High School Handbook
2
Middle School Program of Studies

Justin Wild
High School Principal
Welcome to the High School

Dear Students and Parents,

I wish to welcome you to the new school year, and to say that I am looking forward to joining your fantastic learning community. In the coming school year, my hope is to learn more about this community through you as stakeholders.

This book does contain rules, but it also contains rights that bring the community of ASB together; the theme for this coming school year is going to focus on integrity. The word’s origins are in late middle English, and the root of the word is integer. In this case, it doesn’t refer to math, but to an entity which is whole. In its modern sense, one of the meanings of integrity is, “adherence to moral and ethical principles.” As your incoming principal, what I look towards is an adherence to wholeness in this school, and the rules and rights of students are one component of that wholeness.

Being part of an international community, you are used to new people. Every year, you receive new students, and in point of fact, all of you know what it is like to be the new student in a completely different environment. You also receive new teachers, and you spend time getting to know them as they must get to know you.

Finally, this year, you are receiving a new principal; I look forward to being the new kid at school, and learning about you and what makes ASB an international school with a phenomenal reputation.

Parents and students, please read through the handbook and after doing so, sign and return the included form. Should you have any questions reach out to the office for clarification. I look with great anticipation to a year of integrity and wholeness.

Best Regards,

Justin Wild
High School Principal
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Purpose and Values
Purpose and Values

Our Mission
We inspire all of our students to continuous inquiry, empowering them with skills, courage, optimism, and integrity to pursue their dreams and enhance the lives of others.

Core Values
We believe that:

Personal
• Each person has equal intrinsic value
• People are responsible for the choices they make
• All people have potential for growth
• Internal motivation is the most powerful driver of learning and success
• A balanced lifestyle is the essence of well-being

Interpersonal
• Mutual trust and respect are essential for healthy, enduring relationships
• Embracing our interdependence is vital for the community to flourish
• Practice, perseverance, and reflection are integral to a culture of excellence
• We are the trustees of our environment

Profile of a Graduate
An ASB graduate, empowered by dreams, skilled as a lifelong learner, and oriented towards serving others, is dedicated to making a positive impact in the world.

An ASB graduate dreams.
An ASB graduate courageously takes risks and pursues his/her interests and passions. He/she is a critical thinker who approaches challenges with optimism and persists in solving problems. He/she approaches life with imagination and creativity, knowing his/her opportunities are limitless.

An ASB graduate is a lifelong learner.
He/she is knowledgeable in key academic content areas and possesses the skills necessary to be successful in both further studies and 21st-century careers. As a balanced, inquisitive learner, an ASB graduate demonstrates responsibility and a reflective approach to personal growth. He/she works independently and collaboratively, to ethically manage complex systems, information, and problems.

An ASB graduate serves others.
An ASB graduate actively enhances the lives of others, showing integrity in his/her intentions and actions. He/she seeks to understand people and cultures, to empathize with and to appreciate diverse opinions, appearances, behaviors, and beliefs. He/she is globally aware, valuing a world that is just, peaceful and sustainable.

The International Curriculum
We at ASB endeavor to meet the needs of the multinational student body that we teach through the IB Primary Years Program. We believe that the PYP is in line
with our school philosophy and meets the needs of our students and teachers. We have been a PYP authorized school since June 2002. This provides us with a solid curricular framework, while still allowing us to meet the unique needs of our students.

Governance and Leadership
The American School of Bombay is managed by the American School of Bombay Education Trust set up under the terms and conditions laid down by the Ministry of External Affairs, New Delhi. The school is governed by a Board of Trustees, which is elected by the parents and faculty for a two-year term. The American Consul General is the Chairman of the Board of Trustees. The Board of Trustees is composed of eleven community members: eight are elected, two are appointed by the Board Chairman. The Board oversees the governance and direction of the school by holding regular meetings, retreats and being actively involved in committee work.

The Head of School is also the Chief Executive Officer, directly responsible to the Board of Trustees. The Head of School is aided by the Deputy Head of School, Elementary, Middle, and High School Principals, Chief Operating Officer, and Director of Institutional Advancement. This group forms the Leadership Team at ASB.

The Elementary, Middle and High Principals are the educational leaders in their division and responsible for the short and long-term goals of the school as well as the day-to-day management of the division.

Child Safeguarding Policy
ASB is committed to providing a safe environment for its students and all members of the community. To this end we strive to ensure the safety and well-being of every child. For more information, please read ASB’s Child Safeguarding Policy.
Air Quality Practices, Procedures, and Considerations

We believe that:
1. The majority of individuals and families expect that the school delivers a high quality physical education and athletics program to students;

2. Activity is necessary for us all – children, young adults, and adults – and inactivity presents potential behavioral and health related problems;

3. Parents always have the right to request that their child(ren) does/do not participate in aerobic activity, or go outside for recess or classes, and under such circumstances, students will never be penalized for non-participation;

4. We are members of international school athletic leagues – ASIAC and SAISA – and as such, we have commitments to be participatory, contributing members;

5. We wish to remain as active as possible regarding all aspects of our lives in Mumbai;

6. Students exhibiting or complaining of shortness of breath or irritation in the throat are routinely sent into a building with conditioned air until they feel relief.

7. Quarterly readings of inside air quality will help us to ensure that our indoor air quality continues to be excellent.

School administrators will communicate to the faculty and students any need for modification of outdoor physical activity, keeping in mind both the AQI (Air Quality Index) and the multiple other factors influencing the health and wellbeing of students.

The guidelines we use to determine if outdoor physical activity will be modified are as follows:

On days when AQI readings exceed 200 for elementary students and 250 for MS/HS students, we will not have outdoor activities. If AQI levels are between 201 and 250, the ASB PE and Athletics Departments will modify activities in order to keep heart-rates and respiration-rates low, while still providing instruction and movement opportunities for our students. Any activity will be short in duration and of minimal physical demand.

We use the air quality data sourced from the US Consulate and/or data from our handheld device to determine our outdoor activity:

At ASB we are continually exploring how to best protect our students from the effects of poor air quality. This is an ongoing process utilising knowledge and research from around the world.

For questions regarding AQI, please contact the health office: SmithiesA@asbindia.org
The IB Learner Profile
The IB Learner Profile

IB programs aim to develop internationally-minded people who recognize our common humanity and shared guardianship of the planet and help to create a better, more peaceful world. IB learners strive to be:

**AS IB learners we strive to be:**

**Inquirers**
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**Knowledgeable**
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**Thinkers**
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned ethical decisions.

**Communicators**
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Principled**
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Open-Minded**
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**Caring**
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**Risk-Takers**
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.
High School Program
High School Program

In a diverse setting representing over 51 different nationalities, students in the High School at the American School of Bombay prepare themselves for a successful college experience by engaging in a challenging course of studies based on a liberal arts model.

Students in grades 9-12 empowered through the development of positive peer and adult relationships continue their educational growth by studying English Math, Science, Social Studies, Modern Languages, Fine and Performing Arts, Physical Education and Technology.

Outside of the academic day, students participate in a broad range of programs including athletic, academic, leadership and service opportunities. Each year, all students participate in an outdoor-based Yatra program to explore India, develop personally and form connections with their peers and teachers.

We utilize the IB program as a tool that assists us in our focus on the ASB Mission. All of our Grade 11 and 12 students participate in this challenging curriculum as ASB Diploma, IB Diploma or IB Certificate candidates. Through its emphasis on critical thinking, analysis, problem-solving, creativity and service the IB program offers many attributes that align with our mission.

Our ninth and tenth graders undergo studies that are designed to prepare them for their last two years of high school. All courses are designed to provide students with not only the foundation of knowledge and understanding in a specific discipline but also solid communication and analytical skills. Students in grade ten complete a Research Project that is specifically designed to give them the research and writing skills they will need to begin the extended essay process as part of the IB program.

Students also engage in a CSR (Community and Social Responsibility – Grades 9 and 10) program and a CAS (Creativity, Action, and Service – Grade 11 and 12) program where they focus on developing themselves through activities and in serving the wider community. India offers many rich opportunities for students to focus on and meet the needs of others. ASB has developed relationships with a number of Non-Government Organizations (NGOs), to facilitate student work in this area. The program leads to many powerful experiences for the students of ASB.

ASB is committed to ensuring that our students have the technology skills they will need in their post-secondary studies and adult lives. To this end, we run a “bring your own laptop” (BYOL) program where every student has his/her own machine and constant access to a vast amount of information. Technology is integrated into the classroom. Students use their device as a part of their regular work. We also offer a range of technology-based electives.

Our school offers a number of clubs, sports and leadership opportunities both within and after the school day. Student Council, Model United Nations, ISTA, AMIS and a variety of service and special interest clubs make up our options. We are a member of the South Asian Inter-School Association (SAISA). SAISA is an organization of schools (from Pakistan,
India, Bangladesh, Nepal and Sri Lanka), which offer students opportunities to build athletic, leadership, academic and creative skills. Through tournaments and retreats, students engage in competition and build relationships with others.

**School Wide Learning Objectives**

- All ASB students are creative and adaptable, using inquiry and relevant skills in the continual pursuit of knowledge, understanding and personal meaning.

- All ASB students apply attitudes and skills to pursue their dreams with courage, integrity, and resilience.

- All ASB students identify interpersonal, social and environmental challenges and take action to positively impact their world.

- All ASB students embrace their India experience enabling them to become more effective global citizens.
Rights and Responsibilities
Rights and Responsibilities

As a community, ASB, like all groups, has expectations for each of its members. These expectations help all members be successful, protect their rights, foster mutual trust and respect and create a positive and safe environment where ASB students can maximize their learning. These expectations are built on the foundation of our community Core Values.

Student Rights
All students are entitled to the rights described below. In order to protect the rights of all students, all community members must also ensure that they are being responsible and meeting community expectations.

Nondiscrimination
Students have the right to be free from discrimination based upon race, color, creed, sex, religion, national origin or sexual orientation.

Expression and Opinion
ASB students have the right to...
- freedom of thought, conscience, and religion;
- protection from arbitrary interference with privacy, family, home, and communication;
- freedom to hold opinions without fear of interference and express opinions for consideration;
- freedom to seek, receive and impart information and ideas; and
- freedom to assemble and associate peacefully.

Safe Environment
ASB students have the right to...
- safe and clean school facilities;
- personal safety and the safety of property; and
- freedom from physical, emotional, psychological and verbal harassment or bullying.

Education
ASB students have the right to...
- mutual trust and respect;
- a meaningful education, which supports the Mission and Core Values of ASB;
- a relevant and dynamic curriculum;
- confidentiality and discretion in all personal matters; and
- freedom to inspect and review their academic records and seek correction if a record is believed to be inaccurate, misleading or in violation of their privacy or other rights.

Student Responsibilities
Responsibilities acknowledge that we all have the same rights. When we are responsible, we respect the rights of others, and we contribute positively to the continuous improvement of our learning community.
**Be Safe**
ASB students are expected to...
- walk and not run in the building;
- assist in keeping all areas of the school, including lockers, sanitary and clean;
- refrain from roughhousing;
- practice healthy habits and refrain from substance (drug/alcohol) use;
- follow directions and remain calm during emergencies and emergency drills; and
- remain on campus during school hours and the hours of organized school activities.

**Be Respectful**
ASB students are expected to...
- understand the school’s Mission and Core Values and seek to support them through words and actions;
- know and abide by the expectations, procedures, and rules in classrooms, of programs, and those contained in this handbook;
- conduct themselves with integrity and dignity;
- use appropriate and positive language and behavior;
- participate fully and positively in school activities;
- arrive on time to school, to classes, and organized activities; and
- protect and cherish their property, the property of the school and others.

**Be Honest**
ASB students are expected to...
- share concerns and questions appropriately and with respect;
- respond to questions and concerns openly and fully;
- turn in lost items to the office;
- respect the property of others; and
- follow practices of academic honesty, avoiding plagiarism and cheating.

**Be Kind**
ASB students are expected to...
- be courteous and helpful to others;
- listen to and share ideas with others;
- assist and welcome newcomers to the school; and
- use positive and supportive comments.
Attendance
**Attendance**

The foundation for learning at ASB is established in the interaction between teacher and student. We believe that this interaction allows a student to take full advantage of classmates’ ideas, teacher expertise and guidance and enrichment materials. These are essential and irreplaceable for successful learning. We understand that all students occasionally miss school due to illness, Co-Curricular participation or family emergency. We will work with families to balance these absences with the value of the student being present in the classroom.

When a student will not be attending school, we ask a parent to contact the HS Office to inform the school prior to 8:30 am. If a parent does not contact the school, an administrative assistant will call the parents to ensure the safety of the student. Students with excused absences will be given a reasonable amount of time to make up the work.

**Illness**

If a student is ill and unable to attend school, parents should follow the process above. Students who become ill during the day must go to the nurse’s office. If the nurse determines that the student is too ill to remain at school, she will contact the parents to inform them of the situation and to arrange transportation for the child. In no case should a student contact their home before seeing the school’s healthcare professional.

**Attendance Policy**

A student who misses six (6) or more periods of any class in a single semester may not receive credit for that class. Please note that all non-school absences are included in the 6 class limit (school activities such as SAISA and MUN are not included). Individual cases will be reviewed by the administration after consultation with teachers and counselors.

The only exception is when a student must be absent due to a serious medical condition, which necessitates an extended absence from school. In this case, the student’s teachers and parents will meet to formulate a Student Support Plan (SSP) that the student can complete during his/her recuperation. The SSP will be devised so that the student will be able to keep up with his/her class work by completing the plan.

The school is aware that visa situations can disrupt schedules. In such cases, the administration will take this into consideration should this cause excessive absences. A grade of “Incomplete” may be awarded to a student temporarily to allow time for work to be made up. All work must be completed under teacher supervision in this case.

**Absences**

A student who is present at school but is absent from class is considered to have cut class. A cut class has major academic consequences. Students will be required to stay after school to make up the work under supervised conditions. Any pattern of cutting classes may result in a values learning plan, parent conferences, in-school suspension or in habitual situations, withdrawal from ASB. Truancy is defined as a student’s absence from school grounds unauthorized by a parent. Students who skip school will be required to stay school to make up work under supervised conditions. A record of the incident will be entered into Veracross.
Pre-arranged Absences
Absences for educational purposes such as college visits and civic and religious programs must be arranged at least three school days in advance by parents and students. The student has the responsibility for making prior arrangements with the principal and the teachers for the satisfactory completion of work missed.

To avoid negative impact on the student grade, such activities should be planned during vacation periods, weekends or on holidays whenever possible.

Temporary Guardianship
From time to time, it may be necessary for parents to travel while their child(ren) remain in Mumbai. Parents should inform the school if this is the case and must complete the temporary guardianship form.

Participation if Absent
ASB high school students are not permitted to participate in or attend a high school activity on a day they are absent from school. In order to participate in an activity, students must be present at least half the day (2 Blocks), if late to school, should arrive by 11:40 am on the day of the event. The only exceptions to this procedure can be made by the principal.

Late Arrival
Regular and punctual attendance is required to enable each student to take full advantage of educational opportunities at ASB. It is an expectation for students to be on time in the morning and for all classes during the day. Students who are late to class and miss half of the period will be marked as absent. It is, therefore, important that students are on time to every class!

Students should arrive by 8:30 in the morning. If a student arrives after 8:30, they are to report to the Secondary School Office and receive a tardy note for their first period. Students will be held accountable for consistent lateness within a semester. Consequences could include the following:
• Communication with parents
• Required after school time
• Supervised Flex (Grades 11 & 12)

Early Departure
Students who must depart early from school for personal reasons must have permission from a parent or guardian and must receive a pass from the HS Office to exit the premises. Students who depart early due to health concerns must see the school nurse. The nurse will contact/notify the HS Office and contact parents prior to departure. A pass to exit the premises can be received from the health clinic or the HS Office. Absences leading into holidays and returning from holidays are not permitted. Please plan your holidays carefully so that they do not disrupt student learning.

Early Departure at the End of a Grading Period
ASB discourages the departure of a student prior to the end of any grading period. In the event that early departure is absolutely necessary, the following procedures should be
noted. If families know of an interruption of studies in advance, the High School Principal must receive a formal written request at least two weeks prior to the departure. This notice will then be communicated to teachers.

Once notified, teachers will provide the student with assignments of work missed or appropriate equivalent to give to the departing student. This work will be graded when returned to the teacher by the student or his/her representative.

Until all missed work is made up and graded by the teacher the grade on the student report card will show as ‘I’ (Incomplete). Please note the explanation of “Incomplete Grades” found in this handbook. Incompletes must be “made up” within ten school days of the beginning of the next semester.

At the end of each semester, final examinations or culminating assessments are administered. Students are disadvantaged in their assessments if they take the exams prior to or after the appointed dates they are scheduled. If a family emergency necessitates a student missing the final exams they will have to take the finals at the beginning of the next semester. If there is a reason, an exam will be missed; please contact the High School Principal.
Academic Integrity
Academic Integrity

In a learning community, each one of us seeks to learn, to be understood, to be treated fairly, to treat others fairly and to be honest in our relationships with people and with our school work.

When we do not meet or realize all of these standards, our own learning or that of others is compromised. Below, we have detailed elements for consideration with respect to academic integrity.

Cheating
• Using any notes, study aids, or information on a test or quiz without the teacher’s permission.
• Allowing another person to do your work.
• Turning in the same papers for credit in more than one course without permission from the course instructors.

Plagiarism and Copyright
• Turning in material that in part or whole is not written by you (and not appropriately cited).
• Using photographs or other digital media without citing sources.

Fabrication
• Making up information and presenting it as fact.

Obtaining an Unfair Advantage
• Stealing, reproducing and circulating any information about tests and quizzes.
• Stealing, destroying, defacing or hiding learning commons materials with the purpose of keeping it from others.
• Working with other students on any assignments without the teacher’s permission.
• Retaining, possessing, using or giving away exam materials without the teacher’s permission.
• Intentionally interfering with another student’s work.
• Doing anything with the purpose of creating or obtaining an unfair academic advantage.

Helping Others Be Dishonest
• Helping others to do any of the things mentioned previously.
• Lending your work to someone else.

Changing Documents and Permission Slips
• Changing any school papers concerning your grades.
• Forging anyone’s signature or giving any false information of any kind including permission.

Looking at or Tampering with any Official School Document
• Viewing or altering computer records.
• Modifying or deleting files from the assignments or transfer folder without permission.
• Modifying computer programs or systems.
• Interfering with the use or availability of computer systems or information.
Roles and Responsibilities
Roles and Responsibilities

The roles and responsibilities of students
• Ensuring familiarity with the academic honesty policy
• Signing the policy document to confirm their agreement
• Organizing time to avoid last minute work which leads to temptation to plagiarize
• Asking teachers, the librarian or DP coordinator when unsure how to cite a source
• Avoiding asking and/or giving an unfair advantage to a peer by sharing your homework/assessment when requested - even if they say they will not copy it!

The roles and responsibilities of teachers
• Familiarizing themselves with the academic honesty policy, and sharing with students
• Modeling academic honesty by citing sources on the resources they create
• Applying the consequences consistently as outlined below
• Reporting cases of academic dishonesty to the Associate Principal and, when it concerns IB students, to the IB Coordinator
• Maintaining the integrity of examination paper questions and answers

The roles and responsibilities of parents
• Familiarizing themselves with the academic honesty policy
• Signing the policy document to confirm their agreement
• Communicating with tutors about adhering to academic honesty expectations
• Contacting teachers, the librarian or DP coordinator for clarification regarding academic honesty
Measures that support students in maintaining academic honesty

- Teachers provide students with guidance on how to acknowledge sources, as appropriate for their subject area, such as MLA, Chicago Style, or APA
- Teachers provide students with guidance on how to use online bibliography tools
- IB students have access to the IB document “Effective Citing and Referencing”
- Teachers use the TurnitIn plagiarism checker for IB draft and final assignments as well as for other assignments, as appropriate.
- Submission of draft assignments enables the teacher to understand the development of the student’s ideas
- Always take notes in your words, and never write your answers or essay while directly looking at your textbook or other source of information
- Create an ongoing record of source used during the research process

When students engage in academic dishonesty the act of being dishonest needs to be addressed; however, it needs to be separated out from student learning. Academic dishonesty will not be accepted, and students will receive a consequence (see conflicts with core values page 49)

All incidents will be reported to the administration for data entry into Veracross and parents will be notified. As to the learning process, students will be given an opportunity to demonstrate their mastery of the content via an alternate assignment.
Bibliographies
Bibliographies - A Guide

A bibliography is a list of sources that you have used for information during your research. Listed below are some rules to follow and some examples.

At ASB we recommend the use MLA style of referencing. However, your teachers may specifically request that you use a particular style according to the subject. The following examples follow the MLA style. There are a variety of online tools to help such as EasyBib and Citation Machine to help you. See the Learning Commons Haiku page for support.

What Should you Include in a Bibliography?
• Any source from which you have made direct quotes;
• Any source from which you have used ideas;
• Any source from which you have copied photos, charts, sound files or any other digital media.

What Should a Bibliography Look Like?
• It should be arranged alphabetically by the first word in each entry (usually the author’s last name) under the heading “Bibliography”;
• It should contain proper punctuation and underlining;
• It should be formatted with a hanging indent so that the first word in each entry is clear.
• It should include who wrote the information, what the work is called (both title and subtitle where applicable), where the information was published, and when it was published.

What does a Sample Bibliography Look Like?
Here is a sample bibliography and some hints. The rules for each of these entries and others are on the next page.

Bibliography


“More Police for the South.” Bangkok Post 02 Mar. 2007: A4 26
Bibliography Guide Samples

Book By One Author
Format: Author's last name, first name. Title of book. Place of publication: publisher, date of publication.
Hints: Take all information from the title page and back of the title page; take the first city listed and the most recent date.

Magazine or Newspaper Article
Format: Author's last name, first name. “Title of article.” Title of magazine or newspaper Date of issue, pages.
Hints: If you can't tell who the author is, the title of the article comes first; do not put a full stop after the title of the magazine or newspaper. See below for an article which you found in a subscription database (you will need to add more information).

Encyclopedia Article
Hints: If you can't tell who wrote the article, the title of the article comes first.

Article from a CD-ROM or DVD
Format: Author's last name, first name. “Title of article.” Title of CD. Format. Place: publisher, date.
Hints: Most digital encyclopedias today have citation information at the end of the article.

Information from the World Wide Web
Format: Author (if known). “Title of page or document.” Title of site or larger work. Date of document (if known). Name of sponsoring organization. Date accessed.

Personal Email
Format: Author's last name, first name. “Subject line.” Email to name. Date received.
Hints: If it was an email to you, the author, you put –“Email to author” instead of “Email to name”.
Example: Boyle, Anthony T. “Re: Utopia” Email to Daniel J. Cahill. 21 June 2006

Interview
Format: Person's last name, first name. Type of Interview. Date of interview.
Hints: Use this format for interviews and conversations that you have had in person, by email, on MSN or the telephone
Example: Rowling, J. K. Email interview. 8-12 May 2002.
Article from a Library or Personal Database Subscription:
Format: “Title of the article.” Title of the Work. Date published: page numbers. Name of Database Name of Service. Name of Library, City. Date of Access

Blog Post
Format: Last, First M. “Article Title.” Blog Post Type.* Website/Blog Title. Website Publisher, Date Month Year Published. Web. Date. Month. Year Accessed.

E Book

Film
Format: Title. Dir. First M. Last. Perf. First M. Last. Distributor, Year Published. Media Type.

Tweet
Format: Last name, First name (Username). “Tweet Message.” Date posted, Time Posted. Tweet.
Example: Timberlake, Justin (jtimberlake). “USA! USA!!.” 16 June 2014, 8:05 PM. Tweet.

Photograph
Format: Last, First M. Photograph Title. Year Created. Photograph. Museum/Institution, Location.
Example: Museum/collection: Where the photo is taken
City: City where the photo is location

Musical Recording

Citing Sources in the Text or Parenthetical Documentation
It is important to include a bibliography at the end of your work so that you can acknowledge the sources which you used in your research. However, this is not enough. You also need to let your readers know which information you got from which sources.
The easiest way to do this is to include a brief parenthetical reference in the text, near the information you are citing, which helps point the reader to your bibliography. This avoids interrupting the flow of your writing and lets your reader check up on individual sources at their leisure. The author's last name and a page reference are enough:

Medieval Europe was a place both of “raids, pillages, slavery, and extortion” and of “traveling merchants, monetary exchange, towns if not cities, and active markets in grain” (Townsend 10).

The parenthetical reference “(Townsend 10)” lets your reader know that you got the information from a source written by Townsend and it can be found on page 10 of that source. They can then go to the bibliography and find the following entry if they wish to investigate further:


You may instead want to include the author’s name in the sentence. In this case, you do not need to put it in the parentheses.

According to Townsend, Medieval Europe was a place both of “raids, pillages, slavery, and extortion” and of “traveling merchants, monetary exchange, towns if not cities, and active markets in grain” (10).

Here are some other examples:

More than one author
Include up to three authors or, if more, include the first name on the list with “et. al.” (Cozic and Swisher 339) or (Jacobson et.al. 45)

No author
Format: Include title if it's short, or an abridged title. Quotations or underline depend on how it's listed in the bibliography. (“Lunar Eclipse” 76) or (Report 3)

No page number
Format: If there is no page number, such as in a website, use the author's name and the name of the work, if necessary, in your sentence (not in parentheses),

Kurosawa's Rashomon was one of the first Japanese films to attract a Western audience. Or you can include the author’s name alone, in parentheses.
Some authors have offered other views on the subject (Jones; Smith).
Responsible Use Guidelines
Responsible Use Guidelines

The guidelines below apply to any, and all digital devices and software services students may be using in school.

Technology Use Guidelines
The American School of Bombay uses technology as one way of enhancing its mission to teach the skills, knowledge, and behaviors students will need as responsible citizens in the global community. The school's technology infrastructure and network provide extraordinary opportunities to enhance student learning with a variety of technology tools and services. To ensure these resources are always accessible, it is imperative that all members of the learning community use technology in a manner consistent with our school mission.

Access to the school network and the Internet is a privilege that is tied to responsibilities. The following guidelines are intended to help individual technology users understand responsible use. The school may restrict, suspend, or terminate any user's access to the school's technology systems and network for not respecting these guidelines.

I. Technology Maintenance
Each user is responsible for their use on a digital device and should treat and use it responsibly and appropriately. Computers and technological devices that give students access to information services or enables them to access information (e.g. Digital Microscopes, Cameras, Mobile devices) are sophisticated devices that require care and gentle treatment to function properly; if you mistreat your device, it will likely run poorly or malfunction.
A. Hardware
- Users are responsible for taking care of their digital devices and charging them when not in use. Store them appropriately so that they can be readily accessed when needed.
- Users are responsible for taking care of audio/visual equipment in their possession.
- Users are cautioned to refrain from using a digital device around foods, liquids, or in any location/setting that will bring harm to the device.
- Each technology user must be responsible for keeping their digital devices in working order (Fully charged with licensed software installed)

B. Software
- All school related work should be saved on ASB provided cloud storage systems such as Google Drive so that data is accessible from any computer in the event of a hardware failure or loss/damage. It is also recommended that users should have an individual offline backup stored on a pen drive or external hard drive.
- Students are responsible to maintain appropriate bandwidth for school-related work and communication. This includes not downloading or streaming any files unless required for school work.

C. Damage
- All damage done to personal and ASB provided digital devices both at school and away is the sole responsibility of the user.
- In the case of damage to school-owned devices caused by negligence or inappropriate use, the user of the device is responsible for repairs or replacement.

II. Ethical Use of Technology
Students may use laptops only in areas supervised by an adult including learning spaces, and common areas.

A. Software
- For BYOD, students are responsible for obtaining licensed software and maintaining them in proper working order with the latest updates.
- In order to maintain the functioning of your personal device and the school’s network, you should only install software that has been approved by your parents, teachers and ASB technology department. The software installed must support your learning at ASB.
- To keep the ASB network and your personal device safe you need to have endpoint protection (Anti-Virus, Anti-Spyware, Malware protection, Firewall) installed on your laptop.

If you do not have any protection on your computer the technology department will provide you with a licensed copy of appropriate software.

B. Internet
As a mission-driven school, the Internet should be used to promote the mission of ASB. The following activities show responsible use of the Internet:
- Researching
- Communicating
- Web-based learning applications
- Educational learning networks
The following activities will constitute responsible use if they are part of an assigned activity and allowed by your teacher:
• Listening to music
• Watching movies or videos
• Instant messaging, joining chat rooms, or social networking
• Online gaming and downloading music/videos/software from the Internet from approved websites.

Unacceptable Use of the Internet
• The Internet contains information that is inconsistent with ASB’s mission inclusive of but not limited to pornographic materials, vulgarity, gambling, militant/extremist material, hate speech. Users should not access, store, share, or display such information.
• Any malicious attempt to harm or destroy school technology equipment, network or materials, the data of another user, or any other institutions or their networks, is prohibited.

C. Communication Tools
The primary purpose of ASB email is for school related communication that serves the teaching and learning at ASB. Each teacher will have specific policies regarding the use of communication in their classrooms. These will include both handhelds (smartphones etc.) and your laptop.

These policies should be respected at all times:
• Students may not use (sending or reading) their Outlook email for personal messages.
• Each teacher has specific policies regarding use of the laptop and Outlook in class. Those policies should be respected at all times.
• Students may not send an email to (or “spam”) class, an entire grade level, or any group within the school. Such communications should be processed through a faculty member and/or posted in school announcements.

D. Monitored Use
E-mail and other uses of electronic communication systems by students shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use for educational or administrative purposes.

III. Being a Good Digital Citizen
The way we use technology tools has a powerful effect on our learning community. Responsible use will lead to better, more effective learning while irresponsible use will diminish it. A strong respect for the principles of digital citizenship is essential for us to live our mission at ASB.

A. Digital Rights and Responsibilities
• Forgery or attempted forgery of email messages or other electronic documents is prohibited.
• Reading, deleting, copying, or modifying the electronic documents of other users is prohibited.
• All research and multimedia artifacts used in academic work, must follow copyright and fair-use guidelines and be properly cited. Information about fair use, creative commons,
and royalty-free material can be acquired from teachers, information curators and coaches, or tech office personnel.

B. Privacy and Security
• In order to respect the privacy and security of community members, technology users should not use another person’s network ID or password.
• Accessing other users' accounts in any form is not allowed.

C. Digital Etiquette
• Any online communication should be something you would be able to say in person: this includes emails, instant messages, digital images/videos, or web postings.
• Use networks responsibly; only use those networks which you have legal and age-appropriate access to.
• Be aware that anything posted on the Internet is permanent. Think before you post.

D. Communication Norms
• Derogatory, obscene, or otherwise inappropriate e-mail exchanges, instant messages, digital images, or web postings are considered cyberbullying and are prohibited.
• Any form of social meanness using digital communication tools will be dealt with swiftly and will result in consequences.

IV. Consequences
Deliberate attempts to violate ASB’s Responsible Use Policy, compromise, degrade, or disrupt system performance may result in restricted use of the school network or other appropriate consequences. The American School of Bombay may limit, suspend or revoke a student’s access to the school’s technology systems or the network upon violation of the Responsible Use Policy.

Independent access to the Internet is provided to students who agree to act in a considerate and responsible manner. Access is a privilege, not a right. Access entails responsibility. Students will be responsible for their actions on the Internet and will be held accountable according to the ASB Code of Conduct and the laws of India. ASB will assume no liability in the case of illegal activity on the part of a student.

Disciplinary Action
• The first violation will result in loss of Internet access for an indefinite period of time and possible suspension from school.
• A second violation will mean additional disciplinary action. Depending on the severity of the violation, this may result in permanent loss of access to both the Internet and the Intranet, in accordance with the ASB Code of Conduct.
• Students and their families will be liable for any financial damages resulting from misuse of the Internet at ASB.
Behavior Expectations - Policies and Procedures
Behavior Expectations - Policies and Procedures

We emphasize the following expectations and consequences as examples of our culture of being responsible.

Appropriate Language
Students are expected to use appropriate language at school.

Arriving on Time to Class
Students are expected to arrive at school and to be in class on time. When arriving late in the morning, students are expected to have a note from parents, and report to the HS office for a tardy pass, so that we may remove their name from the absentee list. Students who are late to class and miss half of the period will be marked as absent.

Behavior Off Campus/Online
Our support, guidance, and concern for students developing into responsible citizens do not stop at the school gates. Students engaged in unlawful activity, acts of intimidation or physical violence, or cyberbullying and harassment, especially when other ASB students are involved, may be held responsible under school disciplinary guidelines.
Bullying and Harassment
ASB believes that every child has the right to learn without fear in an atmosphere of mutual trust and respect. Every student is expected to be responsible for his/her behavior, to exercise self-discipline and to refrain from behavior that interferes with other students’ right to learn or endangers the health or well-being of others. ASB will not tolerate harassment or bullying.

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

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

Neither the school's network nor the Internet (whether accessed on or off campus, during or after school hours) may be used for the purpose of harassment. All forms of harassment in cyberspace, or cyber bullying, are unacceptable. Cyber bullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening or terrorizing another person by sending or posting inappropriate and hurtful email messages, instant messages, text messages, digital pictures or images or website posting (including blogs).

Campus Hours/Use
Upon completion of scheduled classes and after school-sponsored activities, students are expected to leave the campus promptly. Students may stay after school to:
• use the Learning Commons
• meet with a teacher
• attend after school tutorials
• attend after school activities/sports
• Students are not permitted to leave campus and return unless accompanied by an adult
• It is expected that students are picked up within 30 minutes of the conclusion of any activities
• For daily activities that end at 5:15 all students are expected to be off campus by 5:45

In the event that further use of school facilities is necessary, a student must be supervised by a parent and obtain permission from the appropriate school principal.

Damage to School Property
Students will be charged for all school property lost or willfully damaged.
**Displays of Affection**
The school recognizes that genuine feelings of affection may exist between students. However, public display of such affection should not offend fellow students, faculty, staff or guests at ASB. Students will refrain from inappropriate behavior such as intimate and prolonged embraces, kissing and similar actions offensive to the general public. This applies on campus, on school transportation and at school events.

**Dress Code**
The purpose of ASB’s Dress Code is to support a positive learning environment. ASB wants to establish an environment that will be comfortable for students, conducive to learning and respectful of our host culture. In addition, we want students to take responsibility for dressing for school while maintaining autonomy. Students should be neatly dressed in clothing appropriate for a PK-12 school environment. The expectations and guidelines are as follows:
- Neat dress: Nice shirts, collared polo style or button up shirts are preferable.
- Shoulders and backs must be covered.
- Sleeveless shirts are acceptable but should cover the shoulders to the end of the shoulder joint and under the armpit.
- The shirt and pants must have constant overlap with normal posture and movement; midriff should not be visible.
- If a student is wearing a jacket or sweat top over a shirt or blouse that does not meet the dress code, it must remain zipped or buttoned up.
- Boxers or other underclothes should not be visible.
- Skirts should fall to mid-thigh.
- Shorts or combination skirt/shorts should be modest (mid-thigh).
- Sandals or shoes are acceptable.
- Clothing promoting ideas that are inappropriate in the school setting should not be worn.

**P.E. Clothing**
Students must and wear athletic clothing with appropriate shoes (crocs, sandals, flip-flops are not permissible) and are required to bring a change of clothes. Students are encouraged to shower after P.E. classes for health reasons and out of courtesy to others.

**Driving to School**
Students are not permitted to drive to school.

**Elevators**
Because the elevators are needed by service personnel to transport cleaning supplies and equipment, we ask students to take the stairs. This is always in effect including before and after school.

**Use of Washrooms and Locker Rooms**
Students are permitted to use only designated student washrooms on campus. This applies to both before and after school hours. Locker rooms and washrooms in the MPH should only be used when attending PE classes, sports practices, or during first and second lunch. All bags should be taken out of the locker room immediately following PE class and/or sports practices and stored elsewhere.
Headphone use During the School Day
Headphones can be used during Flex periods, breaks, lunch, with teacher permission and before or after school. Students should be aware of the social and respect issues associated with using headphones. If a student or adult is speaking to you, please remove them so you can interact and be respectful.

Leaving Campus
Students are to remain on campus at all times during the school day. This includes remaining on campus while waiting for a “late” practice or activity. Students are permitted to leave campus and return when accompanied by an adult and with permission from the HS Office. If students must leave because of illness, they should report to the school nurse, who will call parents. If a student must leave campus for other reasons, a note from their parents will be required.

Meeting Rooms
Rooms such as the MPH, Upper and Lower Learning Studios, and Black Box are primarily learning spaces. As such, food/ drink/gum are not allowed in these rooms unless specified by event organizers. If a student or student group organizes an event, adult permission must be obtained.

Mobile Phones
Mobile phones can be used at appropriate times. Phones should not be used during scheduled instructional time and should be on silent while in class. For other uses of smartphones, please see the Responsible Use Policy. All students may use the phone in the office to contact parents if needed.

Ordering/Delivery from Local Restaurants
Students may have food from home delivered by parents or drivers. Students can only have local restaurants deliver with prior approval and permission of the High School Office. This includes deliveries before or after school.

School Bus Expectations
On the school bus, all of the school’s core values are in effect. Violations may lead to a temporary or permanent suspension from the bus.
Juniors and Seniors
Juniors and Seniors

Flex Block - Juniors and Seniors
Juniors and Seniors taking a regular course load will have the privilege of one period every other day called Flex that is unassigned. The contract below, which was written with student and faculty input, defines the expectations for Flex. Juniors and Seniors who agree to and follow these expectations will have the privilege.

Flex Contract
Juniors and Seniors will use the Flex Study Period for the following reasons: Studying, meeting with teachers for assistance, meeting with the HS counselor or IB coordinator for college applications or IB related issues, socializing in appropriate areas, having a snack in the cafeteria or terrace, reading for pleasure, exercising or playing sports when the facilities are available and with the conditions listed here.

Flex During the First Block
The school day begins at 8:30 A.M. for all upper school students, even if they have a flex period during the first block of the day. Students with a first period flex must sign in at the HS office.

Facility Usage During Flex
Juniors and Seniors will use the following facilities as they need them: cafeteria, learning commons, study rooms and common areas.

Juniors and Seniors will use the following facilities under the defined conditions:
• Use of Basketball and Tennis Facilities: These areas may be used only when there are no Ambani or ASB classes taking place, and only if there are at least two juniors or seniors present. (If someone were to be injured this would ensure that there is someone there to go for help.)
• Use of Learning Commons: The learning commons can be used during most Flex periods; students will need to adhere to the learning commons rules. These include keeping the area tidy, studying quietly and working collaboratively while respecting the purpose and atmosphere of the learning commons.
• Use of Swimming Pool: The swimming pool may only be used under the following conditions: when there are no PE classes in progress, when there is a lifeguard present, and there are at least two students (buddy system).

Juniors and Seniors will: Demonstrate that they can use the unscheduled time for academics, taking care of school business and a break, socialize or exercise in school. In addition, they will be disciplined and independent, avoid distracting others, demonstrate general politeness, positive attitudes, and appropriate noise levels.

Consequences:
1st – lose flex period for a day;
2nd and 3rd – supervised for a week (supervised by the online coordinator).
4th – lose flex period for an appropriate amount of time, until the student can demonstrate responsible behavior.
Note: If a student has recently had a drop in grades they may be required to have a supervised Flex period.
Safe Environment
Safe Environment

The American School of Bombay is located in an environment where the penalties for drug use can be severe. Furthermore, ASB recognizes its responsibility to provide an environment for its students that is conducive to learning. Therefore, the use or possession of illegal drugs, the misuse of prescription drugs or possession of dangerous weapons on or off campus will not be tolerated. Theft and the carrying or use of dangerous weapons will likewise not be tolerated.

Tobacco

The American School of Bombay maintains a smoke-free environment. Therefore, smoking (including vaping and e-cigarettes) is prohibited at all times by the staff, students, and adults on the school campus, at school events and on school-sponsored trips. Any infraction by a student of the rules regarding the possession or use of tobacco or vaping/e-cigarette paraphernalia as outlined above may result in the following:

First Violation
- Values Learning Plan; and
- Suspension from school for one day.

Second Violation
- Values Learning Plan; and
- Suspension from school for three days.

Subsequent Violations
- Values Learning Plan; and
- Further disciplinary measures including suspension and possible expulsion.

Alcohol & Drugs

No student shall possess, use, transmit or attempt to possess, use or transmit, or be under the influence of any alcohol or drugs of any kind (except those specifically prescribed by a physician) on the ASB campus, on school-provided transport, or on any ASB-sponsored activity, doing so will jeopardize enrollment in ASB.

All students may be subject to urine tests and search of their person, possessions, or locker at any time. If a urine test or search indicates drug use or possession, the student may be subject to expulsion.

The following procedures have been established to preserve the welfare of the majority of the students and to demonstrate respect for the laws of the host country.

Any student may be subject to a urine test for drug identification at any time while under the jurisdiction of the school. As well, parents may request that their child takes a drug test. A positive test will result in a parent conference, a possible suspension, and a minimum of six counseling sessions with an approved counselor. Any student who has received a positive urine test, or for whom there is a strong suspicion of drug use, will be placed on a regular testing program. The guidelines for this program include:
• A conference with the parent or guardian will be held prior to the beginning of further
urine testing.
• No urine test will be taken for a period of at least ten days following such a conference.
• The student and his family will be urged to seek professional assistance and will be given
the names and addresses of approved counselors.
• The name of the student will, with the explicit approval of the parent or guardian, be
provided to a coordinator working with approved counselors in the Mumbai community
on an exclusive and confidential basis.

Expulsion may be waived and a student allowed to withdraw from school if it becomes
evident that the student was a “self-referral,” or the student has co-operated by seeking
and receiving approved professional help.

Whenever it is considered expedient to the welfare of ASB students who are expelled there
will be notations on the transcript indicating their violation of the drug abuse rules. The
above procedures do not limit the right of the school to expel whenever the nature of the
violation is deemed to call for stronger measures than those outlined above.

The above procedures are intended to provide the basis for a system of withdrawal
or expulsion in the circumstances defined. The Head of School will determine each
individual case.

All ASB students are required to sign the form in the back of the handbook stating that
they understand the school procedures including the “ASB Policy Regarding Drug, Tobacco
and Alcohol Abuse and Possession of Dangerous Weapons” policy at the beginning of the
year. Any infraction of the rules is a serious matter and will result in the following:

**First Violation**
• Values Learning Plan
• Out of school suspension from school and all school activities for one week, and
mandatory counseling. Students who have been suspended following a single positive
urine test will be readmitted only after producing evidence of having arranged for
counseling sessions with an approved counselor.
Re-admittance further depends upon the student cooperating with the counselor.

**Second Violation**
• Suspension or expulsion from school for a length of time to be determined by the
administration;
• Participation in a treatment program subject to school approval but researched and paid
for by the student’s family;
• A student may reapply for admission to ASB following the period of withdrawal and upon
successful completion of the treatment program. Readmission is not guaranteed and will
be made by the school administration, HS Counselor and Admissions Director upon a
review of the student’s progress.

If the first violation is deemed of significant magnitude (as in the sale or distribution of
drugs to others), and if the violation takes place in the context of a history of other
violations of school policy and rules, and/or in the event that the Head of School
determines that it is in the interest of the school (as in cases where there is a clear threat of legal action by the government or where there is a clear threat to the life and safety of the students or others), the student may be expelled from the School.

Three positive urine tests spaced 30 days apart, sufficiently spaced in time that they cannot both arise from a single drug usage, will result in expulsion. A refusal to take a urine test will be construed as a positive test.

**Theft**
No student will knowingly take, possess or sell the property of another student, staff or faculty member without explicit permission. Theft of any kind is a significant violation of community values and school rules. Any infraction of the rules is a serious matter and will result in the following:

**First Violation**
- Values Learning Plan
- Out of school suspension from school and all school activities for one week, and mandatory out of school counseling.

**Second Violation**
- Suspension from school for a length of time to be determined by the administration;
- Participation in a counseling or educational program subject to school approval but researched and paid for by the student's family.
- Depending on the circumstances the student's continued enrollment could be in jeopardy.

**Valuables**
Even in the strongest of communities valuables are sometimes lost or stolen. While this has not been a major concern at ASB, it does happen on occasion. The school keeps records of lost or stolen items, has a clear policy and plan regarding incidents of student theft. We have put a number of security measures in place to address the issue. The most effective way to address possible theft is for students to take responsibility for their valuables.

- Locks to use with temporary lockers for valuables during PE classes.
- A student can also support this effort by:
  - Turning in unattended valuables: computers, cell phones, electronics, etc.
  - Ensuring that they do not leave their valuables unattended.
  - Leaving unnecessary valuables at home.

**Lost and Found**
The lost and found is located outside the HS office. Valuable items should be turned in and retrieved from the HS office assistants. Additionally, please check with the Information Technology Help Desk in the case of a missing computer.

**Violent Behavior and Dangerous Weapons**
Violent behavior and/or the threat of violence by a student using a weapon or dangerous object is a serious violation of community values and school rules and cannot be tolerated. The carrying of offensive or dangerous weapons or toy weapons to the ASB campus or while participating in any ASB-sponsored activity is prohibited. The student will be subject to serious disciplinary measures up to and including expulsion.
Conflicts with Core Values
Conflicts with Core Values

Our mission and core values emphasize curiosity, self-motivation, compassion, kindness and integrity. While each of us will strive to meet these expectations, sometimes community members make decisions that may be in conflict with the community's Core Values. It is the intent of the school to educate students, so they make thoughtful decisions and consider the consequences of their actions to themselves and the community.

When behaviors are in conflict with the core values, we will work with students to give them an opportunity to take responsibility for their actions and to correct their behaviors. The foundation of this work is based on the Values Learning Plan, which guides a student as they go through a learning process.

Values Learning Plan
The purpose of completing a Values Learning Plan is to help a student reflect on certain behaviors he/she has chosen to display. It is also an opportunity to assist the student in developing a plan to alter these behaviors. When completed, this plan must be signed by the parent(s), the teacher and principal.

The student will complete a piece of thoughtful writing, in which the following questions are addressed.
- Describe what you did. Why did this happen?
- Explain the consequences of your actions to yourself and others.
- How do your actions relate to our school community values and your personal values?
- Describe the steps fully you will take to make amends to those affected.
Guidelines for Behavior that is in conflict with ASB Core Values

We believe that consequences for misbehavior need to be fair to help students develop self-discipline and personal responsibility. In order to maintain consistency, ASB operates within a series of consequential guidelines. In the text below are possible consequences for conflicts with our values, which may be single, sequential or simultaneous. Additional details are outlined in specific sections of the handbook.

Not Taking Personal Responsibility
Minor behaviors that do not directly disrupt the teaching and learning of others such as:
- Lateness
- Dress code concern
- Inappropriate displays of affection
- Swearing
- Not cleaning up after self
- Homework not done

Consequences are designed to promote Responsible Behavior
Depending on the behavior the following interventions are employed by the teacher:
- Verbal warning: provide feedback regarding behavior and reminder of expectation
- Discuss strategies for improvement
- Stay after class during break/ flex 44 ASB High School Handbook
- Email parent
- Report if necessary to Associate Principal

Behavior that is disrespectful (or repeated behaviors above)
These include behaviors which disrupt teaching and learning such as:
- Frequent lateness to subject class
- Absent from class without permission
- Academic Honesty concern
- Inappropriate Technology Use
- Attendance Concerns
- Bullying and/or Harassment
- Disrespecting property of another

Consequences are designed to allow students to reflect on their behavior and plan improvement which may involve the support of the Associate Principal, counselors, parents, and teachers.
- Values Learning Plan
- Re-do assignment
- Conflict mediation/ counseling
- Temporary removal from class
- Data entry into Veracross
- Conference with parent
- Loss of break time
- Time spent after school
- Limiting access to technology
- Loss of subject credit/ Incomplete Grade
Serious Offences (or repeated behaviors above)
These include behaviors which are considered to violate the rights of others and/or are considered dangerous:
• Violence toward self, others or property
• Vandalism
• Fighting
• Theft
• Academic Honesty Concern on Externally Moderated work (DP)
• Possessing dangerous items/ weapons
• Possessing or accessing pornographic material
• Computer hacking, trashing or tampering in any way with another person's work or intellectual property
• Using, possessing, or distributing tobacco (including vaping and e-cigarette paraphrenalia), alcohol, or other drugs on school premises, field trips
• Any instance that places the school in disrepute

Consequences are designed to demonstrate that students will lose privileges if they don't respect the rights of others which may involve teachers, parents, counselors, administrators, and other supports as appropriate. A Values Learning Plan will be completed in addition to at least one of the following:
• Suspension
• Parent/teacher/ administrator conference
• Removal from Co-Curricular activities/ or trip participation
• Disciplinary probation
• Drug testing
• Suspended technology use
• Incident to be reviewed by Head of School, and/or school board
• Expulsion
• Referral for counseling
• Loss of IB Diploma

In addition to the Values Learning Plan, the consequences of not being responsible and/or making decisions in conflict with the ASB Core Values could be any or all of the following:

In cases where the violation is of sufficient magnitude and/or if the offense takes place in the context of a history of violations of other school policies and rules, the principal may recommend to the Head of School that the student be expelled.

Decisions regarding probation and suspension are made by the Principal. Appeals to such decisions may be made to the Head of School. Decisions regarding expulsion are made by the Head of School in accordance with Board policy.

Disciplinary Probation
When the magnitude of violation of rules of student conduct is serious, or when violations persist in spite of counseling and/or warning of the student and parents concerned, the principal of the school may place the student on disciplinary probation. The Principal must inform the Head of School of such a decision.
In all cases where a student is given disciplinary probation, the student and parents must be informed in writing both of the reason for the probation and the terms of that probation. When the Principal thinks it is necessary and appropriate, the student will be recommended for counseling.

Disciplinary probation may include restrictions on any part of the student's program. This could include participation in extra-curricular activities and/or the requirement that flex periods be spent in supervised study to strengthen the student's internalization of the rule(s) violated.

All instances of disciplinary probation must include reference to the consequences of any further violation of the rules of student conduct, and this must be shared in writing with the student and parents concerned.

**Values Learning Review Team**
In addition, a student who is involved in a serious infraction might have to meet before a Values Learning Review Team. The team will consist of two teachers of the student's choosing, the principal, the student's counselor and parents.

The purpose of the meeting is to hear the student report on the incident in question and the plan for resolution. The role of this group would be to represent the ASB community, respond and react to the plan and have a follow-up meeting to check progress after a determined amount of time, to be decided by the Values Learning Review Team.

The Team would sign-off on the student's plan and could ask the student to rethink and rewrite any part of the plan, including future consequences, if the plan is not carried through. It is the student's responsibility to find an acceptable plan including consequences if the plan is not carried through, or if the same infraction is repeated.
Curriculum
Curriculum

ASB offers a college-preparatory program leading to an American high school diploma and/or International Baccalaureate Diploma. Because students from almost fifty nations attend the American School of Bombay, curriculum and activities have been designed to meet the needs of our international student body.

ASB Graduation Options

High School students at the American School of Bombay can opt for one of three possible graduation options:
• American School of Bombay Diploma (equivalent to a High School Diploma in the United States). All students who graduate from ASB receive an ASB Diploma;
• International Baccalaureate Diploma (described below);
• American School of Bombay Diploma, as above, and IB Certificates in specific courses.

Graduation Requirements

Successful completion of a minimum of 23 credits in grades 9 through 12 as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education/Health</td>
<td>2</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
</tr>
</tbody>
</table>

• Students in grades 9 and 10 are expected to participate in the CSR (Community and Social Responsibility) Program.

• Students in grades 9 – 12 are expected to participate in the Yatra Program each year.

• If a student is unable to participate in their assigned trip they will be required to make-up the experience outside of school hours. Part of this will include completing an assigned number of community service hours outside of their CSR/CAS experiences. After completing the required hours, the student will create a reflective piece showcasing how Yatra goals and outcomes were met through the experience. Students will meet with HS Administration to create a plan of completing these hours and receive more guidance on the reflection process.
• ASB requires all students in grades 11 and 12 to complete and document a minimum of 150 hours of Creativity, Action and Service (CAS) throughout the final two years of high school, with a balance of the three components.

• ASB requires all students in grades 11 and 12 to study Theory of Knowledge.

**Calculators**
All students in Grades 9-12 are required to purchase a TI-Nspire (non-CAS) graphing calculator for their math classes. The latter is preferred as it will be used more extensively in a number of high school math courses and will be required if your child enrolls in IB Math Higher Level in the eleventh and twelfth grade. We only work with the TI series so please do not purchase any other brand of the calculator.

Please note that a graphing calculator may be difficult to find and significantly more expensive when purchased in India. Therefore, we suggest purchasing one before arriving in Mumbai. More reasonably priced calculators are also available online from education.ti.com or ti.co.uk or stores such as Target or Amazon.com. If you have questions about this purchase, please contact your child’s math teacher for more details.
**Graduation Requirements for EAL Students**

Students in the High School English as an Additional Language (EAL) program must meet all ASB graduation requirements. In order to meet this requirement, some students may be required to remain at ASB beyond the typical four-year program.

English credits for EAL Students: A maximum of one English credit per year may be earned while enrolled in the EAL program. EAL students must meet the normal grade requirement of taking an English course every semester for four years.

**Certificate of Attendance**

Students who have attended four years of high school but have not met ASB’s graduation requirements may request a Certificate of Attendance, which allows the student to leave ASB in December or June. A Certificate of Attendance is generally not sufficient for acceptance into higher educational institutions.

**Repeating a Class**

A student may repeat a class at the recommendation of his/her teacher and/or counselor. A total of one credit can be earned for the class; however, both grades will appear on the transcript.

**Student Initiated Class Withdrawals/Changes**

Student initiated class withdrawals/changes are allowed during the time allotted for preparing student schedules each spring. For a two-week period at the beginning of the school year, students may withdraw, or change classes, provided they have discussed this with the Counselor/IB Coordinator, have parental permission, and the course they desire is still available.

After this time, changes are not usually recommended as they are rarely in the academic interests of the student. Any change would require the agreement of the teacher, Counselor/IB Coordinator, and parent. A student who wishes to change their IB status (from Diploma to Course certificates) must discuss this with the IB Coordinator and Counselor and get parental approval.
Approaches to Learning
Approaches to Learning

Approaches To Learning (ATLs) are trans-disciplinary skills and habits that support and enhance student learning, both now and in the child’s future learning experiences beyond the school. These ATLs reference the IB Approaches to Learning and link closely to the IB Learner Profile dispositions. We believe the development of these skills and their habitual use, inspires continuous inquiry and allows students to pursue their dreams and enhance the lives of others.

The Approaches to Learning are taught and assessed throughout the year in each subject area. The ATL's are recorded in the Semester reports and do not affect the overall grade, but they do provide information regarding behaviors that can help or hinder learning. ATL's are assessed on a 4-point scale for each assessment and recorded in the gradebook.

At each Semester the ATL grade is reported on the report card by the frequency of occurrence in the following terms:
• Consistently
• Sometimes
• Rarely
Approaches to Learning Skills are below

Interpersonal and Intrapersonal Habits

<table>
<thead>
<tr>
<th><strong>ATL Standard 1: Managing Complexity</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students demonstrate organization and planning, including setting appropriate goals</td>
</tr>
<tr>
<td>Students employ self-management strategies to meet goals and effectively allocate time, energy and resources</td>
</tr>
<tr>
<td>Students demonstrate perseverance and resilience when working towards the achievement of their goals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ATL Standard 2: Collaboration and Social Skills</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are engaged, show understanding and respect when working with groups</td>
</tr>
<tr>
<td>Students contribute and take ownership of their work as part of a collaborative group</td>
</tr>
<tr>
<td>At a team level, students resolve conflict and effectively create and commit to shared group goals</td>
</tr>
<tr>
<td>Students utilize each other's strengths and try new approaches and ideas</td>
</tr>
</tbody>
</table>

Cognitive Habits

<table>
<thead>
<tr>
<th><strong>ATL Standard 3: Critical Thinking</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students inquire, reason and evaluate information effectively</td>
</tr>
<tr>
<td>Students observe and analyze how parts of a whole interact to produce overall outcomes in complex systems</td>
</tr>
<tr>
<td>Students think about problems from multiple perspectives and understand they can be solved using different strategies</td>
</tr>
<tr>
<td>Students analyze their own and others' thought processes; thinking about how one thinks and how one learns</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ATL Standard 4: Creativity and Innovation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students use a wide range of idea-creation techniques to make choices and extend thinking</td>
</tr>
<tr>
<td>Students develop and revise ideas</td>
</tr>
<tr>
<td>Students produce evocative &amp; unique results demonstrating originality &amp; inventiveness</td>
</tr>
</tbody>
</table>
IBDP Courses Grade 11-12
IBDP Courses Grade 11-12

International Baccalaureate (IB) Diploma for 11th and 12th Grade/IB Certificate Courses and ASB Diploma

The International Baccalaureate is a comprehensive, rigorous two-year college preparatory curriculum that leads either to the IB Diploma or separate subject certificates.

The IB Curriculum offers a program of study that is recognized by colleges and universities in more than 70 countries. Most North American universities award advanced credit or placement for successful higher level IB courses. The IB also strives to provide a balanced, holistic education characterized by academic integrity, intellectual rigor, creativity and global awareness. All ASB students will be exposed to this rich curriculum.

The awarding of an IB Diploma is contingent upon successful results in six subjects—three (or four) studied at Higher Level, the remainder at Standard Level. These six subjects include:
• English
• Spanish, French or Self-Taught Language
• History, Psychology or Economics
• Chemistry; Physics; Biology; or Sports, Exercise & Health Science
• Mathematics (Math Studies, Standard Level or Higher Level)
• Visual Arts, Theatre, Music or an additional language, science, or social studies course

The Diploma candidate must also meet three CORE requirements:
• satisfactory completion of Theory of Knowledge
• satisfactory completion of Creativity, Action and Service
• satisfactory completion of the Extended Essay, a 4,000-word research investigation
Grading and Reporting
Grading and Reporting

Homework Guidelines
Appropriate and meaningful homework is one of many instructional strategies that guarantee student learning and success. In ASB's High School, homework is given for many reasons:
• To reinforce learning through further practice and application of the material.
• To enrich learning through independent study, individual research, and experimentation.
• To develop independent study habits.
• To enable students to complete assignments.
• To preview new units of study.

Guidelines
1. Grades 9-12 can expect between 2-3 hours of homework nightly.
2. Test schedules will be coordinated so that no student has more than two summative assessments on any given day.
3. All major assessment due dates can be found on the Veracross calendar
4. Grade 11 and 12 courses include a variety of IB Diploma Internal Assessment (IA) and core (ToK, Extended Essay, and CAS) tasks. A calendar of IA DUE DATES is established and communicated to students, teachers, and parents, in order to spread the student and staff workload over the two years.

The homework guidelines are based on the assumption that students strive to be organized. Reviewing for major tests and working on long-term papers or projects should be paced to avoid doing last minute work.

Late Homework

1. Extensions
• Unless specifically noted, all assessments are due at the start of the class on the DUE DATE. Granting any extensions is at the discretion of the teacher. As assessment calendars are available through Veracross in advance, it is the expectation that any extensions be solicited BEFORE the assessment is due! All extensions should be recorded by the teachers in their records in order to help spot patterns of behavior.

2. Late Work
• Failure to hand in work on time is a discipline issue, and therefore a student's grade is not affected (i.e., a 5 does not become 4). However, there are a set of consequences for turning in late work.

3. Consequences (In One Semester)
First Offences are at the discretion of the teacher and may include but are not limited to:
• Verbal warnings and reminder of expectation
• Student is retained during breaks or supervised Flex until work is done
• Email is sent home to parent
*Teachers must record in their records the action that was taken
**Second Offense:** In addition to the above;
- An email is sent home, and an entry is made into Veracross
- Notify the Associate Principal
- Supervised after school Study Hall and/or Flex*

**Third Offense (pattern of behavior):** A referral is made to the Associate Principal
- A parent meeting is arranged to develop a learning plan with student
- The student may be at risk for an “Incomplete” (I) grade if the requirements of the course are not met
- Continued supervised Flex for Grades 11 and 12; repeated after school Study Hall until all work is completed and submitted

*Make-up after School Study Hall is on Wednesdays from 3:30-5:30 supervised by the Associate Principal. These are mandatory and non-negotiable.

**In the case of repeated offences/ or failure to attend after school support:** Students may lose the privilege of participating in school activities/ events at the discretion of the Principal/Associate Principal. Parents will be notified.

Repeated requests to submit work late, and work not submitted, will affect the student's overall Approaches to Learning (ATL) in that subject.

**Planned/Extended Absence for School Reasons**
If a student is absent on a school trip such as for SAISA or MUN, they are encouraged to plan ahead so that they are able to keep up with their homework. A student will have an additional day to complete the homework for each day they are absent. A student on academic probation may not be eligible to attend a school trip.

**Make Up Work for Non-School Related Absence**
If a student needs to miss school, they can contact teachers or peers via email or check online class management tools to learn what materials or assignments have been missed and to make arrangements for completing work and /or exams.

**Report Cards/Grades**
At ASB, teachers maintain grade books online, which can be viewed by students and parents at any time on Veracross. Students and parents have access to Veracross through the ASB website.

The purpose of this level of openness is to enhance communication between students and teachers, students and parents and parents and teachers. Teachers use Veracross to report student assignments and marks. Teachers regularly update their grade books. Students should use Veracross to check progress. Parents should use Veracross to keep informed on student progress and to encourage and support students.

Veracross should not be used to get constant up-to-the-minute reports on students’ grades. This is not productive and puts the emphasis on grades and not on learning. Students who concentrate on their learning will find that the grades will mirror success.
Students earn grades (summative reporting) in each class, depending on how well they meet course expectations. Grades are reported as 1-7, which is similar but not necessarily consistent with the IB. Students and parents receive report cards (online) with comments throughout the year. To better understand what the 1-7 mean, it is necessary to have a common language that explains each grade.

### General Descriptors

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 7 - Excellent</strong></td>
<td>A consistent and thorough understanding of the required content and the ability to effectively and independently apply the knowledge and skills in a wide variety of complex situations. Consistent evidence of analysis, synthesis, and evaluation is shown where appropriate. The student consistently demonstrates sophisticated critical and creative thinking.</td>
</tr>
<tr>
<td><strong>Grade 6 - Very Good</strong></td>
<td>A consistent and thorough understanding of the required content and the ability to effectively and at times independently apply the knowledge and skills in a wide variety of complex situations. Frequent evidence of analysis, synthesis, and evaluation is shown where appropriate. The student generally demonstrates critical and creative thinking.</td>
</tr>
<tr>
<td><strong>Grade 5 - Good</strong></td>
<td>A sound understanding of the required content and has the ability to competently apply the knowledge and skills in a variety of situations. In some contexts demonstrates creative and critical thinking. Shows evidence of analysis, synthesis, and evaluation.</td>
</tr>
<tr>
<td><strong>Grade 4 - Satisfactory</strong></td>
<td>An adequate understanding of the required knowledge and skills, and the ability to apply them in familiar situations. There is occasional evidence of the skills of analysis, synthesis, and evaluation.</td>
</tr>
<tr>
<td><strong>Grade 3 - Needs Improvement</strong></td>
<td>Some understanding of the required content with the ability to apply the knowledge and skills at times. Beginning evidence of analysis, synthesis, and evaluation.</td>
</tr>
<tr>
<td><strong>Grade 2 - Failing (No Credit)</strong></td>
<td>Limited understanding of the required content, with minimal ability to apply knowledge and skills.</td>
</tr>
<tr>
<td><strong>Grade 1 - Serious Concern (No Credit)</strong></td>
<td>Minimal understanding of the required content.</td>
</tr>
</tbody>
</table>
* Note:
  • All online courses are recorded as Pass/Fail on student reports and transcripts.
  • For ASB a 3 is passing and achieves a credit.
  • Grades 11 & 12 should refer to their Subject Specific grade descriptors.

ASB has subject specific criteria that are based on each IB subjects core standards making a continuum between grades 9-12. Each subject has 3-5 criteria that are assessed throughout the year and reported on the semester report cards. The criteria are reported by using the following descriptors:

<table>
<thead>
<tr>
<th>4 - Excellent</th>
<th>3 - Good</th>
<th>2 - Adequate</th>
<th>3 - Limited</th>
</tr>
</thead>
</table>

Final Grades are determined using the following guiding statement
The overall level of achievement is determined by the teacher’s professional judgment, which may involve the use of the below as appropriate:
  • a consideration of developmental aspects of learning
  • a measure of central tendency (mode)
  • the weighting and significance of assessments within the larger context of the course.

What is included in a student’s grade?
  • Achievement and not behaviors (behaviors are assessed in the Approaches to Learning)
  • Summative evidence. Formative assessments are recorded but not explicitly a part of the student's grade.

What is not included in a student’s grade?
  • Behaviors. These are taught, assessed and reported in the Approaches to Learning.
  • Group scores. Student collaboration is a necessity in today's learning environments and is significant of the ASB culture. Within group projects, students are assessed individually on the work that they have contributed.
  • Zeros when evidence is missing or as a punishment.
  • Extra credit and/or bonus points. Grading for Pamoja Courses Students taking IB courses online with Pamoja receive term reports with grades of 1-7. The timing of these reports aligns with ASB in the following way:

Students who obtain a grade 3 or above in a Pamoja course are awarded a “Pass” grade at ASB along with semester credit.

<table>
<thead>
<tr>
<th>Terms 1+2</th>
<th>ASB Grade 11</th>
<th>Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terms 3+4</td>
<td>ASB Grade 11</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Term 5</td>
<td>ASB Grade 12</td>
<td>Semester 3</td>
</tr>
<tr>
<td>Term 6</td>
<td>ASB Grade 12</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
Alternative Grading
Alternative Grading

Grade Eligibility

P
To be eligible for a “Pass” (P) grade, a student must have received significant modifications on various assessments such that a 1-7 grade would not accurately reflect the positive progress and learning achievements of the student. Pass grades may also be assigned at the discretion of the Principal.

NG
To be eligible for a “No Grade” (NG), a student must have been placed in a class past the midpoint of the marking period, or have been absent from school for an extended period due to an illness. An “NG” may also be assigned at the discretion of the principal.

I
To be eligible for an “Incomplete” (I) grade, a student must not have completed the grading quarter's academic requirement. The “I” grade becomes an “1” or “NG” grade if the student does not complete the course requirements within the first two weeks of the subsequent grading quarter. An “I” grade cannot be given in the fourth grading quarter.

Alternative Grading for Beginner/Intermediate EAL Students

(English as an Additional Language)
EAL students will receive regular grades, though teachers and the Principal have the option of using a P grade. Further information may be communicated through the teacher’s report card comments, if necessary. Teachers will write “MODIFIED” as the lead word on a report card comment to indicate that assignments have been modified due to limited English language proficiency. Report card comments should adequately explain those modifications and how the student has met the adjusted expectations.

If a student, with appropriate resources/support, cannot access the content at a grade of 3 then the course will be listed as MODIFIED in both the report and student transcript.

Alternative Grading for Students in Academic Support
Teachers have the option to use a “P” grade for a student in academic support. Teachers will write “MODIFIED” as the lead word on a report card comment to indicate that assignments have been modified due to academic support needs.

Report card comments should adequately explain those modifications and how the student has met the adjusted expectations. If a student, with appropriate resources/support, cannot access the content at a grade of 3 then the course will be listed as MODIFIED in both the report and student transcript.

Transcripts and Modified Courses
Students whose coursework that has had significant modifications on various assessments the course title will be changed. The transcript will reflect the appropriate course.
Final Exams
Final examinations or a culminating assessment are typically administered to students in the core subjects of English, Math, Science, Social Studies and Modern Language at the end of each semester. Other courses may offer end of the semester assessments at the teacher’s discretion.

Academic Probation
At the conclusion of each semester, any student in grades 9-12 who received one or more failing grades will be automatically placed on academic probation. Students on academic probation may be assigned to study halls during their free periods and may be required to complete a weekly progress report for their counselors.

Once a student is placed on academic probation, their academic progress will be reviewed at the end of each quarter by administration, counselors, and teachers to determine the specific educational problems. If it is concluded that ASB does not offer a program that meets the needs of a student, or if a student is not making an effort necessary to improve his or her academic standing, the student may be asked to repeat the current grade level or may be asked to withdraw from ASB. A student will not be allowed to begin the senior year unless he or she will be able to earn enough credits for graduation during that final year.

In addition, counselors may place students about whom they have concerns on an academic alert status in order to monitor their progress. This would include a monitored study time during Flex support their learning and limits on extra-curricular activities.
Recognition

Global Citizen Diploma
At the American School of Bombay, we believe in continuous inquiry, courage, optimism, and the integrity to pursue your dreams. This optional diploma of recognition allows our students to make visible what has previously been invisible.

Traditional High School programs highlight student achievement through the work that has largely been done in the classroom and to some extent through creativity, action, and services as offered in the IB Diploma Program. How does this help to highlight the whole student? Quite simply - It doesn't. Universities have acknowledged that grades alone do not provide enough information about the skills, qualities, and work ethic of students. The GCD is intended to fill the gap.

The GCD is a program developed by a consortium of world renowned and like-minded schools where ASB has become a member. The consortium consists of:
• The American School in Bombay, Mumbai India
• Hong Kong Academy, Hong Kong China
• Le Jardin Academy, Kailua, Hawaii, USA
• NIST International School, Bangkok Thailand
• Yokohama International School, Yokohama Japan
• Zurich International School, Zurich Switzerland

The GCD is an optional diploma of recognition which complements the IB Diploma in several aspects. Students would be required to maintain a portfolio where they document and reflect upon the many activities they are already involved in. For example, several of the reflections students complete for the Community, Action, and Service (CAS) IB requirement can also be showcased in the students GCD portfolio. Only small amount of additional information would be required. GCD activities can be documented in a variety of ways including video, podcasts, and presentations.

Students can choose to complete one of three levels of recognition:
• Global Citizen Certificate
• Global Citizen Diploma
• Global Citizen Diploma with Distinction

Learn more about the Global Citizen Diploma or by contacting Evelyn Marolf GCD Coordinator at asb@globalcitizendiploma.org
Academic Recognition/Awards
Recognition of student success and achievement is done daily in classes, on the courts and fields and in exchanges throughout the school. These regular forms of recognition are most significant to the development of students’ self-confidence and self-awareness. We also believe that formal recognition can play a positive role in helping students recognize particular qualities in themselves and others.

ASB Award
This is the highest honor that a student can receive. Students who receive this prestigious award demonstrate through words and actions all aspects of the ASB mission.

Mission Awards
There are three categories for this award. Students who receive this award demonstrate through words and actions aspects in one of these areas of the ASB mission:
- Continuous Inquiry
- Courage & Optimism
- Enhancing the Lives of Others

For the ASB and Mission Awards, students are nominated by teachers and award recipients receive several votes from teachers. Four ASB Awards are given annually in the high school. Many students may receive a Mission Award.

Subject Area Awards
For distinction and excellence in academic work, students may also receive awards in all subject areas. Subject area teachers assess student achievement in four areas: performance, motivation and passion, effort and self-awareness and leadership and cooperation.
Additional Programs
**Additional Programs**

**Advisory**
Advisory will serve to facilitate the development of relationships between ASB students and teachers, other adults and organizations in our surrounding communities. In addition, it will ensure that students have an adult advocate who can help them with any issues or direct them where they can receive support. Advisory can be used for a number of purposes that include, but that are not limited to:

**Social Emotional Learning**
- Provide opportunities for smaller groups of students to read, reflect, share information and ideas, concerns and timely topics.

**Service**
- Provide opportunities for students to meet in groups to collaborate on actions that will raise awareness of relevant local or global issues and concerns, enhance the lives of others and serve the environment.

**Assemblies**
- Provide opportunities for students to meet with each other by class or as a whole school in assemblies, and forums.

**Activities**
- Provide opportunities for students to explore and experiment with experiences and skills, which can be appropriately taught and learned during this time.

**Community and Social Responsibility (CSR)**
- The Community and Social Responsibility Program supports our Mission by providing students the opportunity to learn about their communities, serve others in those communities and learn from those experiences. Throughout the school's history students have learned an ASB core value: “Embracing our interdependence is vital for a community to flourish.” It is our hope as well that students at all levels of the school learn that through selflessness they can build their sense of self.

**Our belief statements about service are as follows:**
- Community service is any deliberate action, which seeks to improve the situation of another or enhance our environment.

- Community service should be an integral part of our lives.

- Through community service action, we not only benefit others and/or the earth, but we also learn about our global, national and local communities and ourselves.

- Community service activities should have a positive impact on the lives of students and educators.

- Students should have opportunities to participate regularly in community service through ASB's service program.
• At each grade level, students should demonstrate their growing sense of community awareness and service by participating in the planning, organization, and implementation of service activities.

• Students should have the opportunity to reflect on and discuss community issues and service activities in their classrooms.

• As students get older, their service activities should be increasingly self-directed and integrated into their daily lives.

We seek to actively engage students in the service of communities in a variety of ways and with a multitude of strategies. Our service programs reinforce ASB’s commitment to community and interdependence. We value our role as a member of the community of Mumbai and seek to enhance the lives of others through our collective initiative and our programs and resources.

Yatra
Students in each grade level have the opportunity to experience the world outside our classrooms through our Yatra Program.

The Yatra program provides students with educational and service experiences that their knowledge, skills, environmental awareness and cultural sensitivity. Through these meaningful opportunities, students will grow as individuals by taking risks, enhancing the lives of others and reflecting on their shared experiences.

Students will have the opportunity to experience two strands of Journeys – Enhancing the Lives of Others (Service or Environmental Focus) and Opening New Horizons (Risk Taking or Learning a New Skill) during high school.

Outcomes
Students participating in the ASB Yatra program will –
• Develop greater insight into their strengths areas where they can continue to develop further
• Develop the courage to undertake new challenges
• Work collaboratively with others
• Show perseverance and commitment in pursuing goals
• Understand and celebrate the culture and heritage of the Indian subcontinent
• Engage with issues of global importance
• Consider the way their actions affect others, the community, and the environment
• Develop new skills
• Yatra will take place during Semester One.
Co-Curricular Programs
Co-Curricular Programs

ASB Athletics
Athletics is a cornerstone of student activities at ASB. We believe that the athletic program at ASB should reflect and support the school’s mission and core values. Athletics contribute significantly to the total development of every student. ASB serves our students through two distinct, yet mutually supportive programs: the Interscholastic Sports Program and the Intramural Sports Program.

Sport is integral to the individual, social and cultural development. At ASB, we model the enduring values of sport: commitment, good sportsmanship, teamwork, responsibility, resilience and healthy competition. We develop these values by learning from our victories, our losses, the day-to-day challenges of practice and our efforts to find balance between our athletic, academic and personal lives. As teachers, coaches and student-athletes, we strive to excel by being clear on our common goals and by being loyal to each other and our values.

Through the interscholastic and intramural programs, we emphasize that participation in athletics is a privilege, and we encourage all students to take part. With this privilege go certain responsibilities. We have high expectations for behavior, commitment, academic achievement and making healthy choices. As a reflection of the ASB mission and values, our athletic program seeks to support our students as they strive to excel.
SAISA Sports
ASB high school students may participate in several competitive sports during the year. These sports are part of our interscholastic program. Students are selected for the season roster through a tryout process. SAISA operates within a three-season structure with teams practicing 4 times a week. This will include a morning and a Saturday game or practice. SAISA mandates that a maximum number of student-athletes are chosen for the SAISA Championships. This travel team is selected from the team roster.

Students that are selected to be on a travel team will be charged a travel fee at the end of each season. The travel fee will include the payment for airfare, visa, ASB Athletics practice & travel apparel, travel bag and possibly other items. Students are housed with families from the host SAISA School. ASB Students are expected to participate in the reciprocal housing scheme.


Current Athletic Activities: Climbing, Fitness, Swimming and Weight Room Intra-mural Program.

ASB Activities
ASB belongs to various international organizations: MUN, AMIS and ISTA, all allow students an opportunity to travel within India or further afield to participate in activities with other international students. We recognize the important role that activities play in the total education of our students. Our wide varieties of academic, art, music, service and theater activities are designed to cater to our students’ different and diverse needs. It has been our intention to provide a diverse program that the students can enjoy and will want to participate in.

Current Activities: Model United Nations, Choir, Band, Theater, and Art

Lockers
The school provides lockers in all changing facilities for PE classes and athletics. Students should avoid bringing valuables to school.
Student Code of Conduct
Student Code of Conduct

ASB Co-Curricular Travel-Student Code of Conduct
These rules are in effect for the duration of all Co-Curricular travel events. Examples include SAISA, ASCA, AMIS, ISTA and MUN. In addition, some organizations may require additional conduct documentation to be signed.

1. Smoking, drinking alcohol, drug use, and/or possession, or extremely inappropriate behavior will not be permitted at any time. SAISA Consequences: Any infraction will result in the student being sent home at the student's expense and suspension from all SAISA/ASIAC activities from 90 school days after the decision has been made by the Host School SAISA Tournament/Program Director and Host School Principal.

   Any cost incurred in addition to the costs for the student being sent home will be the responsibility of the student. It will be the responsibility of the student's home school to impose further appropriate disciplinary action. Responsibility: Host School Principal

2. Transportation: Students must travel in Host School or Host Family provided transportation only. No travel in auto rickshaws or taxis is allowed at any time. Exceptions, if any, will be communicated to Guest Schools by the Host School in advance of the tournament. Some SAISA events, taxis will be used when approved by the lead sponsor/chaperone.

3. Supervision: Students must remain under the supervision of host families when not participating in scheduled activities or when not under the direct supervision of their coach/sponsor. Time allocated for study nights must be adhered to in the host's home.

4. Curfew: Each student must be in the host family's home by 9 pm for middle/high school and 10 pm for high school events, at the latest. An alternative time can be designated by the Administrator-in-Charge at the host school. For hotel accommodation, curfew applies to being in your allocated room and remaining there until the time designated by the ASB coach/sponsor.

5. Sportsmanship: Students must refrain from any unsportsmanlike behavior including jeering, foul language or aggressive posturing at any time (both on and/or off the field of play), threats, put-downs or any inappropriate language through online social networking groups.

   SAISA Consequences for infraction of rules 2, 3, 4 & 5: Suspension from all SAISA activities for a minimum of 24 hours, starting from either the time of the infraction or the start of the event, as deemed appropriate by the Host School SAISA Tournament/Program Director and Host School Principal. If the infraction occurs on the last day of the event, the student will be suspended from all activities on the last day. It will be the responsibility of the student's school to impose further appropriate disciplinary action. Responsibility: Host School Principal.

6. Students shall obey all instructions given to them by their host parent, coach/sponsor. This applies to all activities, irrespective of location, undertaken during the period of the activity.
7. No piercings or tattoos can be added during a trip.

8. When housing arrangements involve host families, billeting is the responsibility of the official at the host school and may not be changed post school consent. Students and parents may not contact host school or host school families to change assigned housing. When housing arrangements involve a hotel stay, the responsibility of billeting rests with the lead sponsor of that group.

9. Students traveling under the sponsorship of ASB are considered to be representing the school. As such they should dress with special care when traveling to and from ASB. The following code of dress applies: The Green ASB polo travel shirt must be worn on outward and return travel.

10. Students may not use any medications unless prescribed and/or administered by a licensed medical physician or host school medical personnel or cleared and recorded by the Activity Director.

11. ASB welcomes parental attendance at all Co-Curricular events. When attending events parents should be aware that the responsibility for their children is the traveling ASB faculty member and ultimately, the host organization/school. Under no circumstances, therefore, should parents take their children away from any activities unless prior approval has been gained from the team coach and host school administrator.

12. Neither host families nor students may negotiate changes to these or organization Rules and Regulations. These regulations apply to all students during the period of the activity and also during travel to and from the site event. Violation of these regulations may be reported to the responsible host official, as well as the ASB principal and AAD. On return to school, if deemed necessary, a meeting between the student, parent and review team will take place, and appropriate consequences may follow.
Field Trips/Events
Field Trips/Events

Field Trips
Field trips are a part of many school programs. Parents are expected to sign a general release form for all school field trips at the beginning of the year. If students have any questions about an upcoming field trip, they should contact the individual teacher.

School Dances and Events
Any dance or event at ASB must have appropriate faculty supervision. All school rules apply to these events. There may be a modified dress code which will be proposed by the event organizer and approved by the Principal.

Any student entering the event who is suspected of having partaken of drugs or alcohol will have his/her parents called immediately. Parents will be required to come and pick up their son/daughter. He/she will report to the associate principal the following school day.

Other Expectations
• During these events, all students must stay within the area of the event.
• All students must enter the event within one hour of the starting time.
• Any student leaving the event may not re-enter.
• Most events, including dances, will end at 10:00 pm; it is expected that all students are picked up within 30 minutes of the conclusion of the event
• Any ASB student wishing to bring a guest who is not an ASB student must register his/her guest with the principal at least one school day before the event.
• The ASB student would be responsible for the guest.
Co-Curricular Events & Information
Co-Curricular Events and Information

Co-Curricular Events Calendar 2019-20

<table>
<thead>
<tr>
<th>Event</th>
<th>Outboarding Events</th>
<th>Event Date</th>
<th>Return Date</th>
<th>Location &amp; Venue</th>
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<tbody>
<tr>
<td>World Scholars Cup</td>
<td>MS/HS</td>
<td>Aug</td>
<td>Aug</td>
<td>Sydney, Australia</td>
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<tr>
<td>Flash Theatre</td>
<td>HS</td>
<td>TBC</td>
<td>TBC</td>
<td>ASB</td>
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<tr>
<td>ISTA TaPS</td>
<td>HS</td>
<td>Oct 10th</td>
<td>Oct 13th</td>
<td>London, UK</td>
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<tr>
<td>SAISA Swimming</td>
<td>ES/MS/HS</td>
<td>Oct 16th</td>
<td>Oct 20th</td>
<td>LS, Kathmandu</td>
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<tr>
<td>SAISA Boys Volleyball</td>
<td>HS</td>
<td>Oct 16th</td>
<td>Oct 20th</td>
<td>TAISM, Muscat</td>
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<tr>
<td>SAISA Girls Volleyball</td>
<td>HS</td>
<td>Oct 16th</td>
<td>Oct 20th</td>
<td>ACS, Amman</td>
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<tr>
<td>THIMUN</td>
<td>HS</td>
<td>Nov 17th</td>
<td>Nov 23rd</td>
<td>Singapore</td>
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<tr>
<td>THIMUN</td>
<td>HS</td>
<td>Jan 20th</td>
<td>Jan 25th</td>
<td>Doha</td>
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<tr>
<td>SAISA Music</td>
<td>HS</td>
<td>Feb 12th</td>
<td>Feb 16th</td>
<td>ASB</td>
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<tr>
<td>SAISA Art</td>
<td>HS</td>
<td>Feb 12th</td>
<td>Feb 16th</td>
<td>ASB</td>
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<tr>
<td>SAISA Track</td>
<td>ES/MS/HS</td>
<td>Feb 19th</td>
<td>Feb 23rd</td>
<td>AISC, Chennai</td>
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<tr>
<td>SAISA Girls Soccer</td>
<td>HS</td>
<td>Feb 19th</td>
<td>Feb 23rd</td>
<td>TAISM, Muscal</td>
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<tr>
<td>SAISA Boys Basketball</td>
<td>HS</td>
<td>Feb 19th</td>
<td>Feb 23rd</td>
<td>ACS, Amman</td>
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<td>Compass Summit</td>
<td>HS</td>
<td>Mar 4th</td>
<td>Mar 8th</td>
<td>Bahrain</td>
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<td>ISTA</td>
<td>HS</td>
<td>Mar 25th</td>
<td>Mar 29th</td>
<td>Bangkok</td>
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<tr>
<td>SAISA Girls Basketball</td>
<td>HS</td>
<td>Apr 22nd</td>
<td>Apr 26th</td>
<td>LS, Kathmandu</td>
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<tr>
<td>SAISA Boys Soccer</td>
<td>HS</td>
<td>Apr 22nd</td>
<td>Apr 26th</td>
<td>AISC, Chennai</td>
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<tr>
<td>SAISA Badminton</td>
<td>HS</td>
<td>Apr 22nd</td>
<td>Apr 26th</td>
<td>ASB</td>
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<tr>
<td>Staging Changes</td>
<td>HS</td>
<td>May 20th</td>
<td>May 22nd</td>
<td>ASB</td>
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</tbody>
</table>

Direct travel conflict, practice conflict, visa conflict or significant time away from school
- Travel is NOT permitted

Possible that practice / travel may impede other activity, possible visa issue, time at school
- Speak with both sponsor, coach and AAD

No conflict between these two activities

We recognize that some events (FIRST Robotics, etc.) may not be listed. As a general rule, students cannot participate in two consecutive events, ones that overlap, or some where there are possible visa procurement issues.
Individualized Learning Services (ILS)
Individualized Learning Services (ILS)

Individualized Learning Services (ILS) Philosophy
At the American School of Bombay we believe that every child learns at different paces and in different ways.

Service Structures
Using the Response to Instruction and intervention Approach (RTII), ASB recognizes that some students may need small group or individualized learning services, so that they may work toward, meet or exceed grade level proficiency. Others may need a modified program that runs alongside that of their peers.

ASB believes in the importance of a collaborative approach to serving students, including parents and guardians, classroom teachers, special services staff, and administrators in implementing and monitoring for growth and success. ASB will provide for all students whom we have the resources to serve.

Service Providers Include

Counseling Support
At ASB, we understand that student learning and academic achievement is enhanced when students are given both the support and the skills to successfully overcome the various challenges they face during young adulthood. Toward this end, the high school counselors provides short-term personal, academic and social-emotional counselling through individual meetings as well as our Counselling curriculum in addressing the issues impacting their learning and/or their emotional/social well-being.

Through counseling services, students receive support and learn important life skills needed to resolve their unique problems. The high school counselors regularly works with parents, teachers, school administrators, school psychologist and outside professionals to optimally address the educational, emotional and social needs of ASB students.

In addition, college counseling is provided to all 11th and 12th grade students as they prepare for the transition from ASB to colleges and universities. Counseling services are available to all students in ASB's High School, and can be accessed in multiple ways. To find out more details, please visit the counseling page on the HS Portal on Veracross.

English as an Additional Language (EAL)
All students focus on acquiring the language necessary to perform successfully in academic and social settings. Students will work on developing the four language domains: reading, writing, speaking, and listening. The students’ grade-levels and English proficiency levels (beginner, intermediate, or advanced) are critical factors that are considered when planning a student's program.

EAL teachers work closely with mainstream classroom teachers to teach the content, strategies, and skills taught to each student. Research supports that students learn English best when they have access to complete grade-level experiences and programs. For this reason, most servicing comes through the EAL and class teachers planning
together, as well as the EAL teacher supporting within the regular class environment. We recognize the importance of the home language and the invaluable place it has in setting a foundation for second language learning. In the High School, ELLs are graded on the same 1-7 scale that is used for all students. EAL specialists support ELL students in their mainstream classes and also help students develop their English language skills through a structured High School EAL Program.

**Speech & Language Therapy**
The Speech and Language Program offers support for students with mild to moderate speech-language difficulties from Pre-Kindergarten (age 3) through Grade 12. The areas of intervention may include: articulation, receptive and expressive language, voice, oral-motor, and fluency. Examples of skills addressed can include: vocabulary, grammar, listening skills, comprehension strategies and organization of ideas are also addressed in addition to verbal reasoning and problem solving strategies.

**Learning Support**
Our Learning Coaches provide learning support to students with identified learning differences, and needing long-term support academically, behaviorally and/or emotionally to reach their potential. The Learning Coaches provide teachers with resources and support for students who are working below grade level standards and those who are high ability. High achieving students show that they are working above our grade level expectations, in any core subject area or specific concept/unit. The level of support, depends on the determined need.

For those who are more formally identified, and/or show particular strength in an area, a formalized will be developed and a more personalized program will be constructed, while keeping the student with their peers as much as possible. Service development and delivery is a team process in which the student, parents, teachers, support specialists, and administrators work collaboratively to determine the supports necessary for the student to make expected growth.

**School Psychologist**
The School Psychologist works with counselors, specialist teachers, parents and students in ensuring that students with learning, language and/or social-emotional or behavioral needs are given support by the school. The School Psychologist also provides individual/family counseling support. In addition, the School Psychologist conducts formal psycho-educational assessments when needed.
Learning Commons
Learning Commons

High School Learning Commons
ASB Learning Commons is an educational sharing space for collaboration, content creation, readings, and study. It replaces the concept of a “Traditional Learning Commons” by expanding its uses in form and function. ASB Learning Commons’ mission is to inspire and support its users towards creative and intellectual achievement while responsibly and ethically learning the value of information, its acquisition, and its usage. Learning Commons includes a maker space equipped with materials that provide an opportunity for students to explore and tinker.

Resources
The Learning Commons houses a wide collection of databases, ebooks, and over 15,000 print books to engage students in critical thinking and to develop sophisticated literacy and information literacy skills. All students, parents and ASB staff are considered ASB patrons and are welcome to use all our resources.

Learning Commons Space
The Learning Commons space is a flexible environment that supports individual & collaborative group study, research, flex classes and is often used as a meeting space. There are three quiet study rooms available. Students are expected to use this space and materials respectfully in a way that supports their interests. The help desk is supported by an Information Curator and Coach to meet the needs of students from reading, researching or producing multimedia.

Hours
The Learning Commons is open Monday-Friday from 8:00 am to 4:30 pm.
Health Clinic
Health Clinic

The Health Office aims to provide care for children and staff to ensure that they can be as healthy as possible to maximize their experience at school. We provide care for acute and chronic illnesses, first aid, health education for children, teachers and parents, and health screening. We also provide a resource for the school community about health care in Mumbai.

The Health Office is staffed by qualified and experienced nurses. We have a pediatrician and a physician on campus one day per week who are also available on an as-needed basis through the health office to coordinate health care. The nurses help to ensure that all staff at ASB have current first aid certification. First aid kits are provided around the campus and for field trips.

An AED (Automated External Defibrillator) is available on each campus. Please ensure that your child's health and contact information is kept up to date. We would also request that if your child is sick with fever, vomiting and/or diarrhea that they do not return to school until 24 hours after they are well. Please contact us by email on esnurse@asbindia.org or ssnurse@asbindia.org
General Information
General Information

Communication
Our primary communication to students is in the Daily Beat, our electronic newsletter, the HS Portal on Veracross and direct emails. Students are expected to read the Daily Beat, check Veracross and their ASB email each day.

Veracross
Our student data management system is Veracross. As a student and parent, you will receive login information that will allow you to view assessments and grades. This is a web-based application.

Daily Schedule
Our school day runs from 8:30 am - 3:30 pm. Students should arrive at school between 8:10 am and 8:20 am to be prepared for classes. Each student has eight classes (noted on our timetable as A-H). We use an eight-day rotating schedule – students have the same four classes every other day. Each class lasts approximately 85 minutes.

HS 8 Day Cycle and Time-Table

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<tr>
<th></th>
<th>DAY 1</th>
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<td>8:30-9:50</td>
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<td>1:55-2:10</td>
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Other Information
**Other Information**

**Temporary Guardianship**
From time to time, it may be necessary for parents to travel leaving students at home. To ensure student safety, a temporary guardian should be appointed during this time and a letter authorizing this should be sent to the HS Office.

**Transportation**
Our buses operate for your safety and convenience. Buses leave the school daily at 3:45 pm and late buses depart at 5:30 pm. In order to assure the smooth running of our transportation schedule, we rely on your support and cooperation. Please stay familiar with ASB's School Bus Handbook. Also, please review and abide by the general guidelines below for bus riding.

1. The same expectations and responsibilities that apply at school apply to time spent waiting for and riding on the bus. Similarly, disciplinary concerns relating to the buses will be handled as they would be if they happened at school.

2. Be on time for the bus.

3. Wait at designated spots and off roadways for the bus.

4. Board the bus one at a time.

5. Take a seat immediately once you have boarded the bus.

6. Use a seat belt once seated.

7. Stay seated at all times, with head and arms inside the bus at all times.

8. Be courteous at all times to the driver, attendant, your ASB peers and all passers-by outside of the bus.

9. When exiting the bus at your drop-off point, be safety-conscious about traffic and obey all local street-crossing rules.

10. If your child/ren is/are not taking the Pick up or Drop off, please inform the Bus Desk by contacting specialservices@asbindia.org or call #02267727284.

**Visitors**
ASB students are proud of their school and sometimes want to share it with a visiting relative or friend. If you would like to have a visitor we welcome them; please share with them the general expectations of our community and follow this protocol:

- Inform the HS Office Assistant, Ms. Andrea a week prior to the visit. She will let your teachers know.
- Bring your guest to the HS Office to sign in and meet the principal.
- Guests have a limit of one or two days in order to minimize disruption to the instructional setting.
Admissions
Admissions

EAL Applicants
The American School of Bombay (ASB) accepts students who will be successful in a college preparatory academic program. Admission is contingent on a completed file as per indicated on the application website. Placement tests in EAL, mathematics and modern language are used to assist the admissions, grade placement and course scheduling process.

EAL Applicants - Admissions Criteria
English language proficiency defines itself differently in the high school than in the other divisions because the students’ academic success is highly dependent on performance in the language of instruction-English. Students are expected to achieve a minimal level of proficiency to enter each grade level.

If these criteria are not met, admission to ASB high school may be denied. In some cases, if a student (in grades 9, 10 or 11) meets the EAL criteria for an alternate grade level, a change in grade placement may be considered. The expected growth of a child each year will be clearly communicated to parents. Specific test score criteria can be found on the Parent Student Support Services Website.

EAL Continued Enrollment Criteria
At the end of each school year, students currently in EAL will be tested to assess their language acquisition level. If a student fails to meet the expected EAL admission criteria for the subsequent grade level, the SSST (Student Support Services Team) will meet to determine whether or not the child should progress to the next grade. This meeting may result in any of the following alternatives:

• request by the school for additional tutoring and support for the student for the following school year (provided and paid for by the family), combined with promotion to the next grade;

• request by the school for the student to repeat their current grade (the child may need additional time to fulfill graduation requirements);

• the student may not be invited to return to ASB for the following school year.
Withdrawal Procedures
Withdrawal Procedures

1. Student Withdrawal Confirmation
Parents must complete the Student Withdrawal Confirmation form at least two weeks in advance of the withdrawal date.

Parents who finalize withdrawal with less than a two-week notice will be sent the Official Withdrawal Packet as soon as it is processed. This will be couriered to the address provided on the Withdrawal Form at the parent’s expense. Be sure to include future contact details; we recommend you include personal and permanent email addresses. If applicable, be sure to include how any refunds of fees and/or deposit should be made. (Please reference ASB’s Refund Policy for eligibility.)

2. Student Clearance Certificate
Students will receive a Clearance Certificate during their last week of school. Please be sure the following items are returned by the last day of school:
• Library books, ASB textbooks, ASB materials, and equipment, etc. to whoever is responsible
• Parent ID Cards to the Help Desk
• Student ID Cards to the Help Desk
• Driver and Maid ID cards to the Help Desk
• Car Stickers to the Help Desk
• Any outstanding student fees and/or refunds will be processed with the Business Office while the Clearance Certificate is completed
• Optional: any school material with photos or personal information you plan to throw away such as calendars, handbooks, etc. so we can destroy these materials for you.

Middle and High School Students will receive a Clearance Certificate from the MS/HS Office during the last week of school. The students need to ensure this form is signed by the following people and submitted to the Help Desk before the student’s last day of attendance:
• Classroom teachers
• Librarian
• Technology Help Desk
• Activities Office
• MS/HS Office / Principal
• Business Office / Manager
• Cafeteria

3. Official Withdrawal Packet
Official Withdrawal Packets can be collected from the Help Desk when available, depending upon the child’s last day of school:
• for HS December withdrawals, late January
• for MS and HS June withdrawals, the Wednesday after the last day of school
• mid-term withdrawals will vary
Official Withdrawal Packets will include Official Student Records:
• Certified copies of the student report cards during enrollment at ASB
• End of school year student narratives
• Any standardized test scores administered by ASB
• Withdrawal Certificate
• FOR HIGH SCHOOL STUDENTS ONLY
  1. One unofficial transcript outside the Withdrawal Packet
  2. Two sealed, certified transcripts inside the Withdrawal Packet;

Each withdrawing student will be given one Official Withdrawal Packet at no cost. Additional Withdrawal Packets, Transcripts, and/or documents not included in the Official Student Records packet will cost the following:
• Official Withdrawal Packet: ₹500
• Official High School Transcript: ₹100
• Any documents requested that are not included in the Official Student Records packet: ₹100
To do so, please complete the Additional Withdrawal Packet and High School Transcript Request Form

Additional Withdrawal Notes
• Withdrawal packets will be sealed and will be considered official school records by the receiving school. These records are NOT considered official school records if they are opened, or the seal is broken.
• Additional reports and confidential records from the psychology and/or counseling office will be released to the admitting school upon the written request of the student's parents.
• Please give any school recommendation forms to be completed on behalf of your child to the counseling secretary for processing. The counseling office will ensure the recommendation form directly reaches the school requesting it.
• Letters of recommendations will only be sent directly to schools which require such letters.

You can reference ASB's Withdrawal Checklist to help you plan for your last day.

Please feel free to contact the Office of Admission at admission@asbindia.org should you have any questions.