

The American School in London

MISSION STATEMENT

The American School in London empowers each student to thrive as a lifelong learner and courageous global citizen by fostering intellect, creativity, inclusivity and character.

To provide an outstanding educational experience, we strive to:

- Develop intellectual engagement through critical thinking, experiential learning, collaboration and breadth of opportunity
- Cultivate curiosity and innovation
- Inspire thoughtful leadership and the courage to act
- Nurture empathy and embrace diversity
- Promote confidence, self-expression and well-being
- Build a vibrant international community within and beyond ASL

PORTRAIT OF A LEARNER

Our school culture is defined by ASL's Portrait of a Learner.

THINKER

We use critical and creative thinking skills to analyze ideas and problems.

We use inquiry to understand important concepts and questions.

EXPLORER

We value a sense of wonder and are curious about the world.

We cultivate our interests and strengths.

We find passion and purpose in our work.

COLLABORATOR

We engage purposefully with others to support common goals.

We understand and respect diverse approaches.

INNOVATOR

We seek creative solutions to real-life problems.

We value mistakes as learning opportunities.

We listen, speak, and write effectively.

COMMUNICATOR

We communicate clearly with others through dialogue and participation.

We value the ability to do so in multiple languages.

We attend to the perspectives of other individuals and groups.

WELL-BEING

We seek a balance of mind, body, and spirit as we grow.

We are conscious of our health in the choices we make.

RESPECT

We treat others the way we expect to be treated.

We appreciate our own cultures and personal histories.

We value diversity of thought and experience.

RESPONSIBILITY

We take ownership of our words, actions, and learning.

We fulfill our obligations to ourselves and to others.

KINDNESS

We act with compassion.

We help others.

INTEGRITY

We are honest.

We work hard.

We make the right choice even when no one is watching.

THE COURAGE TO ACT

We stretch and grow by taking risks.

We are resourceful in the face of challenges and change.

We have the courage to speak up for ourselves and for others.

We take positive action to make our community and world a better place.

MIDDLE AND HIGH SCHOOL STUDENT CODE OF CONDUCT

The School's Code of Conduct is based on ASL's Mission and Portrait of a Learner, and reflects our Core Values and all applicable UK laws and regulations. As an ASL community member, you have the right to an excellent education that excites and challenges you in a safe learning environment, to engage actively and constructively in school-sponsored events and activities with other members of the community, to feel cared for and valued as an individual, and to respectfully express your beliefs and opinions. As a member of the community, you contribute to the learning and social environment and also have the responsibility of upholding ASL's values. ASL's expectations for all community members are outlined below.

EXPECTATIONS

It is vital that all members of our community understand behavioral expectations and the school's Code of Conduct. If a student violates school policy or rules, or acts in a way that is in conflict with our Core Values, appropriate disciplinary measures will be taken by the School. All members of the school community share the responsibilities that come with the privilege of being part of our community. To that end, we expect parents/guardians to help their students, and other ASL students in their care, to make positive and healthy choices.

Please note that ASL's expectations of student behavior apply to all school-sponsored events, whether on or off campus. The School acknowledges UK laws regarding alcohol and tobacco use. On trips outside of the UK, both the laws of the host nation and the Code of Conduct apply. Furthermore, ASL reserves the right to intervene or take disciplinary action for serious breaches of the Code of Conduct which take place outside of school and/or at events not affiliated with school, if the School felt the breaches resulted in risks to health and safety and/or could be damaging to other students, our greater community, or the reputation of the student or school. In such cases, the School may use the same disciplinary process as described below.

RESPECT

We treat others the way we expect to be treated.

We value diversity of thought and experience.

Respect for others

Members of the ASL community respectfully recognize, affirm and value people of all identities. ASL is an anti-bias school. ASL does not tolerate emotional, physical or sexual harassment, labeling, bullying, hazing, violence, discrimination, or hurtful behavior of any kind. We expect students to promote a positive learning environment in the classroom, across campus, and at all school-related events. Inappropriate language and gestures and excessive public displays of affection do not demonstrate respect for others and are therefore not allowed. We are a safe place to be one's whole self with people who are not like us, and we welcome the whole selves of others. Please see ASL's Statement on Harassment and the Anti-Bullying Policy for more details. These policies apply to all members of our community, including students, family members, faculty and staff.

Respect for self

Substance abuse

Alcohol, drugs, tobacco, nicotine and e-cigarettes/vaporizers are all potential dangers to the health and safety of the individual, as well as to a sound learning environment. Possession, use, transmission or being under the influence of any illegal drug or UK-banned substance is prohibited. The misuse of prescription and/or nonprescription drugs is also prohibited, as is distributing prescription drugs to others. Cigarettes, e-cigarettes, "Juuls," vaping or drug paraphernalia, alcohol or other intoxicants are not allowed on campus.

Attire

Students' attire should support a safe and positive learning environment. We expect students to dress for school in a way that is respectful of themselves, of others in our diverse community, and of the School as a learning environment. Please see the appropriate divisional Attire Policy for more information.

Respect for property

We expect students to clean up after themselves, and to recycle and reuse as appropriate. We also expect students to respect the property of others and the school. ASL does not tolerate vandalism or theft of any kind, including borrowing items from others without prior consent.

RESPONSIBILITY

We take ownership of our words and actions.

We fulfill our obligations to ourselves and to others.

Attendance

Responsible students attend classes regularly and on time. Please see the appropriate division's Attendance Policy for more details.

Work completion

Responsible students complete assignments in a timely manner and communicate with teachers as necessary regarding make-up work due to absence.

Seeking help

Responsible students are active and engaged in their own learning. We encourage and expect students to advocate for themselves, seeking help from teachers, advisors and other trusted adults when necessary. Communicating with teachers about deadlines or difficult assignments and seeking support for academic struggles can help students to make good choices under pressure.

Technology

Responsible students use technology appropriately. Our values and rules extend beyond face-to-face interactions to include online communication and social media. Students are expected to read, sign and abide by the school's Responsible Use Agreement.

UK law

Responsible students abide by all UK laws. Students and families should familiarize themselves with UK law regarding illegal substances, harassment and hate speech, possession or sending of indecent images, and carrying and/or use of weapons.

KINDNESS

We act with compassion.

We help others.

Kindness is at the heart of ASL's values and the expectations we have for all students, families and employees. We are a welcoming school with a strong commitment to diversity, equity and inclusion. Kind students act with compassion and help others. Students should remember that ASL is a K–12 school and to respect every student and adult in the building. Students should be particularly respectful of K–12 shared spaces within and around the building where older students serve as role models for younger students. ASL students are ambassadors for their school and their families, and they are kind and respectful to those outside our school community as well.

INTEGRITY

We are honest.

We make the right choice even when no one is watching.

Students at ASL act with integrity; they are honest with adults and peers and do the right thing whether or not anyone is watching. Lying, withholding information, and obstructing the truth are inconsistent with ASL's values.

Students are to complete their own work and not take credit for the work of others. This is essential to students' and teachers' ability to work together to create an honest and trusting atmosphere. Students are expected to exhibit integrity in all facets of their studies. Additional information is available in the middle school handbook or online in the high school Rules, Policy, and Behavior section of the website.

COURAGE TO ACT

We have the courage to speak up for ourselves and for others.

We take positive action to make our community and world a better place.

If students observe behavior which is not in line with ASL's values, we hope that they will take positive action. We encourage students to stand up for each other and themselves, which could include saying something in the moment, reporting the incident to an adult, and/or supporting those who have been impacted.

OVERVIEW OF THE DISCIPLINARY PROCESS

Most student infractions are addressed in the moment, by a faculty or staff member, when and where they occur. In responding to behavioral infractions, other adults, including advisors, administrators and/or parents/guardians may be included in the process as appropriate.

When more serious behavioral infractions occur, the School will use the following process to investigate and determine next steps.

First, there will be an initial assessment to determine the nature of the allegation(s), what information is available and what further information is needed, who might be at risk, and who should lead the investigation.

Second, the information gathering stage will take place, which could include interviewing and/or taking statements from students and/or adults as appropriate. Parents/guardians will be notified in due course as appropriate. The School reserves the right to interview students prior to notifying parents of disciplinary incidents. For the most serious (Level III, see table below) infractions, which may result in a suspension or expulsion, students will be supported during an interview by the presence of a teacher, advisor or counselor who will serve as an advocate for the student. Under some circumstances, students may be asked to remain out of school during an investigatory process.

Third, the consequence(s) for the infraction will be determined. In the Middle School, the divisional principal will make a decision about the outcome and consequences related to an investigation. In the High School, the Student Faculty Disciplinary Board (SFDB) will in most cases hold a hearing with students who have been found guilty of a violation after the administration has conducted an investigation. The SFDB does not itself conduct investigations or determine guilt or innocence. The SFDB makes recommendations to the HS administration as to appropriate consequences, following which the high school administration makes the final decision. Parents will be notified if a student is asked to appear before the SFDB. Please see the ASL website for more information on the purpose and work of the SFDB.

For the most serious discipline infractions, which could result in a student being asked to leave the School, a hearing will take place with the student and their parents/guardians and the relevant school administrator(s), including the Head of School. Prior to the hearing, the family will be made aware of the allegations and receive a written copy of the school’s evidence and be given time to respond. During the hearing, the Head of School will review the disciplinary process, findings, and possible consequences, and invite the student and their parents/guardians to give additional input or feedback. Following the hearing, the Head of School will make a decision about the appropriate sanction(s) for the student, which may include permanent expulsion. Following the Head of School’s decision, the family has the right to request an appeal in accordance with the guidelines of the 2014 Education Regulations for Independent School Standards. Full details of the Parental Complaints policy can be found on the ASL website in each of the three divisional program areas.

INVOLVEMENT OF OUTSIDE AUTHORITIES

ASL will usually report to the police any activity which it believes may amount to a criminal activity which takes place either within the school grounds or outside of its grounds. Drugs and weapons found at school will be confiscated immediately and held for the police as potential evidence.

Sexual offences will generally be reported to the police immediately, including in cases where a student is suspected or alleged to have committed such an offence, provided a reasonable amount of evidence is available. The alleged victim’s parents/guardians will usually also be informed immediately of the incident and told that the police have been informed. Whether the victim and parents/guardians then speak to the police is a matter for them to decide.

SUBSTANCE ABUSE

Students and parents should feel comfortable approaching the school counselor about substance abuse issues. Dependency, addiction, and off-campus drug and alcohol use will be handled confidentially and as a counseling matter.

CONSEQUENCES

As a school, we try to do what is best for each student and the community at-large, and in doing so, the full circumstances of each situation will be considered. In dealing with disciplinary incidents, ASL considers a variety of factors including precedent, a student’s age, past record and standing at ASL, and any and all other circumstances related to the incident or individual of which we are aware and deem relevant. However, ASL must also take into consideration the safety of the wider community and the overall values of the School. The needs of an individual must therefore be reasonably balanced with the school’s responsibility to the community.

While student behavioral problems vary in frequency and degree of seriousness, and the corrective action must be a matter of judgment by the appropriate teacher or administrator, the tables below serve as a guide to ASL’s three general levels of behavioral infractions and possible consequences. For most lower level behavioral infractions the philosophy of discipline at ASL is to foster the notion of “learning from mistakes,” while more serious or repeated behavioral infractions would also result in more significant consequences. The list below gives examples and is not exhaustive.

Level I Behavioral Infractions	
<ul style="list-style-type: none">• Chewing gum (MS only)• Disrupting others’ ability to learn or the school environment• Attire Policy violation• Inappropriate, profane or derogatory language (this may also fall into the more serious category of harassment)• Littering and/or not cleaning up after yourself• Not using a school ID card properly• Being present in an unsupervised or prohibited location in the School• Roughhousing, pushing or shoving• Excessive tardiness• Violation of classroom rules or other disruptive behavior	<p>Level I infractions are usually handled in the moment through a conversation or redirection by faculty and staff. Consequences for minor infractions could include loss of privileges, assigned duties, a written reflection from the student, and/or parental/guardian notification. Students will make amends for their behavioral choices as appropriate.</p>

Level II Behavioral Infractions

- Repeated behavior or extreme violation of Level I behavioral infractions
- Breach of academic integrity
- Destruction of school or personal property
- Disrespect, disobedience or defiance to any member of the faculty or staff
- Forgery
- Lying or other matters of honesty
- Technology policy violations
- Truancy

Level II infractions usually begin with a referral to an administrator and an investigation into the circumstances of the incident. Consequences for Level II infractions could include but are not limited to those listed for Level I infractions, formal written warnings, lunch or after-school detention, exclusion from extracurricular activities and trips, in- or out-of-school suspension, and/or a meeting with parents/guardians. Students will make amends for their behavioral choices as appropriate.

Level III Behavioral Infractions

- Repeated behavior or extreme violation of Level I or Level II behavioral infractions
- Sexual misconduct, including any kind of solicitation or sending of inappropriate photos, materials, messaging, or social media content
- Endangering the welfare of other students
- Physical assault, including fighting, hitting, kicking, etc.
- Verbal abuse/threatening behavior against students or adults
- Malicious accusations against school staff
- Harassment, bullying (including through social media and other forms of cyber-bullying) and hazing
- Use of racist language or any form of racism no matter the stated intent
- Hate speech
- On-campus possession, use, or being under the influence of any illegal drug or banned substance, alcoholic beverage, e-cigarette, paraphernalia or intoxicant of any kind
- Transmission of any illegal drug or banned substance, alcoholic beverage, e-cigarette, paraphernalia or intoxicant of any kind
- On campus possession of a facsimile of any illegal drug or banned substance, alcoholic beverage, e-cigarette or paraphernalia
- Transmission of a facsimile of any illegal drug or banned substance, alcoholic beverage, e-cigarette or paraphernalia
- Possession or transmission of a firearm, knife, or dangerous instrument or weapon of any kind, regardless of intention for use, including replica (fake) weapons
- Theft
- Violation of UK Law

Level III infractions begin with a referral to an administrator and an investigation into the circumstances of the incident. Decisions about the consequences for these most serious infractions are made by the divisional principal in consultation with the Head of School. Level III behavioral infractions will most often result in suspension or expulsion from school. Students will make amends for their behavioral choices as appropriate.

GENERAL RULES AND INFORMATION

ATTENDANCE

We believe that classroom learning experiences are a meaningful and essential part of a student's education. Even if a student makes up work while out of school or upon their return, the classroom experience simply cannot be replicated. Absent students miss out on the opportunity to ask clarifying questions in class or discuss concepts with a classmate. Also, an absent student misses out on the social-emotional connections to their peers, teachers and staff in the community, which can make re-entry increasingly difficult. Furthermore, students who are in attendance may miss out on collaboration with and contributions from their absent peers. Absences also impact teachers who may have to re-teach material as well as modify or proctor assessments. ASL's comprehensive attendance policy is based on the premise that students must be present at school to learn at their highest potential. Please note that in addition to classes, attendance is mandatory at assemblies, advisory/morning meetings, grade-level gatherings, other events during the school day and school-sponsored trips, which are all integral parts of an ASL education.

We understand that there will be days when sickness or other special circumstances necessitate a student missing school. Please note, however, that the School strongly discourages the extension of vacations and other recreational travel to include scheduled school days. Families should actively monitor school attendance, in accordance with divisional policies, to minimize the educational impact of absences on their students and the broader school community.

It is the responsibility of parents/guardians and students to ensure that the students maintain satisfactory attendance. It is the responsibility of the Administration to ensure that satisfactory attendance records are maintained. Parents/guardians of students absent from school are asked to inform the Middle School office [msattendance@asl.org or 020 7449 1291] no later than 8:30 am. If you are absent and the office has not been contacted by 8:30 am, the attendance officer will contact your parents/guardians.

ABSENCES

ASL recognizes that absence from school does and will occur. In recognition of this fact, the student Attendance Policy classifies absences into one of three categories.

Excused Absences

An Excused Absence is one for which work missed may be made up. When it is necessary for a student to be absent, the following reasons shall be accepted as Excused Absences:

Excused for Non-School Related Reasons

Medical

- illness
- medical appointments
- a physician's note is required for three or more consecutive absences due to illness.

Personal

- family emergencies (i.e. serious illness or death in the immediate family) which require the presence of the student
- legal or religious duties which cannot be cared for after regular school hours
- other reasons as approved by the administration

Excused for School-Related Reasons

- participation in a school-sponsored activity, day trip, or overnight field trip

Work missed during Excused Absences shall be made up in a timely manner, usually within the same number of school days missed plus one, unless special arrangements are made with the teacher(s) before the last day of turning in missed work. Students who miss classes are expected to complete all regular assignments and classwork, as well as any additional work that their teachers regard as appropriate. Students should contact their teacher or check Schoology for missed assignments.

Unexcused Absences

An Unexcused Absence is one for which missed work may not be made up (at the discretion of the School) and includes all absences not defined in **Excused Absences**. The following are examples of unexcused absences:

- staying away from school to do school work
- staying away from school to avoid academic deadlines
- absence for personal or family trips, including extending school holiday breaks
- any absence not approved as an excused absence by the administration

If attendance falls below 85% of school days, or any one class during a semester, parents/guardians are contacted and teachers may give the following report card grade:

- Incomplete: Work needs to be made up before a report card mark can be given. A firm deadline will be given for make-up work.
- Insufficient Evidence: The student was not present in class long enough to be assessed and given a final report card mark.

This policy pertains to excused and unexcused absences, with the exception of days missed for school related reasons.

Students who are not in classes during at least the second-half of the school day due to illness or disciplinary consequences are not allowed to participate in after-school activities, sports, socials or other school events on that day.

All Middle School students who are physically able are required to participate in the ASL P.E. program. Attendance requirements are the same for P.E. as they are for academic classes. Absence from P.E. for up to three class periods due to a small injury or health issue is possible with a parent/guardian's note. For longer periods, a physician's statement is required. Students who are excused from participating in P.E. activities for health reasons are expected to attend their P.E. classes, in order to participate in alternative curricular activities. If a student is excused from P.E. for medical/health reasons, the athletics office will be informed, and that student will not be permitted to participate in athletics practice or game on that same day.

ARRIVAL AND DEPARTURE

Students should be in school by 7:55 am to begin the regularly scheduled day at 8:05 am.

Students may not enter the building before 7:45 am. All students must report to their advisory class no later than 8:05 am. Students arriving after 8:05 am must sign in at the Middle School office upon arrival.

During regular class hours, students may not leave the campus without permission from the Middle School office, which may be granted after a written request from a parent/guardian, or upon approval of a school-sponsored trip or athletic competition. Students leaving school during regular class hours must be signed out at the Middle School office (unless they are part of a school trip or athletic group). The regularly scheduled school day dismissal is 3:05 pm on Mondays, Tuesdays, Thursdays, and Fridays; on Wednesdays dismissal is at 2:10 pm. Grade 5 students must be met by an adult or older sibling if the student is not taking the school bus home.

PREARRANGED ABSENCE

Students who have an up coming pre-arranged absence for any reason should have their parents/guardians email msattendance@asl.org for approval. As stated earlier, absences such as medical appointments are considered excused, however, absences for holidays or extended travel times may be considered unexcused. The MS Office will respond with a decision of excused or unexcused to requests for any prearranged absences within two school days.

Once a student receives approval, they should pick up the prearranged absence form from the office. The form should be completed at least one week before the anticipated absence in order to allow the student time to take the form around to all of the teachers whose classes will be missed. Once the form is completely filled out, it should be returned to the Middle School office. The attendance officer will keep a copy, and hand the original back to the student.

MEDICAL APPOINTMENTS

Medical appointments should be scheduled outside of normal school hours, if possible. Students who must miss any part of the school day for a medical appointment must bring a written note from a parent/guardian, or send an email to msattendance@aslo.org to the Middle School office, and the parent/guardian must sign the child in and out of the office as appropriate.

TARDINESS AND CLASS ATTENDANCE

All students should arrive at school on time each day. In addition to being a valuable life skill and fostering a sense of respect for school and the work that is done there, prompt arrival will ensure that students have enough time to organize themselves for the day ahead.

All students are expected to be on time and in their scheduled classes for the entire class period. Students are not permitted to visit or purchase food from the cafeteria or Booster Club en route to or during their classes. Students are encouraged to be organized and prepared for their upcoming classes to avoid unnecessary trips to their lockers. Any student who is not feeling well should report to the nurse after informing their teacher, the grade aide, or the Middle School office as appropriate.

In cases of excessive tardiness, the Middle School office will take one or more of the following steps:

Conference scheduled with student and advisor.

- Time spent reflecting and making a plan to improve timeliness (lunch or after school detention)
- A meeting scheduled between administration, the student and parents/guardians to commit to a plan of action
- The student may be placed on disciplinary probation for the balance of the semester. Any additional tardies during the probationary period may result in an in-school suspension.

ACADEMICS

At the end of each semester you will receive report cards for each subject. On the report card you will have information on two key areas: Approaches to Learning and Academics (through reporting standards). At the mid-semester points, you will be able to see a progress report for your classes.

APPROACHES TO LEARNING

Approaches to learning, which are based on the Portrait of a Learner, will be assessed on the frequency of these behaviors and frames of mind/habits.

The scale used for the Approaches to Learning is:

Rarely	Often	Consistently
The student exhibits the approach to learning occasionally.	The student exhibits the approach to learning often.	The student almost always exhibits the approach to learning.

The Approaches to Learning are:

Collaborative	<ul style="list-style-type: none">• Works well with others• Understands and respects diverse approaches• Communicates through dialogue and participation• Attends to the perspectives of others• Helps others
Respectful	<ul style="list-style-type: none">• Treats others the way we expect to be treated• Appreciates own culture and the cultures of others• Values diversity of thought and experience• Demonstrates honesty• Makes the right choices even when no one is watching• Acts with compassion
Responsible	<ul style="list-style-type: none">• Takes ownership of words, actions and learning• Fulfills obligations to self and to others• Works hard
Reflective	<ul style="list-style-type: none">• Values mistakes as learning opportunities• Reflects on own learning• Sets and pursues goals for improvement
Engaged	<ul style="list-style-type: none">• Intellectually curious about the world• Cultivates interests and strengths• Finds passion and purpose in their learning
Resilient	<ul style="list-style-type: none">• Stretches and grows by taking risks• Resourceful in the face of challenges and change

REPORTING STANDARDS

ASL is a standards-based school. We have selected standards and benchmarks that reflect the latest research on learning outcomes for our students. Students receive feedback based on targets for different learning areas in each subject. For example, in Humanities or English, students will receive separate proficiency marks for Reading, Writing, Listening & Speaking.

The proficiency levels are as follows:

Beginning	Progressing	Meeting	Extending
<ul style="list-style-type: none">• is not yet meeting ASL grade-level standards and benchmarks• requires support, reinforcement and additional instruction to understand grade level skills and concepts	<ul style="list-style-type: none">• is working towards meeting the ASL grade-level standards and benchmarks• demonstrates a partial or inconsistent understanding of grade-level skills and concepts	<ul style="list-style-type: none">• consistently and independently meets ASL grade level standards and benchmarks• demonstrates a solid understanding of grade-level skills and concepts	<ul style="list-style-type: none">• in addition to what is required to meet the standard, the student goes beyond what has been taught and applies their learning in a more sophisticated way

In Grades 5–7, students will receive only proficiency level marks on their report card. In Grade 8, in addition to the proficiency levels for each main standard, students will also receive an overall letter grade. This letter grade will be determined after taking an average of the main reporting standards.

A student's absences or lack of work completion can impact their grade. In these cases, the teacher and administration may determine that a student's marks for the report card may be Insufficient Evidence (due to absences or limited work), or Incomplete (requiring completion of missing work).

ACADEMIC CONCERNS

Letters of concern are sent out at the end of reporting periods if teachers and the learning specialists feel that a student is at risk academically or performing significantly below academic potential. Suggestions for improvement will be made and a follow-up conversation will be scheduled with the learning specialist.

A middle school student who receives marks of Beginning in a majority of reporting standards in one class, or Beginning in more than one subject, may be placed on academic probation. Also, a student who receives marks of Insufficient Evidence (due to lack of work turned in for assessment) in a majority of reporting standards in one class, or in more than one class, may be placed on academic probation.

A letter will be sent home notifying parents/guardians that their child has been placed on academic probation, and a meeting will be scheduled to review an action plan for improvement. This plan may include supervised study with the learning specialist, educational evaluation or additional tutoring, reorganized social or athletic schedule, or the reassignment of courses.

Re-enrollment letters will be held for all students on academic probation after the first semester until a meeting can be held with parents/guardians to evaluate the progress of previous action plans. Success in later grades is put at risk by prolonged periods of unsatisfactory academic performance, and therefore continuing enrollment of a middle school student who has been on academic probation for two semesters will be reconsidered.

PLAGIARISM AND CHEATING

Plagiarism and cheating are matters of academic honesty. Cheating includes the giving of answers as well as the receiving of answers on homework assignments or tests. Plagiarism is taking the work or ideas of someone else without giving them credit. Teachers work with students to discuss the writing process and appropriate ways to paraphrase ideas and cite sources in their work to avoid plagiarizing.

Teachers deal with matters of academic honesty individually based on the circumstances of each situation. Learning the correct ways to cite sources is an educational process where mistakes are sometimes innocently made, but the school expects to see growth in student skills on citation through the middle school years.

Consequences for a choice of plagiarism may:

- impact the outcome of a student's assessment and will be more severe if the situation involves a repeated pattern or an egregious form of plagiarism or cheating.
- involve the administration in severe cases or where a pattern of misconduct has emerged.

AFTER SCHOOL AFTER SCHOOL HOURS

Middle school students are not allowed to roam the school unsupervised during non-class hours. For students who do need to stay after school, we have the following guidelines:

Students are allowed to be on campus after school if they are working with a teacher, coach, tutor or activity sponsor. Once the meeting, activity or practice is complete, they need to leave the building or sign in and go to a designated, supervised area.

Supervised areas include Waverley Park, the library, and the theater foyer only. Waverley Park is supervised by a middle school aide and open to all middle school students until 5 pm every day in the fall and spring and until 4 pm in winter (during Daylight Saving Time). Closings of the playground for special events are announced as far in advance as possible.

All students who are not participating in an activity need to sign in the after school laptop outside the MS Office.

Students are only allowed in classroom or pod areas after school if a teacher or parent/guardian accompanies them.

Middle school students should not be on campus after 5 pm, unless they are part of a supervised activity. Unsupervised students in school after 5 pm must wait in the Waverley Place reception area.

Once middle school students who are not participating in after-school activities or tutoring leave the campus after school, they are not permitted to return that day unless accompanied by an adult or for a special planned school event (concert, play, or other performance). For example, students are not permitted to leave campus after school on their own or with friends, go to the high street, and return to school for an event (such as a basketball game) and/or to take the ASL bus home.

For students who are staying after school, the cafeteria will remain open until 4:30 pm (4 pm on Fridays) for the purchase of snacks and drinks. Please note that students may only purchase food for themselves, not others.

Special procedures for Grade 5: In the beginning of the school year, Grade 5 students who do not travel home by bus must be picked up by an adult outside the Lower School entrance on Loudoun Road. In order to transition Grade 5 students smoothly into the MS routine, they are not allowed to stay after school and use the playground until late September.

AFTER-SCHOOL PROGRAM

The After-School Program (MS ASP) runs from Monday to Thursday for three seasons lasting between 8–11 weeks. Programs run from either 3:10–4 pm or 3:10–5 pm on Monday, Tuesday, and Thursday. On Wednesday, programs run from either 2:15–3 pm or 2:15–4 pm. Students can find the complete listing of the offerings in the ASP brochure online [www.asl.org/msasp] and register their interest via the online registration. All students are encouraged to participate in at least one after-school activity during each season. All school rules and expectations apply to the after school program.

ATHLETICS

The ASL athletics program will provide the platform for MS students, grades 5–8, to develop into confident, healthy and positive student-athletes. Our aim is to create a memorable sporting experience, facilitated by enthusiastic and knowledgeable coaches.

Through the implementation of our MS athletics pathway, we strive to provide a well balanced and progressive sports education which develops level appropriate understanding. We value effort, creativity, discipline, and enjoyment above results and competitive success.

Places on the grade 5 & 6 program are allocated using a lottery system, and we endeavor to make sure that every student who signs up has at least one activity for the season. Students in most of our 5 & 6 programs will also take part in one jamboree or festival during the season. The commitment for these programs is 1 day a week. Students failing to honor this commitment may be removed from the activity.

Grade 7 & 8 team sports have a tryout system to decide who makes the team. The commitment is two days per week, generally, Tuesdays and Thursdays starting at 3:15 pm. Additionally, most teams participate in a London Schools Sports Association (LSSA) festivals at the midpoint and on the last Saturday of the season. Students are encouraged to try out for a sport regardless of previous experience, and every effort is made to find a place for each student who tries out for a team. Due to facility restraints, safety issues, and limited competition in several sports, there may be cuts for some teams, but there is always at least one no-cut sport per season. In order to improve both as individuals and as a team, it is very important that students honor their athletics commitment; students who fail to do so may be removed from the team.

SOCIALS

Socials for each grade may take place occasionally throughout the school year. Since the socials take place at school, school rules do apply (including the Attire Policy) and all students are expected to observe them while they are at a social. Students are encouraged to attend these gatherings as they represent a venue where they can meet their friends and have fun in a safe environment. Students may not bring guests to a social.

MATERIALS

BACKPACKS

To help ensure their health and well-being, students are advised not to carry more weight in their backpacks than they can reasonably handle. Students should try to organize themselves in advance and only keep those things in their backpack that they will need on any given day. This is made more important for students in grades 7 and 8, as they are required to carry their laptops in their backpack for security reasons.

Backpacks should be stored in your locker at the start of each day and then picked up again at dismissal time.

BOOKS

All textbooks are issued to students on a loan basis. In some cases, students may be given copies of workbooks and/or paperback novels to write in and to keep. Whenever possible, students are loaned duplicate copies of heavy textbooks to leave at home, thereby eliminating the need to carry them back and forth to school. Students are held responsible for all texts and will be charged accordingly for any losses. Failure to return and/or pay for textbooks at the end of the year may result in yearbooks and/or final grade reports being withheld.

LOCKS AND LOCKERS

At the beginning of the year, each student will be issued a locker; students in grades 6 – 8 will also be issued with a combination lock. Students are responsible for the locks, for the maintenance of their lockers, and for keeping their lockers securely locked. Lockers will be checked periodically, and students are strongly encouraged to regularly clean them. Storage of food in lockers for more than one day is strongly discouraged. Students will be charged £10 for lost locks.

Students are not permitted to bring in their own locks, to swap locks with other students, or to change their lockers without permission. Students must keep locks closed, and are not permitted to share combinations or open a locker that is not their own.

LOST AND FOUND

Lost items will be collected in a lost and found box located in Middle School Reception. Please make sure that all articles of clothing, sports equipment, instruments, books and supplies are clearly labeled with your name and grade. It is useful to note that there are additional school lost and found boxes in other areas (P.E. locker room, Lower School reception, Gym Foyer).

ATTIRE POLICY

Why does ASL have an attire policy?

The Middle School attire policy is intended to support a safe and positive learning environment. Adults and students at the Middle School are expected to choose clothing representative of an educational environment and our core values. We value awareness of ourselves, diversity of expression, and the variety of cultures within our community.

ATTIRE AT THE MIDDLE SCHOOL

As we prepare ourselves to enter the Middle School community each day, we strive to be fair in our expectations and trust everyone to express their best self.

Use the following questions to make thoughtful choices about attire:

- Am I dressed for the weather?
- Am I dressed for the educational environment of school?
- Am I dressed for the occasion, activity or special events in which I will be participating (i.e. school concert, sporting event, field trip, etc.)?
- Do I feel safe and comfortable?
- Am I wearing something that might be offensive in any way?
- Is my attire helpful for clear communication (i.e. can people see my eyes, can I hear what is going on around me, etc.)?
- Based on what I am wearing, how am I representing the school and our core values?

All members of our community are expected to adhere to following:

- Flip – flop shoes or bare feet are not permitted.
- Clothing with obscene or inappropriate sayings, pictures, or double entendres (via graphics, words, through the lens of multiple cultures, backgrounds, religions, generations, etc.) is disrespectful and may not be worn.
- Upper and lower body clothes must have constant overlap; midriffs should not be visible.
- Except for religious or medical reasons, hats and sunglasses may only be worn outside.
- Underwear should not be visible.
- Pajama tops or bottoms are not permitted.

If you are unsure about something you are putting on, discuss the attire questions with your parents/guardians. You may also find that your advisor, a teacher or other people in the school may ask you these questions if they are wondering about what you have chosen to wear. If there are repeated conversations or questions about your attire, the principal or assistant principal will speak with you directly, which may result in disciplinary consequences.

ID CARDS AND LUNCH

Students need to bring their ID card to school every day for security reasons and to use for buying lunch and printing. If a student repeatedly forgets their ID card, parents/guardians may be notified and asked to work with their child to ensure the ID card is brought in daily.

Students may either bring their lunches from home or purchase a variety of food from the cafeteria. All teachers, administrators and staff who monitor the lunchroom try to ensure that each student is eating a healthy, well-balanced lunch.

Students in Grades 5 and 6 who wish to purchase lunch from the cafeteria do so through pre-paid “meal deals,” which offer set lunch menus. Students in Grades 7 and 8 may purchase set menus as well as individual food items, with the cost deducted from their ID card. Grade 5 students who have signed up for a meal-deal do not need to show an ID card to get their lunch. Students in Grades 6–8 will need their ID card to purchase lunch.

Grade 6–8 students who forget their lunch or lose their card will have their account charged for the cost of a meal deal. It is expected that students will top up their account through the cash loading machines or the Accounts Department the following school day.

Students are not allowed to use their Meal Deal or money on their ID cards to purchase food for other students. This applies at lunch and for snacks from the cafeteria after school.

LIBRARY

Named for former U.S. Ambassador Andrew W. Mellon, the Mellon Library is the main academic resource for students in Grades 5–12, faculty, staff, parents/guardians and the broader ASL community.

The library collection includes fiction and non-fiction books, reference volumes, magazines and daily newspapers, as well as a variety of non-print media such as DVDs. The library’s website gives you 24-hour access to our web-based online catalog, Destiny, and to our Digital Library of audiobooks, ebooks and videos through Sora. Our 24/7 resources also include online subscription databases, which house valuable, reliable sources of information, and NoodleTools, a note taking and citation-generating service.

The Mellon Library is open from 7:45 am to 5 pm. Monday through Friday. Middle School students are normally restricted to borrowing five items at a time, but exceptions are made as needed. Facilities for both black and white, and color photocopying are available as well as scanning of documents to email. The library staff is pleased to answer any questions about specific library resources, services, rules, or regulations - or merely to suggest a good book to read!

NURSE’S OFFICE

If a student becomes ill or injured during the day, he or she may be excused from class to go to the nurse’s office. Students must get permission from the Middle School office, their teacher or a grade aide before going to the nurse. Please note that parents/guardians, the nurses and the MS Office must give permission for a student to be sent home for medical reasons. Students should not call their parents/guardians to be picked up from school before consultation with a nurse.

Parents/guardians will be notified immediately in the event of any illness or injury requiring the student to be sent home or to the hospital. If a hospital visit is considered necessary, a member of the nurse’s office and/or an adult from the middle school will stay with the student until a parent/guardian arrives at the hospital.

OTHER RULES AND REMINDERS

Students are reminded that all behavioral expectations apply in every class and after school program/activity, even if there is a substitute teacher.

Students are not permitted to buy or sell items at school. There should be no exchange of materials or goods for cash etc. between students on the ASL campus. The only selling or buying allowed are those part of student council, a class project, or other teacher approved event.

Students may only use the lift with prior permission from the Nurse’s Office or from a teacher or staff member.

PLAYGROUND RULES

Ball games, apart from those which use a hard ball (American football, baseball, cricket, and lacrosse) are permitted. American football, rugby or any games which involve overly physical contact (i.e. tackling) are not allowed. Students are expected not to climb on the fences, walls or trees. Skateboarding is not allowed on campus at any time.

SCHOOL BUSES

The same principles of behavior that prevail at school extend to all school buses, whether they are part of the regular bus service or special buses for athletic events or school trips. While on the busses, students are expected to remain seated with seatbelts fastened and may not consume any food or drink besides water. Students may not distract the drivers, and at all times should treat the drivers with respect and dignity.

Students who are regular bus riders may use the late buses if they stay after school to take part in the After-School Program, to have music lessons or tutoring, or to use the library. Students who are not regular bus riders are also allowed to use the late bus but will be charged a £13 fee per ride. If a student is not signed up for a regular late bus, the Transport Office must receive a request from the student or a parent/guardian no later than 11 am on the day the student wishes to use the late bus. Students who are signed up for a late bus and decide to take their regular bus home after school should also notify the Transport Office by 11 am.

A student who wishes to travel home from school with a friend who is normally on a different bus must make this request of the Transport Office one day in advance. The Transport Office must have an email to transport@asl.org from the parent/guardian of the child who is transferring to another bus.

When a non bus rider rides with a bus rider, a charge of £13 is sent to the family of the non bus rider unless they take the place of a sibling. It is not always possible in the mornings to accommodate extra riders as most buses are full, but the afternoon is not usually a problem.

TECHNOLOGY AND MOBILE PHONES

During school hours and after school program activities, school and personal technology (laptops, phones, tablets, watches, headphones, and digital music players) should only be used for educational purposes and with teacher permission. If a student is observed using technology without permission or in a manner that is considered off-task or does not follow the Responsible Use Agreement, that student will receive a technology strike, which will serve as a reminder that a change in behavior needs to occur. Should a student receive three strikes in one school year, he or she will need to have a conversation with the technology coordinator, director of student life, or assistant principal, and parents/guardians will be informed.

Students are not allowed to make phone calls or send messages from digital devices during the school day. During school hours, phones and headphones must remain in a student's locker unless a teacher gives specific permission to use them for educational purposes only. In addition to a technology strike, if a student uses personal technology without permission or for a non-educational purpose, the device will be given to the MS Office. The student will need to pick up that device at the end of the day. If a student uses personal technology without permission a third time, their parents/guardians will be asked to come to school to pick up the device.

VISITORS

Parents/guardians must request permission for a student visitor by completing an online form [www.asl.org/MSvisitors] at least one week in advance of any proposed visit. Visitors are not allowed in the weeks before the winter and spring breaks and no Middle School visitors are allowed in June. Guests may not visit for more than one day, and in certain circumstances a partial day may be more appropriate. Host students should collect a teacher approval sheet from the Middle School Office the school day after this electronic form is completed and bring it to the teachers they will have on the day of the visit. Final approval will be made by the assistant principal and confirmation will be communicated directly to the host's parents/guardians.

On the day of the visit, the guest must register in the Middle School Office and follow their host's schedule. In some cases, a particular class may not be open to visitors, and the guest will be asked to wait in the library or MS Reception area. Middle School guests should bring a packed lunch or purchase lunch on the host's ID card. All visitors are expected to abide by the School's expectations of student behavior and attire policy.

ASL MIDDLE SCHOOL RESPONSIBLE USE AGREEMENT

THE PURPOSE OF PROVIDING ACCESS TO TECHNOLOGY

ASL provides access to technology for educational purposes that support the school's mission, curriculum, and instructional goals. Personal technology devices are bound by these rules whenever they are used on campus. Students are expected to use good judgement when working in areas not covered explicitly by the rules.

Equipment

- Do not eat or drink near computer equipment.
- Do not damage, disable, or otherwise harm the operation of school computers or the network. This includes attempting to gain administrative access to computers.
- Do not waste resources, particularly printer toner and paper.
- Do not upgrade system software or install applications on school computers without permission.
- Playing games, messaging, accessing social networking sites, and watching entertainment videos are not allowed during the school day unless associated with a class and permission is given by a teacher.
- Do not use school or personal technology in any way that annoys, harms, offends, or insults others.
- All electronic communications in the building, including email and internet access, can be monitored when necessary.

Mobile Phones and Personal Technology

- Only make calls and send messages on mobile phones/devices outside of school hours.
- During school hours, use technology (phones, computers, cameras, tablets, watches, headphones, etc.) for educational purposes only and only with teacher permission.
- During school hours, phones and headphones must remain in lockers unless a teacher gives specific permission to use them for educational purposes.
- To support the use of technology in school for educational purposes only, parents/guardians should not text a student's personal phone or device during the school day. Please contact the MS office or grade-level aide if you would like to get a message to or speak to your child during school hours.

Safety and Privacy

- Technology is not to be used for bullying, labeling, harassment or hurtful behavior.
- Do not share passwords with anyone other than your parents/guardians.
- Do not access password-protected accounts of other people, even if they have inadvertently left their accounts open.
- I will report technology problems or concerns to a teacher or school administrator.
- Ask permission before recording someone (audio or video).
- Before posting photos or videos online that include other people, students must ask permission from those people.

Internet

- Do not use the internet to view, download, send, or print materials that are unlawful, obscene, or abusive.
- Respect the work and ownership rights of people inside and outside of the School. This includes abiding by copyright laws on music, videos, software, and intellectual materials.

Email

- Proper etiquette should always be followed: include a subject, use a salutation, write in complete sentences, and check spelling before sending.
- Junk mail or chain letters should not be forwarded.

Non-compliance with this Responsible Use Agreement is a serious breach of trust within the ASL community and will be treated as a disciplinary matter.

Handbook Review Checklist

This page must be completed prior to signing the following page with your parents/guardians.

Section	Page Number	Class where this was reviewed	My initials indicating my understanding of this section
Mission and Portrait of a Learner	1		
Code of Conduct	2-5		
Attendance: Absences	6		
Attendance: Arrival and Departure	7		
Attendance: Prearranged Absences and Doctor's Appointments	7		
Attendance: Tardiness and Class Attendance	7		
Academics: Approaches to Learning	8		
Academics: Reporting Standards	9		
Academics: Academic Concerns	9		
Academics: Plagiarism and Cheating	9		
After School: After School Hours	10		
After School: After-School Program	10		
After School: Athletics and Socials	10		
Materials (all)	11		
Attire Policy	11		
ID Cards and Lunch	12		
Library	12		
Nurse's Office, Other Rules and Reminders, and Playground Rules	12-13		
School Buses	13		
Technology and Mobile Phones	13		
Visitors	13		
Middle School Responsible Use Agreement	14		

Acknowledgment of compliance with ASL Code of Conduct, Middle School Handbook, and Middle School Responsible Use Agreement

Signature of student

As a student, I confirm that I have read and understood The American School in London’s Code of Conduct. My signature below signifies my agreement to abide by this Code of Conduct, and all the related policies and statements mentioned within this document.

My parents/guardians and I have read and understood the school procedures outlined in this handbook. I pledge to live within the guidelines of the book and enjoy the privilege of being part of the middle school.

My parents/guardians and I have read and agree to abide by all the expectations set forth in the ASL Responsible Use Agreement regarding all aspects of technology use.

Print Name:

Grade:

2019-2020

Signed:

Date:

Signature of parents/guardians

As a parent/guardian, I confirm that by signing this contract, I have read and understood, and agree to abide by the American School in London’s Code of Conduct, and all the related policies and statements mentioned within this document. I have discussed the contents of the Code of Conduct with my child.

Print Name:

Signed:

Date:

Print Name:

Signed:

Date: