediate the impact for the victim and/or to change the behavior of the perpetrator. All disciplinary decisions are made at the discretion of the principal and school administration reserves the right to consequence any inappropriate behaviors as it deems necessary and appropriate.

Students that engage in behavior that violates the ACS Student Code of Conduct may be reported to the Ministry of Education and the Defensoria del Ninez at the discretion of the school.

Determining the Type of Infraction and Assigning Consequences

When an ACS Incident Report is received, the Level Principal will investigate the report. If an infraction has been committed the level principal will label the infraction, assign consequences as deems appropriate according to the Matrix of Infractions and Consequence and contact the student and parent.

Teachers may manage minor Infractions within their classroom or request an intervention from the Principal or Counselor.

In the case of a major/serious infraction, the Level Principal may recommend that the Superintendent review the case. School administration reserves the right to convene a Disciplinary Council to determine whether a recommendation for expulsion should be submitted to the School Board of Trustees for consideration.

ACS disciplinary processes have been approved by the Bolivian Ministry of Education.

Infractions and Consequences

The Matrix of Infractions and Consequences specifically identifies prohibited student conduct and lists the range of consequences that may be imposed for each infraction. When assigning a consequence, or a combination of consequences for misconduct, the Principal, or the Principal's designee shall give consideration to factors such as the nature of the infraction, the student's past disciplinary record, the student's attitude, the student's age and grade level, and the severity of the infraction.

Codes for Disciplinary Action			
<i>Code</i>	<i>Action</i>	<i>Code</i>	<i>Action</i>
VR	Verbal Reprimand	SBC	School Behavior Contract
Rfl.	Reflection	ZA	Zero on Assignment
LP	Loss of Privilege (including technology)	SD/RD	Saturday Detention/Recommended Det'n.
Cn.	Confiscation	ISS	In-School Suspension
Rs.	Restitution	OSS	Out-of-School Suspension
RDN	Report to Bolivian Defensoria del Ninez	RE	Recommended for Expulsion
WDt.	Work Detail/Detention	RLE	Referred to Law Enforcement

Matrix of Infractions and Consequences

Key: M = Mandatory, O = Optional, Z = Zero Tolerance (Automatic recommendation for expulsion)

Infractions	VR	Rfl .	LP	Cn.	Rs.	RD N	W D	SB C	ZA	SD	RD	IS S	OS S	RE	RL E
Academic Dishonesty	See Academic Honesty Policy														
Aggression		O	O			M		O	O	O	O	O	O	O	O
Alcohol (Z)			O	M		O		O					M	M	O
Arson (Z)			O			M		O					M	M	M
Assault of Staff Member (Z)			O			M		O					M	M	M
Battery (Z)			O			M		O					M	M	M
Battery of Staff Member (Z)			O			M		O					M	M	M
Bomb Threat (Z)			O			M		O					M	M	M
Breaking & Entering/Burglary (Z)			O			M		O					M	M	M
Bullying/Harassment - including online aggression (being rude, bullying, or recording other students, teacher or ACS Community members and making fun of them)		O	O		O	M		O		O	O	O	O	O	O
Confrontation	O	O	O			M		O	O	O	O	O	O		
Contraband/Drug Paraphernalia			O	M		O		O	O	O	O	O	O	O	O
Disrespect	O	O	O			O		O	O	O	O	O	O		
Disrupting Campus/class	O	O	O			O		O	O	O	O	O	O	O	O
Dress Code Violation	O	O	O	O				O	O	O	O	O			
Drug Sale/ Distribution <i>Excluding Alcohol</i> (Z)			O	M		M		O					M	M	O
Drug Use/Possession/Under Influence <i>Excluding Alcohol</i> (Z)				M		M		O					M	M	O
Electronic Device Misuse		O	O	O		O		O	O	O	O	O	O	O	O

Infractions (cont)	VR	Rfl .	LP	Cn.	Rs.	RD N	W D	SB C	ZA	SD	RD	ISS	OS S	RE	RL E
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Explosives (Z)			O	M		M		O					M	M	M
Extortion			O		M	M		O					M	O	O
Failure Report to Det./Sat. Sch.		O	O			O		O	O		O	O	O		
False Accusation Against Staff			O			O		O				O	O	O	O
False Alarm		O	O					O					M	O	O
Fighting		O	O			M		O			O	O	O	O	O
Firearms Violation (Z)			O	M		M		O					M	M	M
Forgery		O	O	M		O		O	O		O	O	O	O	O
Gambling		O	O			O		O	O	O	O	O	O	O	O
Gang-Related Activity			O			O		O		O		O	O	O	M
Hate Crime (Z)			O			M		O					M	M	O
Hazing	O	O	O			M		O	O	O	O	O	O	O	O
Horseplay	O	O	O			O		O	O	O	O	O	O		O
Illegal Organization Violation			O					O		O		O	O	O	
Inappropriate or Obscene Act	O	O	O	M		O		O	O	O	O	O	O	O	O
Inattentive Behavior (including lack of communication while online and internet slacking - sleeping and multitasking)	O	O	O					O	O	O	O	O	O	O	O
Insubordination		O	O					O	O	O	O	O	O		O
Larceny/Theft			O	M	M		O	O	O	O	O	O	O	O	O
Lying/Misrepresentation	O	O	O				O	O	O	O	O	O	O		O
Medication Policy Violation	O	O	O	M				O	O	O	O	O	O		
Off-Campus Felony			O			O	O	O		O			O	O	O
Open Defiance		O	O					O		O		O	O	O	
Repeated Misconduct			O			O	O	O	O	O	O	O	O	O	
Robbery (Z)			O	M	M		M	O					M	M	M
Sexual Battery (Z)			O				M	O					M	M	M

Infractions (cont)	VR	Rfl.	LP	Cn.	Rs.	RD N	WD	SBC	ZA	SD	RD	ISS	OSS	RE	RL E
Sexual Harassment		O	O				M	O			O	O	O	O	O
Sexual Misconduct (Z)			O			M				O			M	M	O
Sexual Offenses (Z)			O			M				O			M	M	O
Skipping Class		O	O			O			O	O	O	O			
Skipping School		O	O			O			O	O	O	O			O
Stalking		O	O			M							M	O	O
Substantial Disruption of School		O	O										M	O	O
Tardiness		O	O			O	O		O	O	O	O			
Threat/Intimidation		O	O			M		O	O	O	O	O	O	O	O
Tobacco Products Violation			O	M		O		O	O		O	O	O		
Trespassing		O	O			O						O	O	O	M
Unauthorized Area	O	O	O						O	O	O	O	O	O	O
Unauthorized Assembly		O	O						O		O	O	O	O	O
Unauthorized Items	O	O	O	O				O	O		O	O			
Unauthorized Publication		O	O	O					O	O	O	O	O	O	O
Unsafe Act		O	O			M		O	O	O	O	O	O	O	O
Vandalism		O	O		O	M		O	O	O	O	O	O	O	O
Weapons Violation/Possession (Z)			O	M		M							M	M	M

Expulsion Procedure:

In extreme cases in which a child has committed a major/serious infraction that results in a recommendation for expulsion the school will implement the following procedures:

1. During the time between the infraction and the conclusion of the Expulsion Procedure, the student will be suspended externally.
2. Upon recommendation from the Principal, the Superintendent will review the student's file to determine whether the case merits being recommended for Expulsion.
3. If the Superintendent agrees that the case merits possible Expulsion, they will convene the Discipline Council to review the student's case to make a possible recommendation that the Board of Trustees review the student's case for Expulsion.
4. If the Discipline Council agrees that the case merits review for expulsion, the Discipline Council will make a series of recommendations to the Board of Trustees with a justification for the possible expulsion of the student.
5. If the case is recommended for Expulsion to the Board of Trustees, they will create a Board Discipline Committee to perform the review and to make the final recommendation. The Discipline Committee will include the President or the Vice-President, and a minimum of three additional Board members.
6. The Superintendent will notify the family of the student in writing of the time, date, and place of the Extraordinary Discipline Committee meeting a minimum of five days in advance of the meeting.
7. The family have the right to submit a formal written communication to the Board stating the reasons that they do not believe that their child merits Expulsion and any actions that they are willing to implement to take corrective

- actions to avoid an Expulsion.
8. The Board may choose to call witnesses to the meeting and must notify them a minimum of 48 hours before the meeting.
 9. At the Discipline Committee meeting of the Board, the Board's review of documents may include but is not limited to:
 - a. Student File;
 - b. Parent/Student written appeal to the Board;
 - c. Comments and notes from the Discipline Council;
 - d. Testimony of any witnesses called;
 10. The Board has the ability to make the following recommendations:
 - a. Immediate Expulsion;
 - b. Expulsion upon the completion of the current Semester of Study;
 - c. Suggest the application of an alternative plan to Expulsion.
 11. The Discipline Committee will meet as many times as necessary to come to a final conclusion; however, from the first committee meeting to the last should not take more than five days.
 12. The Discipline Committee will communicate their final decision in writing which will be shared with the parent. The memo will outline a brief description of the incident and the consequence to be applied. In the case of possible expulsion, the family will be notified in writing by the Board of Trustees.

Discipline Appeal Process

A Parent may only appeal major/serious infractions to the Discipline Council. The purpose of the appeal is to:

1. Request a reclassification of the level of the Infraction (Strike the infraction from the record and the student's file.

Although the Parent has the right to appeal a major/serious Infraction, the student is still required to serve the consequence(s) that are assigned by the Level Principal while the appeal process occurs.

All appeals are made to the Discipline Council.

Discipline Council Makeup

The Discipline Council is named by the Superintendent and is comprised of the following people: 1-2 administrators (Principal, Counselor, or Learning Services Coordinator) from Elementary and 4-5 members of the Secondary Teacher Leadership Team. Individuals that are assigned to the Discipline Council but have a conflict of interest for any reason must recuse themselves from the procedure.

Discipline Council Procedure:

1. Upon receiving notification that a Parent wishes to appeal a major/serious Infraction, the Superintendent will convene the Disciplinary Council within 7 days.
2. The Parent is required to submit a written report justifying the reasons for their appeal.
3. The Discipline Council will meet and review the following documents:
 - a. Original Discipline Incident Report;
 - b. Discipline Memo: Infraction/Consequence notification;
 - c. Principal Report regarding Infraction;
 - d. Parent/Student Report regarding Infraction;
4. The Discipline Council will submit a written report to the Superintendent in a timely manner:
 - a. Affirming the Infraction;
 - b. Reclassifying the Infraction; or
 - c. Recommendation that the infraction be removed from the student's file.
5. The Superintendent will communicate the findings of the Discipline Council to the Parent.
6. The decisions and recommendations made by the Discipline Council are not subject to any other appeals.

Other Disciplinary Processes for Specific Infractions

DRESS CODE

ACS Calvert respects students' rights to express themselves in the way they dress. All students who attend ACS Calvert are expected to dress appropriately for a K-12 educational environment and parents are responsible for ensuring appropriate dress for their children for a school environment. Student attire should facilitate participation in learning as well as the health and safety of students and the adults that supervise them.

This following is intended to provide guidance for students, staff, and parents.

Minimum Requirements:

1. Clothing must cover areas from one armpit across to the other armpit, down to approximately 3 to 4 inches in length on the upper thighs, the length of the student's arm held straight down their side with a clenched fist. Tops must have shoulder straps. Rips or tears in clothing should be lower than the 3 to 4 inches in length or clenched fist measurement.
2. The bottom of tops and shirts must reach or cover the tops of bottom garments. No exposed midriffs.
3. Shoes must be worn at all times and should be safe for the school environment (pajamas, bedroom shoes or slippers shall not be worn, except for school activities approved by the principal).
4. See-through, mesh garments must not be worn without appropriate coverage underneath that meet the minimum requirements of the dress code. Pants or leggings with mesh sections are permitted as long as undergarments are not showing. No underwear showing.
6. Headgear including hats, hoodies, and caps are permitted as long as they are not covering the eyes, distracting students from listening or working, or impeding vision of other students. ACS encourages positive sun awareness habits and the use of hats during lunch, brunch and PE are highly recommended.
7. Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Additional Requirements:

1. *Clothing may not depict, imply, advertise, or advocate illegal, violent, or lewd conduct, weapons, gangs or the use of alcohol, tobacco, marijuana or other controlled substances.*
2. *Clothing may not depict or imply pornography, nudity, or sexual acts.*
3. *Clothing may not display or imply vulgar, discriminatory, or obscene language or images.*
4. *Clothing may not state, imply, or depict hate speech/imagery*
5. *Clothing may not state political affiliations*

PE Clothing:

1. *All PE clothes must be in accordance with ACS Dress Code guidelines.*
2. *Students are expected to wear comfortable safe sports clothing and appropriate shoes.*

The ACS Calvert administration reserves the right to advise students as to appropriate dress for school, and censor any articles of clothing deemed inappropriate. *Students who wear inappropriate dress will be required to change into an appropriate article of clothing if they are in possession of it or call parents to bring them appropriate clothing.*

ACADEMIC HONESTY

Personal Integrity

Personal integrity is expected of all students and staff. It is every student's responsibility to conduct themselves in a manner that demonstrates respect for one's self, others, and the community at large. Honesty in word and deed is an expectation and a requirement.

It is not possible to anticipate all potential breaches of personal integrity. However, students are urged to avoid conflicts stemming from cheating. Cheating is defined as:

- Copying another student's work during an assessment.
- Asking for or give unauthorized or unallowed assistance during any assessment, paper, homework assignment, etc.
- Using any other written, verbal, or mechanical source of information during a test or assessment without previous approval from the teacher.
- Studying any copy of the current assessment, or previous assessments not authorized by the teacher.
- Falsifying information given in a written report, assessment, or oral presentation.
- Failing to follow specific instructions during a test or assessment.
- Allowing another student to copy his or her work, research, report or presentation without authorization of the teacher.

Any breaches of personal integrity outlined above, or possibly in other areas of individual behavior, will be considered a major or serious infraction at the American Cooperative School and may result in the student receiving no credit for the paper, project, or course.

Plagiarism

Academic integrity requires that any ideas or materials taken from another source be fully acknowledged. Using someone else's work as your own, whether you have copied it exactly or whether you have manipulated it, is plagiarism. This work can be in many forms such as text, images, sound, video, etc. Proper credit to sources that students use in any project must always be given to avoid plagiarism.

Consequences for Violation of Academic Code of Conduct

First Offense: 0 on the work, communication with parents.

Second Offense: 0 on the work, communication with parents, internal suspension.

Third Offense: 0 on the work, communication with parents, external suspension.

Third Offense in the Same Class – loss of course credit.

Other Serious Infractions

Discrimination, Racism, Harassment, Intimidation, Assault

Discrimination, racism, harassment, intimidation, bullying and assault of any kind is prohibited in school and will not be tolerated. Students, staff, parents, or school contractors who engage or participate in racism, discrimination, harassment, intimidation, or assault will receive appropriate discipline, sanctions or other appropriate interventions. AEA further defines these terms below; however, the administrative team has the authority and will exercise that authority in defining the type of infraction based upon the extenuating and aggravating circumstances.

Harassment and Intimidation

Harassment and intimidation includes any action performed by means of any intentional written or electronic media message, verbal or physical act, including but not limited to one, shown to be motivated by any characteristics of race, color, religion, ancestry, national origin, gender identity, sexual orientation, mental or physical disability, or other distinguishing characteristics, when making the intentional written, verbal or physical act. For the purposes of this Policy it is expressly stated that harassment, and intimidation can take many forms including; slurs, rumors, jokes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats, hazing or other written, verbal, or physical actions.

Discrimination

Unjust or prejudicial treatment of people or things, especially on the grounds of race, age, gender, sexual orientation, or disability.

Racism

Racism is defined as prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior.

Sexual Harassment

Sexual Harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that tends to create a hostile or offensive school environment. Sexual harassment may be physical, such as kissing, hugging, pinching, patting, grabbing, blocking the victim's path, leering or staring, pictures, or standing very close to the victim. It may also be verbal or written and could include requests.

Assault

Assault is defined as any intentional act that causes another person to fear that they are about to suffer physical harm. This definition recognizes that placing another person in fear of imminent bodily harm is itself an act deserving of punishment, even if the victim of the **assault** is not **physically** harmed.

Bullying and Harassment Policy

The American Cooperative School is committed to creating a learning environment where all students feel safe and secure. Guided by principles of collaboration and purposeful action, our goal is to advocate for social justice and engender a climate that goes beyond tolerance and instead celebrates the innate differences among human beings. To accomplish this we strive to educate all stakeholders, inclusive of students, parents, faculty, staff and administration, and our larger community, to understand what bullying is, what the consequences of bullying may be, and what actions are required to ensure the safety of all persons while in our learning environment.

We are committed to creating an ethos where bullying and harassment are never tolerated, where victims are never responsible for being targets of bullying, and where bystanders are empowered and do take a stand against bullying. We believe the most important tool to end bullying is to become aware; our primary efforts are to educate and inform, and we establish clear policy in support.

Definition: A person is bullied when they are exposed, repeatedly and over time, to negative actions (threats, coercion, intimidation, aggression, etc.) on the part of one or more other persons, and they have difficulty defending themselves. This

definition includes three important components: 1. Bullying is aggressive behavior that involves unwanted, negative actions. 2. Bullying involves a pattern of behavior repeated over time. 3. Bullying involves an imbalance of power or strength.

There are four ways people can be victims of social cruelty:

1. **Physical:** includes behaviors such as hitting, kicking, or any other form of violence toward another.
2. **Verbal:** includes behaviors such as name calling, teasing, insulting or threatening - spoken or in writing.
3. **Relational:** includes behaviors such as gossiping, intentional exclusion, and rumor spreading.
4. **Cyber:** includes behaviors such as but not limited to sending inappropriate texts, emails, or instant messages; posting inappropriate pictures, videos, or messages about others in blogs, on Web sites, or any other type of social media; using someone else's username to spread falsehoods, rumors, or lies about someone or something, making a fake profile or harassing another person.

As advocates of global citizenship and respect for all persons regardless of age, gender, origin or belief, or sexual preference all members of the ACS community are expected to prevent, report, and prohibit social cruelty between members of the school community at all times while on and off campus.

As a school we believe that for every instance of social cruelty thoughtful and timely education must result and appropriate consequences should be issued. Consequences may range from additional education and counseling up to disciplinary actions as severe as suspension or expulsion. Please see the table below to understand how ACS classifies and consequences instances of social cruelty.

Level 1: Student Conflict	Possible Action & Consequences
Conflict occurs when two or more students disagree about their perceived goals or desires. Instances of conflict usually take place amongst students with the same relative amount of power. Conflict arises from disagreements about what they want, what they believe, or what they should do. Conflicts tend to arise suddenly, and often have a “back and forth” nature.	• Conflict resolution and mediation with Principal’s Office and/or Guidance Office. • Parent notification • Documentation in PowerSchool and submission of incident to the Defensoria
Level 2: Documented incident of harassment, teasing, or exclusion	Possible Action & Consequences
Harassment is unwarranted, unwanted, and aggressive behavior targeted at an individual or group that creates an uncomfortable environment. This includes but is not limited to jokes, slurs, and other verbal and non-verbal conduct related to race, religion, sexual orientation, gender, ethnicity, national origin, and disability. Harassment may also include unwanted or offensive sexual conduct.	• Gather information about the incident • Parent notification • Documentation in PowerSchool and submission of incident to the Defensoria • Depending on the outcome after gathering information consequences may include but are not limited to mediation or verbal warning to an external suspension from school. • Disciplinary Observation
Level 3: Bullying	Possible Action & Consequences

A person is bullied when is exposed, repeatedly and over time, to negative actions (threats, coercion, intimidation, aggression, etc.) on the part of one or more other persons, and difficulty defending himself or herself." This definition includes three important components: 1. Bullying is aggressive behavior that involves unwanted, negative actions. 2. Bullying involves a pattern of behavior repeated over time., 3. Bullying involves an imbalance of power or strength.	● Gather information about the incident ● Parent notification ● Documentation in PowerSchool and submission of incident to the Defensoria ● Depending on the outcome after gathering information actions may include referral for outside counseling, and consequences may include but are not limited to a level of suspension and Disciplinary Observation to possible recommendation for expulsion from school.
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Suicidal/Homicidal Threat Policy

As educators we have a responsibility to ensure the safety of our students. The ACS faculty and staff are required to report and act on ***ANY AND ALL STATEMENTS OF THREAT***.

A Guidance Counselor or ACS Leadership member will immediately assess the student for suicidal/homicidal intention. Steps that may follow include:

- The parent/guardian will be called to pick up their child, and the student will not be allowed to return to classes until they are evaluated by a **psychiatrist or psychologist**.
- The student can return to the Guidance Department with a note on the doctor's letterhead that states they are **not** a threat to him/herself or others. Once the note is approved by the Guidance counselor and/or school administration the student can return to classes.

Note: Statements made by students that indicate they intend to harm themselves are not considered disciplinary.

Parent Partnership

Parent Responsibilities

ACS believes that learning is maximized when a culture of discipline and mutual respect exists and parents, teachers, and students work toward common goals. Toward this end, parents are expected to:

- support the school and its policies;
- inform the school of reasons for any absence and follow the ACS absentee procedure;
- ensure that your child is on time to school, in the proper attire, and prepared to learn;
- encourage your child to be a respectful and peaceful member of the school community;
- discuss the contents of the ***Student Handbook, Technology: Acceptable Use Agreement, etc.*** with your child and to sign those agreements;
- attend scheduled appointments with school staff;
- show respect to all members of the school community;
- provide the school with current telephone numbers and emergency contact information;
- alert the school if there are any significant changes in your child's health, or well being (including head lice, contagious diseases, emotional issues, family matters) that affect ability to perform in school.
- attend school informational meetings including Coffee Hour with the level principal and General Membership sessions

Parents also agree to:

- Assist the school in promoting and maintaining positive social and moral standards of conduct both on and off campus.
- Obey all rules and policies set forth in School Policy and Bolivian laws including those that do not allow intimidation, harassment, discrimination and bullying.

- Read and when appropriate, return all school to home communication in a timely manner
- Not be on campus while school is in session unless they have a previously scheduled appointment.
- Report to the Administrative Office when entering School grounds during school hours.
- Schedule appointments as necessary with the appropriate faculty or staff member while school is in session and/or before or after school.

Parents agree to not engage in activities/behaviors that include but are not limited to:

- Being on campus while school is in session unless a previous appointment was scheduled.
- Interfere in the administration, organization and implementation of school processes and procedures.
- Failure to comply with the commitments in the contract signed at the time of registration.
- Make comments that attempt against the honor and morals of any member of the school.
- Miss scheduled appointments, interviews and meetings convened by school authorities.
- Attend school events in a drunken state, to promote or sustain brawls inside the school.
- Embezzlement of class funds of the grade to which your child belongs or any other ACS activity
- Offer financial rewards to teachers to improve their child's grades.
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- Failure to comply with the responsibility of monitoring the academic and behavioral progress of their child.
- Failure to collect their child's report cards on the dates communicated.
- Unjustified complaints to professors, administrators and service personnel.
- Take it upon themselves to resolve matters that are the sole responsibility of the Board and Senior Leadership of the school.

Parent Rights

ACS believes that our parents are our partners in the learning process. To this end, parents have the following rights:

- Receive feedback on the academic and social performance of their child;
- Request meetings (following the proper channels of communication);
- Attend public meetings and conferences;
- Receive personalized attention from school administration and teachers regarding their child's progress
- Participate and vote for class representative in the corresponding grades of their child

Parents' Concerns/Chain of Command

ACS Calvert recognizes the need for proper communication between and among students, parents, teachers, administration, and the Board. It is the policy of ACS Calvert that all concerns should be handled at the level closest to the problem. To assist in achieving this objective, the following general procedures are recommended for all concerned parties:

- When the problem concerns a student and their work in school, the matter is addressed with the classroom teacher. Problems of a personal nature or questions about a student's program, their overall potential and progress, may also be discussed with the counselor.
- Problems that cannot be resolved through a conference with the personnel mentioned above and questions of a more general nature concerning the operation of the school may be discussed with the Principal(s). The Principal will follow a Concerns Process where the concern is documented and signed by both parties. After due investigation there will be a response from the principal and then finally the parent will give feedback on the process to the principal.
- Problems that have not been resolved after conferences with the Principal may be taken to the Superintendent, who will discuss any questions related to the general operation of the school or school policies.
- The Superintendent is responsible for the organization, operation, and administration of the total school program. Therefore, they are the normal channel of communication between the Board and the public. Questions about school policy should be directed to the Superintendent.
- ACS Calvert parents may address the Board of Trustees at a regularly scheduled board meeting during the first ten minutes of the Board meeting. Each person must request time on the board's agenda in writing no less than one week prior to the scheduled meeting. Written requests must include parent name, date and a brief description of the concern. School administration in conjunction with the Board President reserves the right to deny any request. Denial or acceptance of the request will be communicated to the parent immediately upon review. Each approved request provides the parent with no more than two minutes to share their concerns with the board. The Board will not respond to the concern at the Board meeting, a written response will be provided in a timely manner.

Sanctions for Violating the Parent Code of Conduct

Parents that do not meet these expectations are subject to consequences that may include and are not limited to:

- Verbal and/or written warning;
- Restricted access to campus;
- Suspension or loss of privileges;

- Report to Ministry of Education or appropriate authorities;
- Case submitted to the Board and process to remove the Family from the Association.

Other General Information

Student Laptop and Planning

Students are expected to come to school prepared to learn. As with any meaningful task, a few tools are required each day to help the student succeed. These “tools” include: laptop, binders and notebooks, books, paper, writing utensils and calculators. Because planning is such an important tool for success, ACS students are expected to use their laptop to continuously check Google Classroom and complete assignments due. Teachers will monitor that the laptop is being used appropriately in all classes according to the ACS Responsible Use Guidelines and the expectations of the teacher.

Counseling Services

The Counselor is available to help students with academic, personal or social problems. Student communications with the school counselor are confidential, unless the student has disclosed a situation where there is a threat of harm to that student or others. Students may request an appointment before school, during brunch, at lunchtime, or after school. When emergencies arise, counseling services are immediately available. Parents may arrange a conference with the School Counselor, by calling the Secondary Office (2792302).

Visitors (Parents, Alumni, Etc.)

Visitors, including parents and alumni, must leave identification at the gate to receive clearance and/or a visitor’s pass before reporting to the reception desk. All visitors must wear their ACS Calvert issued ID or receive a visitor’s pass from the guard at the front gate. All visitors must state the reason for the visit before proceeding on campus to the security guard or personnel at the reception desk. In order not to disrupt instructional time, visitors will not be allowed to enter classrooms unless the teacher has requested the visit. The guard at the front gate will not allow any visitor to enter campus without permission from the administrative office. Visitors are not allowed to use the school facilities during the school day.

Students on Campus before and After Class Hours

Students cannot remain unsupervised on campus before or after official school hours. Secondary students who are on campus before 8:00 AM may go to the secondary library and must remain in a supervised area at all times. Students who leave campus after 3:15 PM must be involved in a school-organized activity or be supervised by the guardian.

Bus Conduct

The operation of a safe efficient transportation program requires that all passengers observe a set of regulations. The procedures below will be followed in cases of improper conduct.

- The driver will counsel the student on proper bus behavior.
- The driver will report the incident to principal and write out an Incident Report form (this form becomes part of the student’s permanent record).
- The principal will notify parents after receiving the report and progressive disciplinary consequences will be enforced.

Wheels on Campus

Students are not permitted to use any objects with wheels on campus unless they request specific authorization. Students that bring bikes to school must leave them in the bike rack beside the main gate.

Pets on Campus

No pets are permitted on campus without permission from the Level Principal.

Extra Curricular Activities

Two types of extracurricular activities occur on the ACS Campus:

ACS Sponsored Activities

ACS Sponsored Activities are activities that are run and managed directly by ACS coaches and teaches. All payments for activities must be made to the Business Office before a student is authorized to enter the activity. Note – Secondary students are not required to pay for some ACS Sponsored Sports (volleyball, soccer, track and field, or basketball).

ACS External Activities

ACS External Activities are defined as those that are run and managed by external groups that are vetted and approved by

ACS. Parents must pay the coaches and activity leaders directly for these activities.

Note – participation in all extracurricular activities is a privilege.

ACS Environmental Efforts

ACS makes efforts to comply with international standards for Green Schools. For this reason, all students are asked to Reduce, Reuse and Recycle. Students are required to bring a water bottle to school which they can refill as needed.

Volunteer Opportunities

Parents are encouraged to volunteer for school activities and to be active members of the School Improvement Team (SIT), Parent and Teacher Association (CCA- Cougar Community Association), Parent Council, Booster Club, or the Fine Arts Committee. CCA, Parent Council and SIT are governed by policies and procedures that are continually reviewed and updated by their members. Parents are also invited to help in classrooms with reading or other support areas. Please contact the Level Principal to learn more about volunteering in school.

Home/School Communication

Parents play a very important role in each child's progress. Parents are always welcome to meet with the Administrative Team members or teachers to discuss an issue of interest. If the person you wish to see is not immediately available, the office secretary will make an appointment for you.

The school will provide updates to parents via the Cougar Hub, email, mid-semester progress reports and Powerschool (Online grade reporting system). Important events are on the Cougar Hub and assignments in students' Google Classroom.

Cafeteria and Lunch

Students should take responsibility for their own lunch boxes. Lunch deliveries will not be allowed for students. A microwave is available in the cafeteria for student use.

An approved independent contractor runs the ACS Cafeteria. They offer a hot and cold lunch menu for a fee to interested students. All families are required to open an account and to make payments via an account system. The menu is posted on the ACS Webpage. Note - Soft drinks are not sold to students.

Student Break Times and Play Area Guidelines

Students are expected to use good judgment during break times and to remember at all times that safety is important! Grabbing, hitting, pushing, kicking other students or jumping off equipment, etc. is not allowed. Students must respond immediately to teachers' requests in order to prevent accidents and to ensure the safety of all students. Inappropriate behavior will result in loss of privilege.

Breaks Between Classes

Students are expected to use the time to prepare for the next class and should only venture from the class that they exited, to their locker, to the restroom, and onto the next class.

Brunch and Lunch: Students are expected to stay in supervised areas and to clean up the space around them if they are eating, etc. during breaks. Students in Secondary must stay in the Secondary Area or on the Playground and Fields during Brunch and Lunch. At break times equipment must be used in a safe manner, and if any material is borrowed from the PE office, it should be returned to the storage area when the break is over.

Emergency Evacuation Procedures

In the case of an emergency, community members will follow the ACS Emergency Response Plan. Community members will:

- Take appropriate action independent of where they are on campus (get under desk, stop drop and roll, etc.).
- Exit instructional areas in an orderly fashion and assemble on the soccer field in their assigned area or alternative meeting site if the situation merits it.
- Teachers will check the attendance roll and report missing students to an administrator.
- Listen quietly for further instructions.
- If it is determined necessary to evacuate the campus, parents will be notified to pick up their children and a detailed list of departing students will be made.

The full Emergency Response Plan and Evacuation Routes are posted in all classrooms and common areas.

Health Information

Student Vaccination

For student health purposes, your child should have their up to date immunizations for enrollment into ACS. A signed and stamped immunization record with a seal by your pediatrician is mandatory.

Medical Center

The school medical center is open daily from 8:00 a.m. to 4:00 p.m. A Student Health Form is required in each student's file and must include the following information: Immunization or Vaccine Administration Record, any medications the student is currently taking, and Medical Release/Parental Consent Form. If a child becomes ill or injured while at school, the school Health Professional will initiate appropriate first aid procedures to treat him or her, and the parent/guardian will be contacted. If the parent/guardian is unable to be reached, then the emergency contact person will be notified. No child will be sent home unless the parent/guardian or emergency contact person has been notified. The child must be picked up at the office by the parent or person designated by the parent. The school Health Professional, or person designated by administration, is the only person qualified to send a sick student home.

- If the parents/guardian are traveling out of town, the Health Professional must be given the name and phone number of the person to be contacted in case of an emergency.
- If a student has allergies or suffers from asthma, please bring medication to be kept in the school clinic in the event they should have an allergic reaction.
- If a student needs to take prescribed medication during school hours, it is required that the medication be given to the schools' Health Professional for administration. In no case is a student allowed to carry prescription medication on their person or have it in the locker. To give any medication, the Health Professional must have written consent from the parent.
- If a student has a communicable disease such as chickenpox, measles, mumps etc. this needs to be reported to the school Health Professional in order to notify other parents if necessary.

Medication

- UNDER NO CIRCUMSTANCES ARE STUDENTS PERMITTED TO CARRY OR SELF ADMINISTER ANY TYPE OF MEDICATION ON CAMPUS OR DURING ANY SCHOOL SPONSORED ACTIVITY.
- An Authorization for Medication Form must be filled out for those students who require daily prescription medication to be administered at school. A separate prescription medication Authorization Form must be filled out should the student require more than one medication to be administered. This form is to be signed by the parent or legal guardian and must be given to the school nurse. All prescription medication must be in the original pharmacy container, noting all information pertinent to the student. Should the dosage change during the school year, a new Authorization for Medication Form, available on the NBPS Website, must be submitted with the new regime noted.
- An Authorization for Medication Form, signed by the parent or legal guardian, must be filled out for those students who require prescription medication for a temporary condition (assessment: antibiotics, etc.). Medication must be in the original pharmacy container noting all information pertinent to the student. Parents are to bring medication to the school nurse, who will be responsible for its safekeeping and timely administration.
- All prescription medication must be in the original pharmacy container, noting all information pertinent to the student. Including first and last name, dosage and frequency.
- All medications for students will be labeled and stored in medical cabinet.
- All calls and requests in person will be logged electronically: first name, last name of caller, first name, last name of student and nature of request and special notes.
- All calls concerning health of a student not related to attendance are immediately directed to School Health Unit

Student Visits to the School's Health Unit

We understand that students may become ill during the school day. In order for students to visit the school clinic, students must first ask permission from their teachers and receive an Infirmary pass to visit the Health Professional (unless a medical emergency arises). If a student visits the Schools' Health Professional in between classes and it is not a medical emergency, the Health Professional reserves the right to send the student to class in order to first obtain an Infirmary Pass.

The School's Health Professional will keep record of all student visits. If a student frequents the school clinic, the Health

Professional will notify administration, the student, and parents.

Criteria for Sending Students Home

1. Fever of 100 F degrees or greater.
2. Vomiting.
3. Diarrhea.
4. Contagious rashes or infections.
5. Any student the health office deems would be appropriate to send home.

Guidelines for Keeping Students Home From School

It is every parent/guardian's responsibility to help us keep our school environment and student population as healthy as possible. For everyone's well being, we recommend that students not attend school if they have the following symptoms:

1. Rash of unknown origin until diagnosed by a physician.
2. Temperature greater than 100 degrees.
3. If fever is present during an illness, a child should remain at home until the temperature is normal for 24 hours.
4. Vomiting within the last 24 hours.
5. Itchy, reddened, weepy eyes until diagnosed by a physician.
6. Untreated earache.
7. Children with chickenpox must stay at home for at least six days after the last erupted pox or until all the pox are scabbed over and healing.
8. If your child has a contagious bacterial infection such as strep throat, pneumonia, staphylococcus skin infections or conjunctivitis, it is required the student remain at home for 24-48 hours after starting antibiotic medication (at least three doses).

Medicine

If a student needs to take any type of medicine (inhalers, cough syrup, etc.,) the parent **MUST BRING THE MEDICATION TO THE INFIRMARY** and the student has to come to the infirmary to take the medication. Under NO CIRCUMSTANCE can a child carry any type of medication with him/her or in his backpack. When the day is over the parent must pick up the medication from the school clinic.

Sun Protection

Because of the high altitude in La Paz and the strength of the sun, ACS Calvert strongly recommends that all students wear hats and/or apply sunscreen when they are outdoors for any substantial period of time such as P.E. classes and recess. On certain days when the UV index is particularly high ACS reserves the right to limit outdoor activity/exposure for all students.

Student Injuries

The school maintains a limited supply of medical equipment and common medicines to treat minor ailments at school. The school will also provide treatment for minor cuts and bruises. In the case of any serious injury that requires external care, the parent will be immediately called and either the parent or emergency contact will be responsible for transporting the child to the nearest medical facility. All children at the school are expected to have medical insurance to cover any external treatment required. Any child that suffers a head injury of any kind will be immediately sent home and parents are strongly encouraged to take their child to a doctor for observation.

2022-2023 Student/Parent Handbook Parent Acknowledgement Form

I have read, understood and discussed with my child, the ACS Calvert Student Handbook 2022-2023. We agree to abide by the rules and regulations stated within.

Parent Signature

Date

Student Name

Grade

Parental Release for Use of Student Images in all Formats

I (we) authorize ACS Calvert in La Paz, Bolivia and those acting with its permission and under its authority to use, and publish recognizable images of my child, _____, in any form including but not limited to:

____ Web Pages

____ Student/Parent Handbooks

____ Yearbook

____ Class Groups

____ School Newsletters

____ School Brochures

____ ACS Facebook

Please check off the items you are giving ACS Calvert permission to publish your child's picture in.

Parents will be contacted for written permission if ACS Calvert wants to use their child's picture in any publication that has not been listed above.

I (we) release and discharge ACS Calvert from any liability by virtue of using photographs so long as the same are used for an educational purpose. Names will NOT accompany photographs except in the Yearbook.

Parent Signature

Date

Student Name (print)

Grade

ACS Responsible Use Guidelines (RUG)

My student and I are committed to the Responsible Use Guidelines. By signing this, we commit to discussing and reviewing the following guidelines as they pertain to technology use throughout the school.

Our staff and students use technology to learn. Technology is essential to facilitate the creative problem-solving, information fluency, communication and collaboration that we see in today's global economy. While we want our students to be active contributors in our connected world, we also want them to be safe, legal, and responsible. The Responsible Use Guidelines (RUG) support our vision of responsible technology use and they promote a strong sense of digital citizenship. The RUG applies to all ACS Calvert computer networks (including the devices made available by them), and all devices connected to those networks (whether they be student owned or otherwise).

With the ability to use technology comes responsibility. It is important that you read and discuss the ACS Responsible Use Guidelines, ask questions if you need help in understanding them, and sign the agreement form. It will be your responsibility to follow the rules for appropriate use. Irresponsible system use will result in the loss of the privilege of using this educational and administrative tool. Please review the leveled-guidelines following this document, which break down in greater detail responsible use expectations for elementary and secondary school students in the areas of Internet Safety & Security, Digital Citizenship, and Research & Information Literacy. Please note that the Internet is a network of many types of communication and information networks. It is possible that you may run across some material you might find objectionable. While ACS uses filtering technology to restrict access to such material, it is not possible to absolutely prevent such access.

It will be your responsibility to follow the rules for appropriate use. Students are also not allowed to bring their own connectivity via a mobile device/cell phone. These devices are not eligible for technical support. If used before or after school or with a teacher's permission mobile devices/cell phones must adhere to these Responsible Use Guidelines while on school grounds. These responsibilities can extend beyond the school grounds when working on ACS platforms and systems from home. The school is not responsible for students who bring their own Internet connectivity via Mobile Internet Modems or data-plan on a mobile device.

Please note: ACS expects students to aspire to its values; Diversity, Integrity Excellence at all times. We therefore expect and encourage students to follow these guidelines at all times both on and off campus.

RESPONSIBLE USE AND DIGITAL CITIZENSHIP	Any use described below is deemed "responsible" and consistent with the ACS Responsible Use Guidelines for Technology. The final decision regarding whether any given use of the network or Internet is acceptable lies with the Superintendent or designee. • Use is mainly for educational purposes, but some limited personal use is permitted. (Remember that people who receive e-mail from you with an ACS address might mistakenly infer that your message represents the school's point of view). • Use furthers the educational and administrative purposes, goals, and objectives of ACS . • Use is limited to your own individual account - you and only you should use that account. You should not share your password with
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	others. • Use furthers research related to education and instruction • Use does not violate the rules as set forth in the ACS Parent/Student Handbooks or employee standards of conduct. • Use of appropriate online names as well as use of polite and appropriate language/content on all online posts. • Use of websites, content, and media is properly cited with respect to copyright.
UNACCEPTABLE AND IRRESPONSIBLE USE	Any of the following uses is deemed “unacceptable and irresponsible” and a violation of the ACS Responsible Use Guidelines for Technology. This list does not include all possible violations. The final decision regarding whether any given use of the network or Internet is acceptable lies with the Superintendent or designee. Disciplinary action may be taken for unacceptable and irresponsible use of the network or Internet. • Unauthorized use of copyrighted material, including violating ACS software licensing agreements • Sending or posting electronic messages and/or content that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, illegal, or intended to bully • Use of technology resources such as chat rooms, social sites, and games in a manner that causes disruption to the educational program • Use of school technology resources to encourage illegal behavior or threaten school safety • Use of social media, messages, private cloud storage and/or email, on or off campus, personal or otherwise, in violation of the ACS Social Media Policy which include any violation of the following; confidentiality of student records, health or personnel information concerning colleagues, school records (including evaluations and private email addresses), copyright law, harming others by knowingly making false statements about a colleague or the school system. • Personal, political use to advocate for or against a candidate, officeholder, political party, or political position. Research or electronic communications regarding political issues or candidates shall not be a violation when the activity is to fulfill an assignment for class credit. • Use of any means to disable or bypass the ACS Internet filtering system or other security systems • Attempting to destroy, disable or gain access to school computer equipment, ACS data, the data of other users, or other networks connected to the ACS system, including uploading or creating computer viruses • Encrypting communications or files to avoid security review • Posting personal information about yourself or others (such as addresses and phone numbers) other than as needed to conduct school operations • Forgery of electronic mail messages or transmission of unsolicited

	junk e-mail • Use related to commercial activities or for commercial gain • Use that violates the student code of conduct or employee standards of conduct, or is unlawful • Wasting school resources through the improper use of the computer system
CONSEQUENCES FOR INAPPROPRIATE USE	One or more of the following consequences may be imposed: • Suspension of access to the system • Revocation of the computer system account • Removal of device access • Other action, including disciplinary action, in accordance with School policy and/or the ACS Parent/Student Handbooks (as applicable)

Responsible Use Guidelines for all Students

Internet Safety and Security

Communicating Safely Online - Use of the Internet and online collaboration is an important part of being in school. However, there are still risks involved when engaging in online conversation. Students will recognize and report any warning signs of online predators. Students will engage in safe online relationships and not participate in inappropriate dialogue with others online. Students will identify strangers and avoid risky online behavior. Students will report any inappropriate communication or possible online predators with a trusted adult.

Security of Information - Sharing of information online can be a great way to accomplish a task or work on a project collaboratively. However, there are certain bits of information that students should not share online or with others. Students will not share any of the following:

- Passwords
- Personal information/inappropriate photos of yourself
- Personal information/inappropriate photos of others

Internet Privacy - Many websites collect information from visitors for advertising or data collection purposes. Students will:

- Recognize and analyze online privacy terms.
- Understand the how and why companies collect their information so they can make informed decisions before providing personal information to a website.
- Guard against phishing, scamming and identity theft.

Digital Citizenship

The Internet is a powerful community of connected people. That connection requires levels of responsibilities to one another. Part of being a good digital citizen is using technology in a responsible, appropriate way. Digital media plays an important role in a student's life and in our society. Below are some specific areas to address with students when learning how to grow their digital citizenship.

Social Media & Email - Students will have access to a school email account after receiving some basic training on email etiquette. Please know that all email can be viewed by teachers, administrators, or parents. Email should be written with thought of the audience and purpose. Online school-approved social media sites are allowed. Students will learn about interaction, risks, and responsible use on both school-approved and other social media sites that they may encounter.

Commenting Responsibility - As use of social media and other age-appropriate websites becomes available to students, it's important for students to understand the positive and negative aspects of their digital life. Students will recognize the importance of context in posting or viewing online images. Students will post appropriate comments in online and social communities. These comments, like anything else on the Internet, have a certain amount of digital permanence and can affect reputation down the road. Students will display respect and thoughtfulness online by not posting comments that are negative, inappropriate, or personal about others or themselves.

Digital Footprints - Information you post on the Internet can affect your future. Colleges and future employers look at an individual's digital footprint as a tool during the admission or hiring process. Students will consider the possible benefits and risks before sharing information online and consider how this affects their reputation and digital self.

Digital Ethics - Students will use the Internet and digital tools to produce content and projects. Students will not present the work of others as their own work (otherwise known as plagiarism) Students will not intentionally delete or damage another student's digital work. When working on projects or any other work with online resources, students will follow copyright and creative commons laws.

Cheating - With the use of mobile devices, there may be temptation to cheat and share test or assignment information on a non-collaborative project. Students will not use technology and/or mobile devices to share confidential school content with other students.

Cyberbullying - Cyberbullying is the use of digital technologies or mobile devices to harass, threaten, embarrass or torment another student. Students will:

- Identify strategies for dealing with cyberbullying responsibly.
- Analyze and report any offensive online behavior or interactions to a trusted adult.
- Create positive online communities rooted in trust and respect.
- Think before you send or post
- Recognize and identify factors that intensify cyberbullying, including what role they play in escalating or deescalating online cruelty

Students will NOT:

- Publish information that is harmful or embarrassing to others
- Facilitate in the spreading of rumors via online platforms.
- Participate in online polls, “bash” sessions, or other online communities that are harmful to others.

Cyberbullying, “sexting”, or the transmission of inappropriate images or messages digitally, can result in disciplinary and/or legal consequences. Students will understand the role of digital technologies in relationships. Students will not actively participate in the sharing of inappropriate photos and/or information of themselves or others.

Self-Expression and Identity - There can be a difference between an online versus offline identity. Students need to be aware of these differences and realize that how they present themselves online can affect their relationships, sense of self, and reputations. Students will identify the risks of assuming different personas online and what it means to be genuine in an online context.

Research and Information Literacy

Searching - Students will use a variety of search engines to search for information and content. Students will understand the functions of effective keywords and categories to find useful and relevant information online.

Research and Evaluation - Students will choose websites with high-quality information and when possible, use multiple sources to find their information. Students will properly cite online resources. Students will be able to identify online advertisements and spam on websites and understand the purpose behind those advertisements.

Secondary Specific Responsible Guidelines (BYOD Expectations)

Purpose

American Cooperative School (ACS) is committed to preparing all students and teachers to maximize learning by integrating relevant technology into the academic courses so students will be able to:

- Acquire, share, evaluate, and create digital information
- Achieve media and technology literacy
- Maintain a safe and ethical online environment

Device Requirements

The requirements of the device for course use are:

- It must be a laptop computer
- It must be equipped with:
 - An office suite such as Microsoft Office, iWork, or Google Drive that includes word processing, presentation, and spreadsheet programs.
 - Internet Browser (such as Google Chrome or Firefox)
- Other programs or specifications as may be required by individual teachers

Access

Access to the Internet is provided via a Wi-Fi network, which is part of the ACS wireless local area network. Students are required to register their device with the IT Network Coordinator in order to gain access. When students use this network they will be expected to uphold all school policies. Additionally, access to school printers from non-school devices will not be possible.

Theft, Loss, or Damage

American Cooperative School or any employee of the school is not liable or responsible for any theft, damage, or loss of any non-school device or the information on any such device. It is the responsibility of the owner of the device to ensure that the device is safe and secure.

Electronic Device Policy

Students will use electronic communication or data devices only in a manner consistent with instructional and testing activities in the classroom. Use of these devices must not violate any school policy or cause classroom disruption nor may they be used in the access, creation, or possession of inappropriate materials. Use of electronic devices in the classroom is at the discretion of the teacher and/or school administrator. Use of electronic devices outside of the classroom is at the discretion of the school principal.

Responsible Use Guidelines Acknowledgement Form

I understand that my technology use and, if applicable, text messaging and social media with ACS provided resources, are not private and may be viewed by ACS officials. I understand that the school will provide me with third party accounts (such as Google Apps) that must also adhere to these Responsible Use Guidelines. Any other third party accounts that I use for educational purposes, must also adhere to these Responsible Use Guidelines. I understand that the ACS Calvert will monitor my activity on the computer system.

I have read the ACS Responsible Use Guidelines for technology and agree to abide by the guidelines for responsible use. In consideration for the privilege of using the ACS electronic communications system and in consideration for having access to the public networks, I hereby release the School, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use of, or inability to use, the system, including, without limitation, the type of damages identified in the School's policy and administrative regulations.

Student signature and date

Parent signature and date