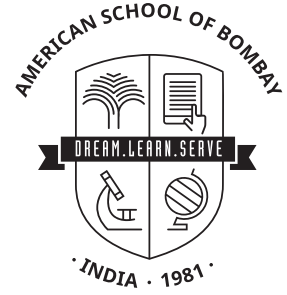


AMERICAN SCHOOL OF BOMBAY

Secondary School Handbook



Updated August 2023

ASB Secondary School Handbook



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1. Welcome

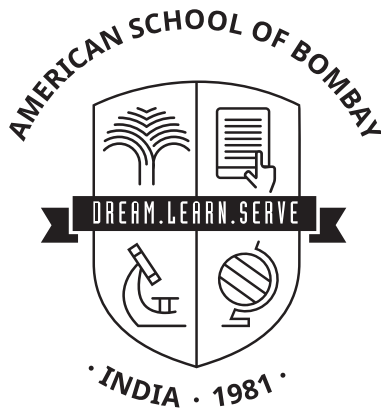
The Handbook offers a single stop option that communicates the structures, policies, procedures, and protocols that support the secondary division in delivering on the school's mission, for the express benefit of your children.

Articulating the rules of engagement, openly and honestly, is important to the fiber of our community. However, our culture is not driven by rules, but rather by values. When examining the contents of the Handbook with your children, do not focus solely on “what” has been put in place, but include a discussion on “why” an item was included. This review is critical to understanding what is important at ASB.

Finally, while this Handbook covers a wide swath of the ASB school experience, it is not all inclusive. There may be things that are not explicitly addressed. In these circumstances, work within the spirit of this Handbook, and seek clarity from your child's teacher or from an administrator. Thank you for your partnership and support.

Dr. Paul Richards
Head of School
American School of Bombay





American School of Bombay students are expected to:

- 🌸 Be Respectful
- 🌸 Be Honest
- 🌸 Be Kind
- 🌸 Be a Learner
- 🌸 Be Responsible

Habits of a Successful Student

A successful student is in their seat every day, on time, prepared to learn.

A successful student turns in all assignments and homework complete and on time.

A successful student treats every student, advisor, teacher staff member and adult in the school and outside school politely and courteously.





2. Handbook Agreement

All parents and Middle and High School students are expected to read the ASB Handbook and sign the ASB Handbook Agreement prior to the beginning of each school year.

The ASB Handbook Agreement is reproduced below for your information. The official agreement is located on our Parent Portal under the 'My Household' tab. [Click here to access the Parent Portal.](#)

- ✦ The Parent Portal is password protected, and will require your ASB user name and login.
- ✦ Your username is your firstname.lastname, and your password was set during orientation.
- ✦ If you do not remember your password, you can select '[Can't access your account?](#)' link to reset.
- ✦ If you do not remember the details provided to ASB please contact the [IT Helpdesk](#), Monday – Friday 7:30am – 6:30pm.



ASB Handbook Agreement (to be signed digitally on the Parent Portal)

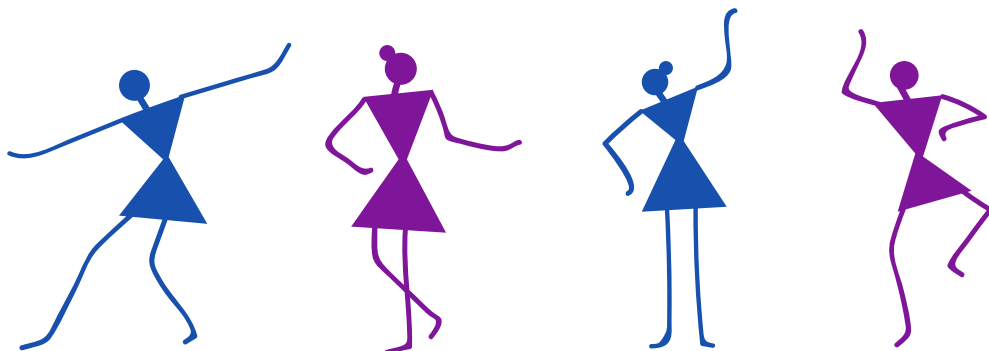
We have read and understood the school procedures outlined in the ASB Handbook.

We affirm to live within the guidelines of the ASB Handbook as well as any adjustments to school policy as advised throughout the year.

We recognize and appreciate the privilege of being part of the ASB Community.

We agree to the information set out in the handbook regarding:

1. ASB Academic Program
2. Digital Platforms
3. Homework
4. Assessment
5. Academic Integrity
6. Attendance
7. School Routines & Expectations
8. Dress Code
9. Student Life & Activities
10. Student Code of Conduct
11. Disciplinary Procedures
12. Health
13. Family Involvement
14. Family Arrangements





3. American School of Bombay: Who We Are

3.1. Mission, Vision, and Values

Our Mission

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

Our Vision

- ASB's learners will be:
- Intrinsically Motivated
- Adaptable and Resilient
- Self-Aware
- Empathetic
- Reflective

Our Core Values

ASB Core Values are the formal expression of our school's fundamental values and serve as our ethical code. They are an intricate part of the fabric of ASB.



We Believe:

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.

3.2. Profile of an ASB 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 their interests and passions. They are critical thinkers who approaches challenges with optimism and persists in solving problems. They approach life with imagination and creativity, knowing their opportunities are limitless.

An ASB graduate is a lifelong learner.

They are 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. They work 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 their intentions and actions. They seek to understand people and cultures, to empathize with and to appreciate diverse opinions, appearances, behaviors, and beliefs. They are globally aware, valuing a world that is just, peaceful and sustainable.



3.3. Student Safeguarding

ASB is committed to providing a safe environment for its students. All members of the community will ensure the safety and well-being of every student.

Child abuse is a violation of a child's human rights and is an obstacle to a child's education and/or their physical, emotional, and spiritual development. ASB endorses the UN Convention on the Rights of the Child, of which our host country, India, is a signatory.

The School relies on preventative practices to reduce risk, ensure child protection, and respond effectively to situations that are harmful to our students and our school community.

Definition of Child Abuse:

Child abuse is the physical or emotional maltreatment, sexual molestation, exploitation, or neglect of a child or children by an adult or another child who by age or development is in a position of power.

Child Abuse Prevention:

ASB seeks to be a haven for students. To achieve this, ASB follows safe hiring practices that include background checks for all employees, independent contractors, and other adults at the discretion of the School. In addition, ASB trains all staff and personnel who directly or indirectly interact with students on the safety and well-being of children. All adults working/engaging with students without supervision are required to sign the Code of Conduct each year.

For more information, please read ASB's [Student Safeguarding Policy](#).

3.4. Statement of non-discrimination, diversity, inclusion

The American School of Bombay is committed to equity, diversity, and inclusion for all members of our community. By learning and growing together, we are actively seeking to understand ourselves and others to create and sustain an inclusive environment where all are welcomed and valued. We affirm our commitment to our mission of enhancing the lives of others by acting with integrity, compassion, and empathy while promoting this integral work.



3.5. Governance

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 and Chief Operating Officer. This group forms the Leadership Team at ASB.

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

ASB is organized and operated on a non-profit basis. Virtually all operating revenues are generated from the student fees. The school receives limited assistance from the United States government in the form of an annual grant.





4. Secondary School Program

4.1. 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.

4.2. Whole School Approaches To Learning (ATLs)

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 are 21st century skills, which 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.



Approaches to Learning: Frequency Scale		
Consistently (C)	Sometimes (S)	Rarely (R)

Interpersonal and Intrapersonal Habits		Cognitive Habits	
ATL Standard 1: Managing Complexity	ATL Standard 2: Collaboration and Social Skills	ATL Standard 3: Critical Thinking	ATL Standard 4: Creative and Innovative Thinking
Students demonstrate organization and planning, including setting appropriate goals.	Students are engaged, show understanding and respect when working with groups.	Students inquire, reason and evaluate information effectively.	Ideation Students use a wide range of idea-creation techniques to make choices and extend thinking.
Students employ self-management strategies to meet goals and effectively allocate time, energy and resources.	Students contribute and take ownership of their work as part of a collaborative group.	Students observe and analyze how parts of a whole interact to produce overall outcomes in complex systems.	Process Students develop, question, and revise ideas.
Students demonstrate perseverance and resilience when working towards the achievement of their goals.	At a team level, students resolve conflict and effectively create and commit to shared group goals. Students utilize each other's strengths and try new approaches and ideas.	Students think about problems from multiple perspectives and understand they can be solved using different strategies. Students analyze their own and others' thought processes; thinking about how one thinks and how one learns.	Process Ideas are combined in original* and surprising* ways to solve a problem, address an issue, or make something new. *Applied developmentally, differs as development progresses, degree and type of originality/ surprise changes over time.



4.3. MS Curriculum Overview

We know that young adults love to learn and thrive when challenged. We believe:

- ✦ When students are suitably challenged, they will rise to the occasion
- ✦ When students are treated with respect, they will respect themselves and others; and
- ✦ When students are given opportunities to make choices and explore, they will learn about themselves and their role in the world around them.

Our Middle School seeks to provide each student with opportunities to explore, experience and excel.

- ✦ To enter our commons is to experience the noise and energy of early adolescence.
- ✦ To listen in on our conversations and classrooms is to hear healthy debates, inquiry, compassion and exploration.
- ✦ Our teachers, curriculum, resources and programs all contribute to facilitating a meaningful transition into adolescence.
- ✦ We want every student to leave ASB with the knowledge, self-awareness and self-confidence to pursue their dreams and enhance the lives of others.

ASB's Middle School provides each student with a rich and challenging academic program in:

- ✦ Math
- ✦ Science
- ✦ Social Studies
- ✦ Language Arts
- ✦ French or Spanish.

We seek to develop students' artistic skills and sensibilities through:

- ✦ Band or Choir
- ✦ Art
- ✦ Drama
- ✦ Design Technology.

Other programs include:

- ✦ PE, where students continue to discover and apply their athletic abilities.
- ✦ 'Bring Your Own Device' (BYOD) laptop program.
- ✦ A variety of Arts productions, Clubs and Athletic teams
- ✦ Advisory, where students build relationships and community.
- ✦ Community and Social Responsibility (CSR) help students learn about life in Mumbai and the importance of a service orientation to life.



Our Middle School is an active and energetic place that seeks to support every student in the journey towards adulthood. The students, teachers, support staff, counselors, coaches, and principals are all members of ASB's international community of learners.

Please refer to our Middle School Program of Studies for detailed information about our Middle School academic and co-curricular program.

4.4. HS Curriculum Overview

In a diverse setting representing over 50 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.

All students in Grades 9-12 engage in the following areas of study:

- 🌸 English
- 🌸 Math
- 🌸 Science
- 🌸 Social Studies
- 🌸 Modern Languages
- 🌸 Fine and Performing Arts
- 🌸 Physical Education
- 🌸 Technology
- 🌸 CSR (Community and Social Responsibility – Grades 9 and 10)
- 🌸 CAS (Creativity, Action, and Service – Grade 11 and 12)
- 🌸 Annual Yatra program to explore India, develop personally and form connections with their peers and teachers.

Note: If a student is unable to participate in their assigned trip they will be required to make-up the experience outside of school hours, including completing an assigned number of community service hours outside of their CSR/CAS experiences.

Outside of the academic day, students participate in a broad range of programs which encompass:

- 🌸 Health and Fitness
- 🌸 Academics
- 🌸 Leadership
- 🌸 Service to Others.



Grade 9 and 10 students undergo studies that are designed to prepare them for their last two years of High school. All courses are designed to provide students with:

- ✦ Foundation of knowledge
- ✦ Understanding in a specific discipline
- ✦ Solid communication skills
- ✦ Analytical skills.

High School students at the American School of Bombay can opt for one of two possible graduation options:

- ✦ American School of Bombay Diploma (equivalent to a High School Diploma in the United States).
- ✦ International Baccalaureate Diploma.
- ✦ All students who graduate from ASB receive an ASB Diploma.

High School students also engage in:

- ✦ 'Bring Your Own Device' (BYOD) laptop program.
- ✦ Technology based electives
- ✦ Student Council, Model United Nations (MUN), ISTA, AMIS and a variety of service and special interest clubs.
- ✦ South Asian Inter-School Association (SAISA), offering students opportunities to build athletic, leadership, academic and creative skills through tournaments and retreats.
- ✦ College-preparatory programs.

Please refer to our High School Program of Studies for detailed information about our High School academic and co-curricular program.

4.4.1. International Baccalaureate Diploma Courses Grades 11-12

The International Baccalaureate Diploma (IB) 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 subject areas—three (or four) studied at Higher Level, the remainder at Standard Level. These six subjects include:



- 🌸 English: Language and Literature
- 🌸 Modern Languages: Spanish, French, or Self-Taught Language
- 🌸 Social Sciences: History, Psychology, Business Management, or Economics
- 🌸 Science: Chemistry, Physics, Biology, or Sports, Exercise & Health Science
- 🌸 Mathematics
- 🌸 The Arts: Visual Arts, Theatre, Music

The IB Diploma candidate must also meet three CORE requirements:

- 🌸 Satisfactory completion of Theory of Knowledge
- 🌸 Satisfactory completion of Creativity, Action and Service (CAS) (minimum 150 hours)
- 🌸 Satisfactory completion of the Extended Essay, a 4,000-word research paper.

4.4.2. Graduation Requirements

A student will graduate from ASB after the successful completion of a minimum of 23 credits achieved from Grades 9 through 12, as follows:

- 🌸 English 4
- 🌸 Mathematics 3
- 🌸 Social Studies 3
- 🌸 Science 3
- 🌸 Foreign Language 2
- 🌸 Physical Education/Health 2
- 🌸 Fine Arts 1
- 🌸 Electives 5
- 🌸 **Total 23**

4.4.3. 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.



4.4.4. 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.

4.4.5. 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.

4.4.6. Student Initiated Class Withdrawal / 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.

4.5. Advisory & Social Emotional Learning

Advisory is a place for us to foster strong relationships and a time to develop a sense of belonging and community. We will come to know each other holistically, encourage each other's voices, support student success, advocate for and promote self-advocacy, and find purpose and connection.

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.

4.6. Community & Social Responsibility (CSR)

All students from Pre-K – Grade 12 engage in our CSR program.

The purpose of our CSR program is to provide you with on-going opportunities to become aware of the social and environmental challenges that exist in Mumbai (and India), to serve the needs of others in our communities, and to reflect and learn from those experiences.

- 🌸 India offers many rich opportunities for you 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.
- 🌸 Our CSR participants are committed to nurturing relationships within our school, Mumbai, and internationally.
- 🌸 Through these relationships, we build mutual trust and respect and work together to enhance each other's lives.
- 🌸 The program leads to many powerful experiences for all students of ASB.

Our CSR program reinforces ASB's commitment to the following core values:

- 🌸 Each person has equal intrinsic value
- 🌸 People are responsible for the choices they make
- 🌸 Mutual trust and respect are essential for healthy, enduring relationships



- ✦ Embracing our interdependence is vital for the community to flourish
- ✦ We are the trustees of our environment

We believe that students should:

- ✦ Understand their roles and responsibilities as active participants within their communities
- ✦ Possess a sense of self-worth and foster it in others
- ✦ Respect themselves and exhibit respect for others in our diverse communities.
- ✦ Demonstrate initiative, independence, and commitment to working with and serving others
- ✦ Be empowered with the skills , knowledge and attitude to bring about positive change

We value our role as a member of the community of Mumbai and seek to fulfill our mission by building strong relationships, and through our collective initiative, programs and resources.

4.7. Experiential Learning – Week Without Walls & Yatra

Students in each grade level have the opportunity to experience the world outside our classrooms through our Week Without Walls (WWW) (Grades 6 – 8) and Yatra (Grades 9 – 12) programs.

These programs provide students with educational and service experiences within India that enhance 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.

With Yatra, High School 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).

Outcomes

Through participating in WWW and Yatra, students 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
- 🌸 These experiences will usually take place during semester one.

4.8. Individualized Learning Services (ILS)

ASB is committed to appropriately targeted and managed programs for our students. Using a multi-tiered system of support (MTSS), we recognize that some students may need a variety of supports: accommodations, small group or individualized supports. These learning services are implemented in order to work towards, 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 best serve students. It is essential to include parents/guardians, classroom teachers, ILS service providers, and administrators in implementing and monitoring for growth/success.

Inclusion at ASB

At ASB, inclusion is both an attitude and approach that form our belief. It is an ongoing commitment to valuing, empowering, and supporting the individual learning needs of all students. We aim to provide students access and engagement in our inclusive environment through the removal of barriers that may lead to exclusion; assuring that all viable support systems are available, provided, and maintained.

4.8.1. EAL

At the heart of ASB's English as an Additional Language (EAL) program is a belief in the value of linguistic and cultural diversity in our school community and in the world. Multilingualism is a resource to be honored and is inherent in the growth of dynamic identities. This language focused approach helps educators to foster a shared responsibility for providing all of our students with a high-quality, equitable education.

At ASB, we engage in fostering language acquisition, while also recognizing the importance of continued development in the home language and the invaluable place it has in setting a foundation for language development, family bonding, and assuring cultural identity.



Our approach is strengths-based and collaborative, honoring diverse ways of understanding the world and our place within it.

- ✦ Support for multilingual learners (Pre-K – G12)
- ✦ Develop language skills in the four domains of reading, writing, listening and speaking.
- ✦ Students progress through the EAL levels of beginner, intermediate, and we monitor status.
- ✦ Cultural and linguistic diversity is valued.
- ✦ Immersive & collaborative instruction model.
- ✦ EAL teachers/coaches support language acquisition by optimizing language learning through the content areas.
- ✦ EAL teachers work collaboratively with classroom teachers and specialists to ensure that the necessary grade-level content and skills are taught to each student.
- ✦ Meaningful, authentic interactions with others.

For more information about EAL Program philosophy and practices, please read this [document](#).

4.8.2. Support Services

ASB may provide a student with an individualized learning support plan based on the student's current and/or historical performance at school, the student's patterns of strengths and/or weaknesses, and/or the student's diagnosis and related level of need to be successful within the educational environment. To develop an individualized learning support plan, ASB utilizes programmatic characteristics, categorical definitions, and related needs/ qualifiers consistent with individualized learning support plans and diagnostics, based on current research.

ASB has the capacity to support students with mild to moderate needs. A student may have converging needs in which both mild and moderate supports are necessary.

Counseling Support

The Secondary School Counseling Program serves all students from Grades 6 - 12 to support social, emotional, behavioral, and academic learning.

Working collaboratively with students, teachers, staff and parents, Secondary School counselors address issues that affect students' well-being and the ability to reach their full potential in a short term, focused manner. Counselors provide preventative social/emotional guidance lessons in all classrooms as well responsive services.



Other service providers at ASB include:

- 🌸 School Psychologist (EC3-G12)
- 🌸 Learning Coaches / All Academic Areas (Pre-K -G12)
- 🌸 Speech and Language Pathologist (PreK-G12)
- 🌸 Occupational Therapy (PreK-G8)
- 🌸 School Counselors (PreK-G12)
- 🌸 English as Additional Language Specialists (G1-G12)
- 🌸 High Ability Program Coordinator (Service G3-12 / Resource PreK-2)
- 🌸 All Content Area Teachers (EC3-G12)

* To best support individuals, ASB also collaborates with outside services agencies and partners with parents in sourcing outside services.

4.8.3. High Ability Program

ASB provides a system of support for highly able students, using a flexible approach based on individual student needs and interests. Students served by this program are those who, through multiple data points, have shown the potential of working well above grade level in one or more performance areas.

- 🌸 Differentiated opportunities for learning corresponding to student's particular abilities and talents.
- 🌸 Alternative learning environments in which students can acquire skills and understanding at advanced ideological and creative levels commensurate with their potential.
- 🌸 Group-based activities focused on cultivating abstract, non-linear, and reflective thinking.
- 🌸 Expansion of student awareness regarding individualized pathways.
- 🌸 Intentional activities that help students develop self-awareness, realistic, healthy self-concepts and sensitivity and responsibility to others.

4.9. Integrated Technology

ASB believes in an integrated technology model, where your learning will be enhanced through the use of various platforms, software and hardware. Our philosophy is that the curriculum and learning opportunities should drive the use of technology, and not the other way around. Beginning with our youngest students, who have opportunities to use iPads and programmable robots to our high schoolers who have their own device, and are able to use a wide range of specialized technological devices such as: virtual reality headsets, cameras, and powerful design rigs.



Every ASB student will, over the course of their time at our school, develop their ability to communicate and create using technological platforms. Your classes and teachers will immerse you in a technology rich environment and enable you to leverage these resources to pursue your passions and enhance the lives of others.

Links to all platforms can be found on the ASB [Parent](#) and [Student](#) Portals.

4.9.1. Bring your own device (BYOD)

All students in the Secondary School are required to bring any laptop that meets the [minimum specifications](#) listed in this document.

4.9.2. Schoology

Schoology is ASB's learning management system (LMS). This is a virtual extension of the physical classroom space and contains lesson summaries, digital resources, and assignments. Students and parents can find grades posted on Schoology.

- ✦ Grades 3 - 12
- ✦ High School daily news - The Daily Beat
- ✦ Middle School daily news - Magic in the Middle
- ✦ Each course/subject has own section
- ✦ Find course outlines, assessment information, homework

4.9.3. Veracross Student and Parent Portals

ASB's Student and Parent Portals are your one-stop-shop password protected information hubs. Attendance, student schedules, conference appointments, and co-curricular activity (CCA) registration are completed through our Parent and Student portals. Additionally, all-community and divisional communications are found in Veracross, and report cards are sent out through the platform.

- ✦ Parent Portal access for parents/guardians
- ✦ Student Portal access for students Grades 6 - 12
- ✦ Check class schedules
- ✦ Check grades and reports
- ✦ Sign up for After School Activities (ASAs) and Dream Catchers
- ✦ School calendar and directory
- ✦ Course Registration
- ✦ Parent Teacher Conference Sign Ups
- ✦ Friday Flash weekly community email communication
- ✦ Family Profile Update



- 🌿 Policy Consent Forms
- 🌿 Information Commons Subscriptions
- 🌿 Student Handbook and Program of Studies

4.9.4. Google Drive

Student projects, essays, assessments, and other assignments are created and housed in a dedicated Google Drive account.

- 🌿 ASB's primary platform for document management and sharing

4.9.5. Microsoft Outlook

ASB's email communication platform

- 🌿 All students receive an @asbindia.org email
- 🌿 Manage personal calendars

4.9.6. ManageBac

ManageBac is an online learning platform which helps IB World Schools manage their IB curriculum. ASB uses ManageBac to manage student CAS (Creativity, Activity, & Service) portfolios, Theory of Knowledge coursework, and extended essays.

- 🌿 Grades 11 & 12

4.9.7. Maia Learning

Maia Learning is an online platform supporting university and career planning that helps student screen, organize, track, and submit applications.

- 🌿 Grade 9-12 (College applications)
- 🌿 Aptitude and strength assessments
- 🌿 Access worldwide University data to inform decisions



4.10. Homework

4.10.1. Middle School Homework Guidelines

Homework enables students to learn through further practice and application of the material, develop independent study habits, enable students to complete assignments, and preview new units of study.

Grade 6: An average of 45 minutes per day.

Grade 7: An average of 1 hours per day.

Grade 8: An average of 1.5 hours per day.

- ✦ Homework will not be given over long holiday weekends (more than three days) or over school vacations.
- ✦ Tests will not be given, nor long-term assignments due, on the first day of school after a long holiday weekend or school vacation.
- ✦ Teachers will collaborate together so that students do not have more than two major assessments on any given day.
- ✦ Students are always encouraged to read for fun.
- ✦ Homework should be completed on time and on the very night that it is assigned.
- ✦ Students should expect regular homework assignments from most teachers, and they should ask if they are not sure about what is expected of them.

Taking advantage of the Homework Club and seeking extra help are key strategies if a student is unclear about concepts or assignments. The homework guidelines are based on the assumption that students strive to be organized. Reviewing for major assessments and working on long-term papers or projects should be paced to avoid doing last-minute work.

If students are absent, they should make every effort to obtain and complete missed assignments.

4.10.2. High School Homework Guidelines

Appropriate and meaningful homework is one of many instructional strategies that guarantee student learning and success. Homework is given for many reasons in High School:

- ✦ 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.

1. Grades 9-12 can expect on average 2 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 Schoology.
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.

4.10.3. Missed Assignment Deadlines in the High School

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.

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). There are, however, consequences for turning in late work.

Late Work Consequences (in one Semester) may include but are not limited to:

First Offences are at the discretion of the teacher

- ✦ 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
- ✦ Possible 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.
- ✦ Loss of flex block and/or mandatory before or after school sessions until work is completed

***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.

4.10.4. Planned / Extended Absence for School Reasons

If a student is absent on a school trip such as for SAISA, ASIAC 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.

4.10.5. 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.



4.11. Assessment and Grading

4.11.1. Principles of Assessment

Assessment at ASB reflects the school's values of inclusion, challenge, and success. Assessment:

Provides opportunities for all students to be challenged through such strategies as:

- ✦ open-ended tasks
- ✦ complex contextual tasks

Ensures all students are included through such strategies as:

- ✦ providing multiple ways to demonstrate understanding, with choices of task where appropriate
- ✦ scaffolding at different level based on pre assessment
- ✦ promotes success through such strategies as:
- ✦ use of feedback with opportunities to act on the feedback
- ✦ opportunities for resubmission where appropriate
- ✦ use of clear criteria and exemplars

Generates formative feedback

- ✦ uses common criteria which are made available to students in advance
- ✦ makes use of peer- and self-assessment based on criteria and exemplars
- ✦ provides exemplars of what 'good' looks like
- ✦ provides opportunities for students to reflect on products, processes and self-regulation
- ✦ provides opportunities for students to act on feedback

Allows students to demonstrate understanding

- ✦ provides opportunities for students to apply skills and knowledge in context where possible
- ✦ provides opportunities for students to demonstrate the six facets of understanding (explain, interpret, apply, empathy, perspective, self-knowledge)


Promotes increasingly independent learning


- ✦ provides students with the tools and support to self-assess and set goals for future learning and improvement

Is fair

- ✦ utilizes a variety of assessment strategies
- ✦ is consistent and compatible with the taught curriculum
- ✦ uses strategies and criteria that are known and understood by all students
- ✦ represents a manageable workload for teachers and students





 separates achievement from other factors such as effort or behavior so that it is clear what is being assessed

4.11.2. Reporting on Learning

At ASB, teachers maintain grade books online, which can be viewed by students and parents at any time on Schoology (please refer to the Integrated Technology section in this Handbook for further details and how to access). Students and parents have access to Schoology 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 Schoology to report student assignments and marks. Teachers regularly update their grade books. Students should use Schoology to check progress. Parents should use Schoology to keep informed on student progress and to encourage and support students.

Schoology 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.

4.11.3. Middle School Grade Scale

Exceeding the Standard (EX)

Assessment evidence has been collected this reporting period demonstrating work that exemplifies this grade level standard.

Meeting the Standard (ME)

Assessment evidence has been collected this reporting period that demonstrates this student has met the standard for this grade level.

Approaching the Standard (AP)

Assessment evidence has been collected this reporting period that demonstrates this student is approaching the standard for this grade level.

Beginning to Meet the Standard (BE)

Assessment evidence has been collected this reporting period that demonstrates this student has not met the standard for this grade level.

Incomplete Evidence (IN)

The teacher has insufficient or incomplete evidence and is unable to determine if the standard has been met.



4.11.4. High School Grade Scale

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.

High School Grade Descriptors

Grade 7 - Excellent

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

Grade 6 - Very Good

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.

Grade 5 - Good

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.

Grade 4 - Satisfactory

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.

Grade 3 - Needs Improvement

Some understanding of the required content with the ability to apply the knowledge and skills at times. Beginning evidence of analysis, synthesis, and evaluation.

Grade 2 - Failing (No Credit)

Limited understanding of the required content, with minimal ability to apply knowledge and skills.



Grade 1 - Serious Concern (No Credit)

Minimal understanding of the required content.

*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:

4 - Excellent 3 - Good 2 - Adequate 1 - Limited

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.



4.11.5. Reporting

The Secondary School follows the a reporting cycle throughout each school year, as follows:

Mid-Semester 1 and 2: Student Involved Conferences

Parents are invited to meet with their child's teachers to discuss the progress of the student so far in the school year. There is also opportunity to meet with the counselor. Teachers share evidence of progress and strategies forward.

End of Each Semester: Written Report Comments

Formal written reports are published on Veracross. These include an overall achievement grade along with assessment of performance in the different subject criteria and ATLs. A written comment is included outlining progress, challenges and next steps.

4.11.6. Standardized Assessments

At ASB we use a range of standardized assessment tools to help plan for learning and to measure progress made. Teachers use this information alongside the many other ways they collect data about children's learning.

In grades 6 to 9 we use the MAP assessment. The MAP assessment is adaptive: test questions change based on students' responses so that specific areas of strength and growth can be identified. At ASB, teachers use the results of these assessments to inform and guide their instruction. The MAP test is one piece of the assessment data we use to learn more about our students.

4.11.7. Alternative Grading

Report cards may also use the following abbreviations to discuss the circumstances of a particular student's learning experience.

MD

This child's curriculum has been modified to allow the child to demonstrate success. Students with a modified curriculum are generally receiving learning support. The report card comments should adequately explain modifications and how the child has met the adjusted expectations.

NE

To be eligible for a "New to English" (NE) grade, a student must be a "beginner" on the WIDA testing scale in their first semester at ASB. "New to English" grades may also be assigned at the



discretion of the Associate Principal or Principal. NE indicates that the child has had modified curriculum and/or assessment experiences. EAL students who are in the Intermediate or Advanced range may have accommodations made so that they can demonstrate their understanding, but they will be assessed against the regular standards and benchmarks at that grade level.

In High School, 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.

Grade Eligibility

P - Pass

To be eligible for a "Pass" (P) grade, a student must have received significant modifications on various assessments such that a 1-7 or standards based 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 – No Grade

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 - Incomplete

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 "I" 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.

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.



4.11.8. Final Exams (High School)

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.

4.11.9. Academic Probation

Middle School

If a student earns "Beginning to Meet the Standard" in two or more subjects in any semester, they may be placed on academic probation until such time as their performance improves. After consultation with teachers, parents and activity sponsors, the Associate Principal or Principal may decide that the student may not participate in extracurricular activities, social events or travel to sports tournaments. Students on academic probation may be required to attend Homework Club for additional support.

High School

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.



4.12. Academic Integrity & Avoiding Plagiarism

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.

4.12.1. 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.

4.12.2. 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.

4.12.3. Fabrication

- ✦ Making up information and presenting it as fact.

4.12.4. 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 to 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.

4.12.5. Academic Responsibility 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!

4.12.6. Academic 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

4.12.7. Academic Responsibility 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



4.12.8. Support Measures for Maintaining Academic Integrity

- ✦ 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

4.12.9. Consequences for Breaching Academic Integrity Standards

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.

A possible set of consequences would be:

The **First Incident** will be dealt with at the teacher level and reported to parents as well as the Associate Principal or Principal. This is considered a “teachable moment” where the teacher will work with the student to help them recover from their mistake, and learn the content and skills of their subject area.

The **Second Incident** will result in a conference with student, teacher, parent, and Associate Principal or Principal. This conference will determine the consequences and supports that need to be put into place to help the student correct the misbehavior and avoid future instances of academic integrity.

The **Third Incident** will result in the student not earning a grade for the plagiarized work, Values Learning plan, and a letter will be placed in the student file. Future incidents could result in suspension and/or expulsion.



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.

4.13. Student Recognition

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.

4.13.1. 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.

4.13.2. 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.

4.13.3. 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.





5. School Attendance, Routines & Expectations

5.1. School Attendance

Students are expected to attend school every school day. Simply being present is one of the best predictors of success in school. We can best help educate students when each student meets this expectation. Parental contact is required when a student will be absent from school.

We understand that all students occasionally miss school due to illness, co-curricular participation, or family emergencies. We will work with families to balance these absences with the value of the student being present in the classroom.

5.2. Absence Procedures

5.2.1. Absences

Notify the divisional executive assistant before 8:30 am on the day of an unplanned absence.

If the school has not been notified by then, every effort will be made to call the parents for confirmation of absence. Absences due to reasons other than illness or family emergencies are discouraged. If a student is absent five times in a semester for health related reasons, the school will seek a clear understanding



of health concerns through school-home communication. After the eighth absence in a semester, a meeting will be convened with the student, parent or guardian and the Associate Principal or Principal or Counselor to assure on-going support for the student's health concerns.

5.2.2. 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.

5.2.3. Absences at School

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.

5.2.4. Attendance Guidelines

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 absences are included in the six (6) class limit including missing school for co-curricular activities. Individual cases will be reviewed by the administration to determine if credit will be granted. 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 their recuperation. The SSP will be devised so that the student will be able to keep up with their class work by completing the plan. Additionally, the school is aware that visa situations can disrupt schedules and this will be taken into consideration on an as needed basis.



A grade of “incomplete” may be awarded to a student temporarily to allow time for work to be made up.

5.2.5. 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.

5.2.6. Planned / Extended Absence for School Reasons

If a student is absent on a school trip such as for SAISA, ASIAC 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.

5.2.7. Participation in Co-Curricular 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.

5.2.8. Getting Missed Work

Schoology is the most reliable source for families to keep up with assignments in each of their classes. In addition, students should also email their teachers to ensure that they get the most up-to-date information. Students may contact a peer to get any important notes and assignments from classes missed. Parents may email teachers directly.

5.2.9. 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)

5.2.10. 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 Secondary School Office to exit the premises. Students who depart early due to health concerns must see the school nurse. The nurse will contact/notify the Secondary School Office and contact parents prior to departure. A pass to exit the premises can be received from the health office or the Secondary School 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.

5.2.11. 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 Secondary 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 Secondary School Principal.

5.2.12. Planned/Extended Absence for Family Reasons

We discourage students from taking leave from school during the academic period. Learning opportunities in the classroom are often difficult or impossible to make up due to the collaborative and/or performance nature of the work students are involved in to demonstrate their learning.

Students are encouraged to make use of the holiday periods to take part in other activities outside of school. We do understand that in an international community a family may decide that a particularly important occasion takes precedence over attendance at school.

In these events, teachers will do their best to keep students informed of the work that is going on in class so that the child may complete it independently. If students plan to be away for a day or two, they must inform their divisional School Office in advance and contact their teachers for their assignments.

For all absences, parents need to fill out a planned "Absence form" in advance before the intended absence. It is at the teacher's discretion to provide homework in advance. However, students are responsible for checking Schoology and communicating with their teachers about assignments and completing all work they have missed.

5.2.13. Planned/Extended Absence for School Reasons

If a child is absent on a school trip such as ASIAC, they are encouraged to plan ahead so that they are able to keep up with their homework. A child will have an additional day to complete the homework for each day they are absent. A child on academic probation may not be eligible to attend a school trip.



5.2.14. Extended Absence Due to Illness/Emergency

Parents will notify the MS office when an absence due to illness or emergency will prolong a student's return to school. Teachers will make every reasonable effort to provide learning materials, assignments and assessments to students faced with this challenge.

A student's assessments and proficiency results may be adjusted at the teacher and Principal's discretion to reflect what the student was reasonably able to accomplish.

5.2.15. Student participation in Co-Curricular Activities if Absent

ASB Middle School students are not permitted to participate in or attend a Middle School activity on a day they are absent from school. In order to participate in an activity, Middle School students must be present all day or, if late to school, should arrive by 12:15pm on the day of participation.

If a student cannot participate in PE, he/she should not participate in after school athletics. The only exceptions to this procedure can be made by the divisional Principal. Absent students should not contact any other students during the school day by phone, SMS, email or any other electronic means. All messages to the school should come through the divisional School Office by 9:00am.

5.2.16. School Trip Late Arrivals

Students arriving in Mumbai or at the Mumbai airport after 10:00pm as part of a school-related trip/flight are excused from class for the following 10 hours after arrival.

Student-athletes are not excused from class the day after a tournament and are expected to attend class after this excused period of 10 hours. As on other occasions, student athletes are responsible for their transportation to and from school.

5.2.17. Tardiness

Beginning school and classes on time is essential to guarantee to each student full access to all of the educational opportunities that ASB has to offer. Students are expected to arrive at school and to be in class on time. Five minutes before class starts,



students should be heading to class so that they are in their seats and ready to learn at the start of class. When arriving late in the morning, students are expected to have a note from parents, and report to the divisional School Office for a tardy pass so that we may remove their name from the absentee list.

At all other times of the day, teachers will report tardiness to their divisional School Office. When a student is frequently tardy to school or class(es), there is a series of progressive consequences for these choices, as follows:

- ✦ A discussion between the student and the Associate Principal about their tardiness and strategies to get to class on time
- ✦ A call or email home to parents to discuss the tardiness and strategies to get to class on time • a lunch time reflection session with the Associate Principal
- ✦ A conference with parents, the student, and the Associate Principal to create a behavior plan concerning tardiness.

5.3. School Routines & Expectations

5.3.1. Campus Hours

- ✦ During normal operations, the Secondary Campus is open from 6:00am – 5:15pm daily.
- ✦ Students may arrive on campus from 8:00am each week day, for an 8:30am class start time.
- ✦ Students may arrive at school from 6:00am only if they have an approved before school activity that is part of ASB's scheduled Co-Curricular Activities Program (CCAs).
- ✦ 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 iCommons.
 - ✦ 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 15 minutes of the conclusion of any activities.
- ✦ One afternoon each week is reserved for faculty meetings and there will be no supervised activities at the school on that day.



5.3.2. School Buses

Our buses operate for your safety and convenience. Please familiarize yourself with the bus schedule at the beginning of the school year. In order to ensure the smooth running of our transportation schedule, we rely on your support and cooperation. Please stay familiar with ASBs School Bus Handbook. ASBs school vehicles are extensions of the ASB campus. All expectations, unless otherwise noted, apply to school transport as well. Please review and abide by the general guidelines below for bus riding.

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. Be on time for the bus. Wait at designated spots and off roadways for the bus. Board the bus by taking turns. Take a seat immediately once you have boarded the bus. Use a seat belt once seated. Stay seated at all times with head and arms inside the bus at all times. Be courteous at all times to the driver, attendant, your ASB peers and all passers-by outside of the bus. When exiting the bus at your drop-off point, be safety-conscious about traffic and obey all local street-crossing.

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.

5.3.3. Elevator Use

ASB's elevator is reserved for use by guests and by staff to transport food and supplies throughout the school. Students should use the stairs unless they have a permit from the Health Clinic, music teachers, or explicit permission from the secondary school office, Associate Principal, or Principal. This is always in effect including before and after school.

5.3.4. Lunchtime

During lunchtime, students may:

- ✦ Use the indoor and outdoor supervised spaces according to ASB OCC and MPH Free time expectations described on posters in those locations.
- ✦ Eat and talk in the cafeteria or other commons areas.
- ✦ Work with a teacher and/or other students in a supervised classroom.
- ✦ Visit the iCommons.

We encourage students to eat, refresh, socialize and have fun during this time.



5.3.5. Multi-Purpose Hall (MPH) / Outside Covered Court (OCC) Expectations

- ✦ Overriding principle “group and individual safety” Be this physical or emotional.
- ✦ Follow instructions and be respectful of the supervisor and your classmates.
- ✦ Respect the equipment and put it away after use.
- ✦ Follow the sports schedule.
- ✦ Wear appropriate shoes (Close toed footwear).
- ✦ Food and Drink free environment.

Times allowed

- ✦ 8am to 8:20am
- ✦ Lunch break (15 minutes after the start of the lunch break)

5.3.6. Food / Snacks

Food and drink are permitted in the building, however, we are a nut aware school. Snacks can be consumed during breaks in the cafeteria, commons and supervised classrooms. Snacking in the commons and classrooms is a privilege given to our students, and it is the responsibility of every student to maintain hygiene/ cleanliness within the school premises.

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 their divisional School Office. This includes deliveries before or after school.

5.3.7. Use of Locker Rooms and Washrooms

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 lunch. All bags should be taken out of the locker room immediately following PE class and/or sports practices and stored elsewhere.

5.3.8. Lost Property

If students find something, it must be turned in immediately to their divisional School Office. If students are missing something, they should check the place it was last seen then check with their divisional School Office.



5.3.9. Cell Phone Use/Telephone Calls

Middle School

If a student chooses to bring their cell phone to school, it must be kept in the student's backpack or locker during the school day from arrival time to 3:30pm, unless a teacher allows the student to use it for classwork. Students may come to the MS Office if they need to make a phone call. If a student is unwell then they must call their parent from the Health Office. For other uses of smartphones, please see the responsible use policy.

High School

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. If a student is unwell then they must call their parent from the Health Office. Students may not use their laptop or mobile device during their lunch break unless under teacher supervision.

5.3.10. Headphones/Personal - Entertainment Devices

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.

5.4. Clothing Guidelines

At ASB, we value both self-expression and our identity as part of a diverse, equitable and inclusive community. Our clothing guidelines therefore allow for individual expression as much as possible, and individuals retain the right to wear clothing of their own choice.

In order to balance self-expression with mutual trust and respect, individuals are asked to actively consider the larger ASB Community when making decisions about clothing and the community is expected to act as active upstanders in promoting, ensuring and—where required—restoring alignment with our core values. References to images, icons, slogans, brands, etc. that are in direct conflict with ASB's Code of Conduct and/or Core Values or clothing that proves disruptive to the learning environment—even in jest—are not permissible (e.g. drugs, alcohol,



firearms, hate speech, othering, mature content not appropriate for a secondary school setting, etc.). Shoes are required at all times, and there may be additional course-specific clothing expectations (e.g. appropriate clothing for Physical Education classes) that will be clearly communicated.

While our clothing guidelines are values-driven rather than rules-governed, in cases of clear breaches of ASB's Clothing Guidelines the administration will take direct action with dignity and confidentiality. Clothing will need to be changed or thoroughly covered (e.g. a pull-over sweatshirt that will not reveal inappropriate material) before school activity may continue. More general respect and sensitivity for the community will be an upstanding communal responsibility where any member of the community is encouraged to share concerns directly. In cases of continued conflict or misunderstanding or for further support, concerns should be brought to administration or counselors for continued mediation.

On matters of dress and in cases of conflict, the administration's judgment is final.

5.4.1. PE Clothing

Middle School

Students must come to school on PE days with their PE uniform and wear the uniform during PE class only. Students are encouraged to shower after PE classes for health reasons and out of courtesy to others.

High School

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.





6. Beyond The Classroom: Student Life and Activities

At the American School of Bombay, we believe in offering our students a limitless education, where they can explore their passions beyond the classroom. Our co-curricular programs are central to our educational philosophy.


Through a rich program of creative pursuits, sports, technology, and service, we empower our students with the skills, courage, optimism, and integrity to pursue their dreams and enhance the lives of others.

6.1. ASB Athletics & Activities

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.

6.2. Co-Curricular Activities Program (CCAs)

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.

6.3. Middle School: American School in India Activities Conference (ASIAC)

ASIAC allows open access to every student regardless of ability. Students may remain in the activity so long as they maintain an adequate level of commitment through participation. Due to the seasons being so short, attendance is important. If a student needs to miss a practice, they must inform their coach prior to the absence unless there is an illness or emergency. An extended amount of absences during a season will render a student ineligible for the travel team.

The seasons last for 7-9 weeks and practices are 3 times a week. During this time an intramural tournament will be held to assist the coaches in their selection of a travelling squad. Volleyball, soccer and basketball coaches will select two equally balanced squads, the Eagles and Bombay teams, to represent ASB at the ASIAC tournament. ASB either hosts an ASIAC tournament or our teams travel to other ASIAC participating schools. All students participating in the ASIAC program are expected to host visiting athletes as part of our reciprocal housing agreement.



6.4. High School: South Asia Inter-School Association (SAISA) Sport

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.

6.5. Field Trips and School Events

Field trips and events are a part of many school programs. Parents are expected to sign a general release form for all CSR and other school field trips at the beginning of the year. Parents will be informed about each field trip and event, as well as be provided with the contact details of the teacher-in-charge. Parents and students are encouraged to speak with the teacher about upcoming field trips and events should they have any questions.





7. Student Code of Conduct

7.1. Student Rights & Responsibilities

Each student is entitled to the rights described below without consideration of age, ethnicity, nationality, gender or gender identity, religion, political viewpoints, physical challenges, or sexual orientation.

We understand that rights are also responsibilities, and they will never be used to interfere with the rights or learning of others. Student rights and responsibilities can be found in the Student [Rights and Responsibilities Board Policy](#). They are phrased here in developmentally appropriate language for students.

7.1.1. Student Rights

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.
- ✦ Hold opinions without fear of interference and express opinions for consideration.
- ✦ Seek, receive, and impart information and ideas.
- ✦ Assemble and associate peacefully.



Safe Environment

ASB students have the right to:

- 🌸 Safe and clean school facilities.
- 🌸 Personal safety and the safety of property.
- 🌸 Freedom from physical, emotional, psychological and verbal harassment or bullying.

Education

ASB students have the right to:

- 🌸 Mutual trust and respect.
- 🌸 Support and guidance from adults in our community.
- 🌸 A meaningful education, which supports the Mission and Core Values of ASB.
- 🌸 A relevant and dynamic curriculum.
- 🌸 Confidentiality and discretion in all personal matters.
- 🌸 Freedom to inspect and review their own academic records and seek correction where a record is believed to be inaccurate, misleading or in violation of their privacy or other rights.

7.1.2. Student Responsibilities

Our mission and values emphasize among other things curiosity, self-motivation, compassion, kindness and integrity. One of our key core values is that people are responsible for the choices they make.

Our system of expectations and consequences supports and reflects this value. While each of us will strive to meet our mutual expectations, we also understand that there are times when choices are made that are contrary to those expectations. If a student makes a choice contrary to our expectations, certain consequences will result. These choices may involve one or several of the following expectations.

Being Safe

ASB students are expected to:

- 🌸 Walk 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 (tobacco/drug/alcohol) use.
- 🌸 Follow directions and remain calm during emergencies and emergency drills.
- 🌸 Remain on campus during school hours and during the hours of organized school activities.



Being 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 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 to organized activities.
- ✦ Protect and cherish their own property, the property of the school and of others.
- ✦ Back up their work regularly to respect all of their efforts.

Being 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.
- ✦ Leave the property of others alone.
- ✦ Abide by the expectations of ASB's academic integrity policy.

Being 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.
- ✦ Use positive and supportive comments.

Being a Learner

ASB students are expected to:

- ✦ Be an active learner.
- ✦ Engage actively in class activities.
- ✦ Complete all work in a timely manner – homework should be completed by the date due.
- ✦ Inquire – ask questions.
- ✦ Support other students in their quest to learn.

7.2. Student Behaviour and Expectations

7.2.1. 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.

7.2.2. Harassment and Bullying

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 own behavior, to exercise self-discipline, and to refrain from behavior that interferes with other student's right to learn or endangers the health or well-being of others. ASB will not tolerate harassment or bullying.

It is acknowledged that bullying and/or harassment cause distress and fear. Individual children have different levels of tolerance, and all students need to understand this and the effect their behavior may have on others' well-being. It is also recognized that while the victim's safety and well-being are paramount, many children who engage in bullying may themselves have emotional or psychological concerns which may need to be addressed by their parents and the school.

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 or comments, on a one-time or repeated basis, which demeans, belittles, or causes humiliation or embarrassment, and includes harassment based on grounds of discrimination which are prohibited - race, national or ethnic origin, color, religion, age, gender, marital status, sexual orientation, physical appearance or disability.

Bullying is a form of harassment. It is improper behavior by one or more students directed at another student, is offensive, and interferes with the student's well-being. It includes teasing, name-calling, threats, unwanted physical contact, or violence, often on a repeated basis, which demeans, belittles, humiliates, or frightens the other student. 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, either during or after school hours) may be used for harassment. All forms of harassment in cyberspace, or cyberbullying are unacceptable. Cyberbullying 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 any form of social media.



7.2.3. 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.

7.2.4. Alcohol and 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.

7.2.5. 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.

7.2.6. Destruction of Property and Vandalism

Students will be charged for all school property lost or wilfully damaged. Intentional destruction or misuse of school property is a significant violation of community values and school rules.

7.2.7. 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. Use locks 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.



7.2.8. Violent Behavior and 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.

7.2.9. 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.

7.3. Additional Expectations for Juniors & Seniors

7.3.1. Driving To School

Students are not permitted to drive to school.

7.3.2. Flex Block

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.

7.3.3. 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.



7.3.4. Flex During 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 upon arrival for attendance.

7.3.5. Facility Usage During Flex

Juniors and Seniors will use the following facilities as they need them:

- 🌸 Cafeteria
- 🌸 Learning commons
- 🌸 Study rooms
- 🌸 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 iCommons:** The iCommons can be used during most Flex periods; students will need to adhere to the iCommons rules. These include keeping the area tidy, studying quietly and working collaboratively while respecting the purpose and atmosphere of the learning commons.
- 🌸 **Use of Weight Room:** The weight room may only be used under the following conditions: when there are no PE classes in progress, when there is an adult 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.



7.4. ASB Co-Curricular Travel Code of Conduct

These rules are in effect for the duration of all Co-Curricular travel events. Examples include SAISA, ASIAC, 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.
2. 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
3. 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.
4. 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.
5. 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.
6. 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.



7. 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.
8. 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.
9. No piercings or tattoos can be added during a trip.
10. 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.
11. 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.
12. 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.
13. 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.

14. 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.

7.5. Responsible Use of Technology

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

7.5.1. 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.

7.5.2. 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. Laptops, iPads, 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

- Students 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.
- Students are responsible for taking care of audio/visual equipment in their possession.
- Students 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 backed up 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.


7.5.3. 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.



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- ✦ 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 guidelines regarding use of the laptop and Outlook in class. Those guidelines should be respected at all times.



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- ✦ 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.

7.5.4. 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.

7.5.5. 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.

- ✦ 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.





8. Disciplinary Procedures

8.1. Restorative Practices

Our disciplinary procedures have been inspired by the work of Alfie Kohn and our goal is for students to reason through their actions, take ownership for what they have done, and then work towards restorative justice. Therefore, when students break rules, we take them through a process that involves them articulating how their actions violated our core values, and they then create a reflection and (possibly) a values learning plan explaining how they will make amends and ensure that restorative justice happens.

The student will complete this plan with the help and supervision of some or all of the following people: the Associate Principal or Principal, the counselor, the student's advisor, and/or a teacher of the student's choice. The list below represents some possible actions that would occur as part of a Values Learning Plan.



8.2. The Restorative Practices Process

Depending on the nature and the gravity of the choice and the age of the student, any or all of the following may result:

- 🌟 Warning to the student
- 🌟 Student will be asked to change into appropriate attire or provided with a PE uniform

- ✦ Lunch or after school suspension
- ✦ Completion of a Student Reflection Form
- ✦ Values Learning Plan (defined below)
- ✦ Email or call to the student's parent(s) or legal guardian(s)
- ✦ Counseling of the student involved
- ✦ Parent/Student/Associate Principal/Principal conference
- ✦ Disciplinary Probation (defined below)

8.3. 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 conflict with the community's core values. The school intends to educate students, so they make thoughtful decisions and consider the consequences of their actions to themselves and the community.

When behaviors conflict with the core values, we will work with students to allow them 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.

8.3.1. 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 the 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.

8.3.2. Guidelines for Behavior that Conflicts with ASB Core Values

We believe that consequences for misbehavior need to be fair to help students develop self-discipline and personal responsibility. 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 the expectation
- ✦ Discuss strategies for improvement
- ✦ Stay after class during break/ flex
- ✦ Email parent
- ✦ Report if necessary to Associate Principal

Behavior that is disrespectful (or repeated behaviors above) includes behavior which disrupts 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



8.3.3. Serious Offenses (or repeated behavior)

These include behaviors which are considered to violate the rights of others and/or are considered dangerous:

- ✦ Violence toward self, others or property
- ✦ Vandalism and destruction of school property
- ✦ 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 paraphernalia), 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.



8.3.4. 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.

8.3.5. Taking a Break from the Community

Taking a break from the community (suspension) is the removal of a student from the class and other school activities, and it may be in or out of school. The student is responsible, during the period of suspension, for obtaining and completing the assignments given during the period of absence from class.

8.3.6. Permanent Exclusion

Permanent exclusion (expulsion) is the permanent removal of a student from ASB, with no refund of tuition or fees to the family. Decisions regarding probation and suspension are made by the Principal. Appeals against such decisions may be made to the Head of School per Board policy.





9. Health, Family Involvement, and Arrangements

9.1. Health Office

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.

There are times where the Health Office will require specific health protocols to be followed, for the safety of our community in response to government and CDC recommendations. This may include, but is not limited to, mask wearing, physical distancing, and regular testing. Where testing is required, the Health Office may undertake student testing on campus, as set out in agreed school health protocols.

The Health Office is staffed by qualified, experienced nurses. We have a paediatrician and a physician on campus one day per week. They are also available on an as-needed basis through the health office to coordinate healthcare.

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 diarrhoea that they do not return to school until 24 hours after they are well.

Please contact us by email ssnurse@asbindia.org

Students who become ill during the day may seek teacher permission or advice to visit the nurse's office. If the nurse determines that the student is too ill to remain at school, he/she will contact the parents to inform them of the situation and to arrange transportation for the child. Students should not arrange to leave school for health reasons without first talking with a healthcare professional at the school.

9.2. Air Quality

ASB is committed to providing a safe environment for its students, and in Mumbai, India, this means monitoring the air quality both inside and outside the buildings regularly. We utilize the EPA (Environmental Protection Agency), the US Consulate, and Mumbai Pollution Authority tools to make informed decisions about air quality.

Thankfully, ASB's endeavor to provide optimum air quality for students is something we have been committed to for some time. During COVID-19 restrictions, ensuring our classrooms are ventilated and our air quality is safe, is vital.

ASB purifies indoor air by three-stage HEPA filtration, monitoring indoor air quality with real-time sensors. Our play areas and recreational spaces, including our swimming pools, have been enclosed and fitted with HEPA filtration. ASB also has more than 50,000 live indoor plants, including green walls, which contribute to the most optimal indoor air quality within the school campuses.

We measure and monitor the AQI (Air Quality Index) using the published US Consulate AQI readings every hour when students are participating in school or other on campus activities, or when they are involved in activities in the wider Mumbai area. These readings inform our decisions about when outdoor activities need to be modified or cancelled. On days when AQI readings exceed 200 for Elementary students, and 250 for all



other students, there are no outdoor activities. If AQI levels are between 201 and 250, the ASB PE and/or Athletics Department on the Secondary Campus modifies outdoor activities in order to keep heart-rates and respiration-rates low, while still providing instruction and movement opportunities for our students.

9.3. Parent Involvement

We recognize parents' role as our partners in the education of the children in our care. We strive to create an environment where parents feel welcome and valued and where a high level of trust exists between school and home. Throughout their education, it is crucial that children see their parents and teachers in mutually respectful, supportive roles.

There are a variety of whole school community events, (such as Incredible India, Halloween, Tree Lighting Ceremony, Festival of Nations, Art's Festival), Elementary School learning and community celebrations (ES Sports Day), Middle School events, and High School events, that are published in the school calendar and will also be highlighted in our weekly communication with parents.

9.3.1. Parent Teacher Association (PTA)

The Parent Teacher Association Executive Board is elected from and by the parent community, and is responsible for promoting and advancing the mission and core values of ASB.

The PTA utilizes the skills, courage, and optimism of the parent body to support ASB students in pursuit of their dreams, and enriching the community spirit of the school. The PTA supports the ASB community in transitioning to the host country. Information about PTA nominations and elections is shared throughout the year.

9.3.2. Grade Level Representatives (GLRs)

One parent from each grade is designated to act as the grade level representative. The Grade Representatives are an important group with which the Principals can share information and get feedback about new initiatives. As strong supporters of each of the divisions, Grade Reps are also a conduit of information between parents and the divisional Leadership Teams.

Grade Reps will be introduced to parents at the Open House event for each grade. Grade Reps should attend Parent Coffee mornings



throughout the year. Our goals are to develop community and enhance communication with families. Information about GLR nominations is shared throughout the year.

9.3.3. Parent Workshops & Education Sessions

Over the course of the school year, there will be several occasions for parents to come into school to attend workshops and information sessions on different aspects of education. The goal is to gain a better understanding of current practices and also give parents strategies to support their children at home.

9.3.4. Volunteers

Adults are encouraged to volunteer by attending field trips, presenting an activity, reading a story, or sharing a special talent or interest that is aligned with the grade level units of study and curriculum. Grade level teachers will inform you of upcoming opportunities.

9.4. Parent Communications

All parents receive our regular school email communications, Friday Flash, every Friday afternoon when school is in session. Friday Flash is not sent during breaks or on holiday days. All information regarding school routines and protocols, events and activities, and important announcements are included in these communications and parents are required to read them each week.

From time to time, other email communications may be sent to parents from the Head of School, Deputy Head of School, Divisional Principals, Associate Principals, teachers and other staff. Please ensure you regularly check your emails for any school communication.

Our Parent Portal is a secure website which hosts all key parent information, copies of our weekly communications, the school calendar, directories, and all required forms. It is recommended that parents check the Parent Portal weekly.

Parents will also be automatically added to our Grade Level WhatsApp groups. These groups are managed by our Community Relations team, and timely and important information is communicated via these groups.



9.5. Temporary Guardianship

From time to time, it may be necessary for parents to travel while their child(ren) remain in Mumbai. Parents should complete the Temporary Guardianship form on Veracross and inform the school if this is the case and must complete the temporary guardianship form and notify the divisional School Office as to the identity of the person who will be legally responsible for the safety and care of their child if both parents will be out of town.

9.6. Student Visitors

If a student has a guest/friend who would like to spend a day at ASB, we welcome the opportunity to share our school. Please let the divisional School Office know of this plan at least one week in advance by completing the form on Veracross. The guest should expect to participate in classes as a student.

The host should be sure that the guest knows our general expectations of students. The host should check in at the office on the day(s) of the visit. The host should also introduce the guest to each teacher before class begins. The host and guest must stay together throughout the day.

Guests may visit for one school day only. Returning student guests may spend two days at the school. Please note that during the first two weeks of school we cannot accommodate guests in our classes as the establishment of routines and relationships with current students takes precedence.

9.7. Withdrawal Procedures

[Please refer to our withdrawal procedures here.](#)



