



ACS | EGHAM

INTERNATIONAL SCHOOL

A passion for achievement

London, England

Middle School Handbook
2009 - 2010

ACS International Schools

Mission Statement

ACS International Schools based in London, England were founded in 1967. We serve international and local communities. The schools are non-sectarian and co-educational (day and boarding) for students from 2 to 18 years of age. We educate a multinational student body in accordance with American and internationally recognised educational principles and practices.

We inspire our students to become successful life-long learners and responsible global citizens. We promote high standards of scholarship and challenge all members of the community to fulfil their potential.

Our Vision

ACS International Schools will achieve global recognition as the centre of excellence in international education

And:

- We will provide the opportunity for all to achieve more than they believe they can*
- Each campus will receive international recognition for a relevant aspect of education*
- We will use opportunities consistent with our values to promote internationalism on a local and global stage*
- We will source, recruit and develop leading people in their respective fields*
- We will create an environment in our schools where all feel safe and secure and can thrive*

Our energy, innovation and dynamism will take us there.

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Introduction

Welcome to ACS Egham International School. This booklet has been prepared to provide you with information that will help you understand our school and take advantage of the opportunities it offers. The school is organised on the divisional level: a lower school division, and an upper school division. The term "Upper School" is used to refer to the secondary school, which is comprised of a Middle and High school. The Middle School includes three grade levels, 6 through 8. The High School includes grades 9 through 12.

While sharing certain facilities, each division has its own programme. The Grade 6-10 philosophy is modelled after the International Baccalaureate Middle Years Programme (IBMYP). Administratively, a Principal is responsible for each division and the Head of School coordinates the overall school programme.

ACS Egham is a co-educational, international school of approximately 550 students from ages 2 to 18, covering grades Pre-Scramblers through the 12th grade. Over 40% of the student population is from the US with other main student populations from Belgium, Canada, France, Great Britain, Mexico, The Netherlands and Scandinavia.)

The school is a relatively small community with a teacher-student ratio of 1 to 7 although class sizes range from approximately 8 to 20 students.

In addition to our strong academic programme, we have a full complement of sports and extra-curricular activities. Nearly two-thirds of our students are involved with sports that range from softball to basketball.

Founded in 1967 to meet the needs of the expatriate community, ACS International Schools is one of Europe's premier independent international school systems, enrolling over 2000 students from the USA and 60 other countries on three landscaped campuses in southeast England.

Statement of Philosophy and Objectives

Philosophy

At ACS Egham International School, we offer the International Baccalaureate Programmes in our Lower, Middle and High Schools. The curriculum and instruction are based upon respect for unique learning styles and understanding of our international student population. Our school promotes high standards of scholarship, responsibility and citizenship in a supportive learning community. We implement a developmental, student-centred approach to instruction following an inquiry-based, interdisciplinary curriculum. The success of our school relies on the partnership between students, parents and staff in providing a positive and enjoyable educational experience.

As a school community, we embrace the attributes of the International Baccalaureate (IB) learner profile. IB learners strive to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, risk-takers, balanced, caring and reflective.

ACS Egham International School inspires, encourages and supports the development of the child as an independent, life-long learner.

Objectives

At ACS Egham International School, we:

- Encourage students to become responsible, contributing citizens of the school and the world
- Nurture an abiding sense of integrity and personal accountability
- Develop cooperative skills through collaborative, activity-based learning
- Foster respect for self and others, as well as for natural and created environments
- Promote active involvement in community service, both locally and globally
- Address a variety of learning needs, such as English as an additional language, native language, special education, enrichment and counselling, within the resources available
- Prepare students for success at the next stage of their education, including admission to competitive universities worldwide
- Strive for constant improvement by actively seeking input from students, parents and staff and by referencing academic research and external agencies
- Facilitate ongoing professional development for staff
- Enhance everyone's understanding of our school's vision, philosophy and practices

ACS Egham International School's Philosophy and Objectives guide our work in fulfilling our vision of achieving excellence in international education and promoting consistent values throughout our school community.

IB Learner Profile

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

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines

Thinkers They exercise initiative in applying thinking skills critically and creatively to pose and approach complex problems, and make reasoned, ethical decisions

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Middle School Statement

Throughout the secondary years, students move from the transitional stages of Middle School (grades 6 through 8) to high school students' increasing independence. ACS Egham provides a responsive and nurturing atmosphere. The Middle School bridges the elementary and high school years, providing a smooth transition between the two. The Middle School years are an important transition period for students as they find themselves changing in so many ways – physically, emotionally and socially. We recognise that adolescents have unique needs and we actively address these throughout the program.

We believe that learning should be worthwhile and rewarding. We aim to help students take more initiative, and encourage them to seek knowledge and think independently. We help students develop the skills necessary to achieve academic excellence while also engaging in critical thinking. We guide students to understand the techniques, which help them, organize work into an allotted time frame.

We seek to create an environment in which students develop appropriate self-expression. Students learn to accept responsibility for their actions and we strive to help them to understand the link between their behaviour and its effect on others.

We promote honesty, integrity, develop social and civic responsibility and foster good manners and courtesy. We aim for our students to become well-rounded individuals and encourage them to participate actively in their community.

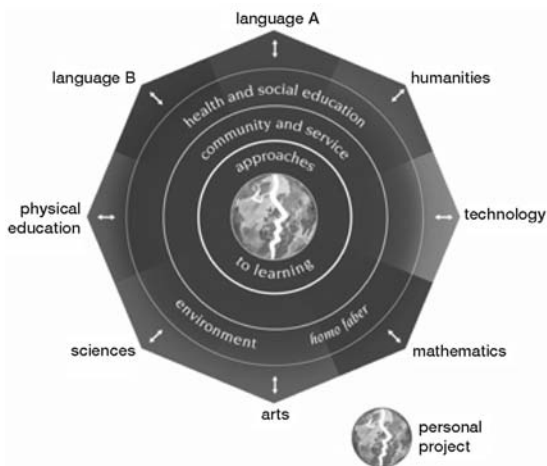
Curricular Philosophy

ACS Egham International School is authorized by the International Baccalaureate Organisation to provide the Middle Years Program or MYP. The MYP Program is a course of study designed to meet the educational requirements of students between the ages of 11 and 16 years. The MYP is not a curriculum; it provides a philosophical framework with a holistic approach to education. The Middle Years Program aims to educate the whole person and to show the impact of each individual on the world around them. The program fosters intercultural awareness and the importance of communication. Its goal is to constantly place learning within a context and to make explicit the relationship between various disciplines.

The Middle Years Program defines five Areas of Interaction. These Areas of Interaction are an explicit expression of the common realities shared by all subject areas and an expression of all the varied ways we impact the world through education. They are as follows:

- **Approaches to Learning** – The student is at the centre of the learning process and must develop responsibility for the multitude of strategies required to be a successful learner.
- **Homo Faber** – Translated this means ‘Man the Maker’. This Area of Interaction reinforces the concept that every action has creative potential – the ability to create.
- **Community and Service** – This reinforces our responsibility to our immediate community and the world around us.
- **Health and Social Education** – This area is concerned with mental and physical health and the importance of the decisions we make.
- **Environment** – This area is concerned with the interdependence of humans and nature and our responsibilities to the environment.

The IBO provides a framework for assessment in the MYP program and student work is evaluated according to the criterion that clearly reflects the holistic philosophy of the program. Self-assessment is an integral part of the process. The MYP Program is carefully structured to promote independence and confidence in students, to enable students to realize the ‘power’ of learning and the full extent of the responsibility it brings.



English as an Additional Language Program

The philosophy of English as an Additional Language Program is based on the premise that children learn English most effectively by performing tasks with one another in an English Language environment. Students at ACS Egham are immersed in the English language during the entire school day in the School's program because we want students to have access to full curriculum. Immersion means giving students authentic access to the richest learning environment whilst still accommodating and supporting their development language needs.

Experienced EAL specialists work with classroom teachers to ensure the program, pedagogy and assessment is modified to meet the needs of EAL students. These specialists also work with students and families.

The continuing development of literacy in the students' native language is of utmost importance. It is a prerequisite for personal growth, a foundation for the acquisition of further languages and recognition of the importance of the students' cultural and social heritage. Therefore, ACS Egham offers a Native Language Enrichment program so that students are able to achieve full mastery at appropriate cognitive and academic levels in their native languages.

Enrichment Program

The primary goal of the enrichment program at ACS Egham is to ensure that all students are suitably challenged within all curriculum areas. The program supports inclusive instruction and mirrors the philosophy of the IB Programs in the school. It is student centred interdisciplinary and experimental in its approach.

The Enrichment Coordinator supports teachers in their instructional planning. This planning facilitates the design of tasks and activities, which require higher level thinking skills and extend and deepen the understanding of concepts studied.

Another important aspect of the Enrichment Program is the implementation of the Artist in Residence Program (AIR). Throughout the year, the Enrichment Coordinator works closely with the AIR Coordinator in all the grade levels and departments to arrange workshops and presentations from specialists in all subject areas. Careful attention is given to the balance of subject areas and to ensure the celebration of concepts and themes central to the curriculum.

Learning Support Program

ACS Egham uses an inclusive, collaborative model for delivering special education support services. This philosophy ensures that the needs of children with varied learning styles can be successfully accommodated in mainstream classrooms.

In Middle School the Learning Support Team assist teachers in the process of adapting methods of teaching to suit the individual needs of students. Support service is provided in the context of the regular classroom with specialist teachers working with the subject teacher and with the students requiring support in that class.

Flexibility and a clear understanding of varied learning styles and needs are key components of the learning support program at Egham. Individual Educational Plans (IEPs) are created to highlight strategies that can be used, depending on the context of the lesson, to help support the learning process.

Middle School Organisation

Students are grouped heterogeneously with classes balanced in terms of overall needs and abilities. Students travel to academic classes with the same Advisory group of students except during Modern Languages (all grades) and Mathematics (grade 7 onwards) classes. This helps provide a support system and aids in the transition to middle school. Advisory groups stay together for most classes and are regrouped for Modern Languages and Mathematics. Seventh and eighth grade students are grouped by ability in order to meet the needs of students with varying levels of experience. Middle school students are organized in mixed groups for the Middle School elective class. This provides students with an opportunity to interact with different students and to make more friends.

COUNSELLING SERVICES

Guidance Program

The Guidance Program offers services to teachers, students and parents in both the lower school and upper school on the Woodlee campus. The role of the guidance teacher is to help each student have the best school year possible. The guidance teacher is available to work with students individually, to facilitate small groups and to teach classroom sessions. Through collaboration with the classroom teachers, she plans developmentally appropriate guidance activities, which may include such topics as study skills, social skills and conflict resolution.

Throughout the year, the guidance teacher also offers informational sessions for parents as well as a support group for parents of children with special needs.

How Does a Student Get to See the Guidance Teacher?

A student may be referred to the Guidance Teacher in several ways. The Guidance Teacher will introduce herself to all students by meeting with each class and explaining her role at Woodlee. A student may then ask to speak with the Guidance Teacher by talking with his/her Advisor, or by leaving a note for the Guidance Teacher. Teachers as well as parents may suggest that the Guidance Teacher work with a child. She is available to talk with parents or teachers about the needs of any of our students.

Confidentiality

Counsellors and medical officers must advise students that they may not always be able to keep information provided to them confidential.

Such officers may respect the confidentiality of information unless it is necessary to stop unlawful activity or prevent harm to the student or to others. Such circumstances override the obligations of confidentiality.

In the event that a school officer is unsure, they should discuss the circumstances with the Principal who may refer to the Head of School. If there is doubt, the Superintendent must be conferred with by the Head of School. Such cases can be complicated and may require legal advice.

(March 2007)

Admissions

Admissions Policy — Whom do we accept?

ACS International Schools are service schools. The main criteria should be, "Can the student benefit from being in our program and can the child conform to the standards of our community."

Procedure:

1. The Student should be able to benefit from the programs that we offer.
2. If there is doubt, the student may be placed on academic or social probation, or denied admission.
3. If a student is placed on Academic Probation, s/he must achieve grades of C or higher in all subjects by the end of the first semester of attendance or s/he may be asked to leave.
4. If a student is placed on Social Probation, s/her is expected to conform to all student handbook guidelines. Failure to do so could result in the student being asked to leave the school.

Academic and Social Probation

In addition to the above, the school has two special categories of admission - Academic Probation and Social Probation.

1. A student whose previous school records show weakness may be accepted on academic probation. During the period of probation (normally a semester) the student must maintain a grade of 3 or better in all major academic subjects in order to remain at the school. The decision as to whether the student may stay or must leave is taken by the Head of School on the advice of the Principal concerned, and will be communicated to parents by the Head of School.
2. Students with serious breaches in discipline at the previous school are not accepted. However, in borderline cases, the school will accept a student on social probation for one semester. The decision as to whether the student may stay or leave is made as in the cases of academic probation.

School Expectations and Guidelines

Behaviour

The positive climate of ACS is a direct consequence of the behaviour of the people comprising our school community. Respect for people and respect for property form the foundation upon which behavioural guidelines are modelled. It is assumed that all members of our school community support these principles and help to promote desirable behaviour. Teachers and administrators in school routinely handle most minor behavioural problems and the school will involve parents with more serious issues.

Failure to behave in a manner that supports the Code of Conduct will be handled according to the discipline policy.

Code of Conduct

BE A STUDENT OF VALUE

Be Honest

Show honesty in your actions as well as your intentions.

- Build trust by not cheating, plagiarizing or doing someone else's work for them.
- Always telling the truth will gain you a reputation of being an honest, trustworthy person. Not telling the truth can rapidly have the opposite effect.
- We all have our own special talents. Be honest in evaluating yourself and do not make excuses blaming others for things you did not or could not do.

Be Respectful

Demonstrate politeness, respect and consideration toward others both at school and in the community.

- Use appropriate language and an acceptable tone of voice at all times.
- The use of profanity, teasing, or verbal abuse of others is not acceptable.
- Students should be sensitive to the feelings of others and should respect one another's differences. Think how boring the world would be if we were all the same. Enjoy each other, learn about other cultures and do not criticize someone just because they are different. Remember how it feels to be left out. Give everyone the chance to be included.

Respect the property of the school and the belongings of other students.

- Students should not tamper with the belongings of others.
- Lost property should be returned promptly to the office.
- Care should be taken to avoid damaging the building in any way. Students/parents are required to pay for property damaged through carelessness or with malicious intent.
- Students should take care to avoid tracking mud into the building.
- Rubbish should be disposed of in the proper containers.
- Eating in the halls is not permitted.
- Locker areas should be kept tidy and book bags should be hung on nearby hooks.
- Each student should keep his/her locker locked when not in use.

- Students are not permitted to chew gum on campus. We ask that adults model this behaviour as well.

Respect and support the school philosophy.

Be Helpful

- Be ready to help others and treat them with kindness.
- At some time or another everyone needs someone else's help.
- When you freely and kindly aid those who are in need, not only do you get the reward of feeling good because you helped, but you will make it more likely you will be helped in your time of need.

Be Safe

- Demonstrate appropriate and safe action in your behaviour and in your actions towards others at all times.
- Pushing and shoving, running while inside, throwing objects, fighting, and physically distracting others are not acceptable forms of behaviour.
- Remember safety concerns apply both while at school or away from it.
- Rollerblading, heelies and skate boarding are not permitted for safety reasons.
- Knives, guns, matches, lighters and anything that could be used as a weapon should not be brought to school, this includes replicas and toys that mimic these items.

Do Your Best

Always work hard and do your best. When you do not, you not only disappoint yourself, you disappoint others who believe in you or who would gain from your talents.

- Care should be taken to have the materials for each class, which are needed for learning.
- An atmosphere which allows you to do your best includes quiet study halls, students listening carefully to teachers and classmates, students coming to class prepared with homework and other assignments, and students taking the time to organize their work and study for an appropriate amount of time.

School Community Awards

Middle and High School

In support of our aim to promote high standards of scholarship, responsibility and citizenship, we provide recognition for students who demonstrate commendable effort, strong leadership, good citizenship, and sincere service to the community. In reflecting on what aspects within our community and student body, which we hold in high esteem, these areas stand out as ones, which contribute to the supportive, respectful, and positive environment at ACS Egham.

The following awards will be based upon teacher nominations. Certificates will be given at each grade level at the end of semesters 1 and 2. Students receiving these awards will be recognized through the Assembly program.

Effort Award

This student will have regularly demonstrated enthusiasm for learning and willingness to work hard. He/she will work well with others, participate positively in class discussions and activities. This student will be one who approaches problems with a positive and healthy attitude. In determining candidates for this award, priority will be placed on attitude and perseverance, not grades.

Leadership Award

Candidates for this award would be students who, for example:

- take initiative
- see ideas through to fruition.
- are responsible
- offer assistance in projects for the school or student council
- have a positive attitude toward challenges
- are able to generate creative solutions
- possess an awareness and a desire to involve other members of the group in activities
- are recognised (by peers and adults) as positive role models.

Alderdice Citizenship Award

Candidates for this award would be students who, for example:

- demonstrate politeness, respect and consideration toward others
- use appropriate language
- are sensitive to the feelings of others
- respect differences in people
- are ready to help others and treat them with kindness

Service Award

Candidates for this award would be students who, for example:

- make significant contributions to the school and/or surrounding community
- readily give assistance when they perceive a need

Academic Award

Candidates for this award would be students who achieve a grade of '5' in all of their subject classes for both quarters in the semester. Students must have received quarter grades in all academic courses from both quarters in the semester to be eligible.

Dress Code

The personal appearance of ACS students should reflect a respect for the school and the international community so that individual student dress does not distract from the learning process. ACS is a place of work and study and therefore appropriate dress is neat, clean, modest and in good repair.

Teachers are expected to monitor appropriate student attire and fulfil the following guidelines:

- Dress that does not meet with the general expectations of the school will not be permitted
- Hairstyles and make-up are expected to be similarly appropriate.
- Hair colour must be natural looking
- Moustaches and beards are not acceptable

If there is any doubt students should check with their Principal whose decision will be final.

In order to provide parents and students with guidance as to what is appropriate, the following points make the schools expectations clear.

Tops should be:

- Neat
- Modest and appropriate for school wear e.g. no spaghetti straps
- Without printed messages that promote alcohol, drugs, tobacco, inappropriate language, promiscuity, violence or cultural messages not shared by everyone in the community

Trousers should:

- Fit properly at the waist (no 'baggies') - with a belt if necessary
- Be in good repair
- Be of appropriate length: they should not drag along the floor

Shorts:

- Athletic shorts may only be worn during sports activities

Skirts/dresses/tops should be:

- Appropriate in length for school wear – skirts should be around knee length, tops must be long enough to come down to the trouser/skirt line.
- Shoulders should stay covered – no spaghetti straps.

Hats or Baseball caps:

- May not be worn inside the building

Body piercing:

- The wearing of rings or studs or any other jewellery in the eyebrow, nose, tongue or navel is not permitted
- Earrings should be limited in number
- Cultural exceptions will be accepted

Footwear:

- Shoes or trainers are regarded as the normal footwear
- Casual beach shoes/Flip flops will not be accepted

National/religious dress

- Students are permitted to wear national/religious dress as long as it meets the school's dress code requirements on neatness and cleanliness
- The wearing of such dress should not keep the student from participation in the curriculum

Dress Code on Field trips:

- Students attending field trips with the school are expected to adhere to normal dress code unless otherwise instructed by the teacher responsible for the trip.
- In Middle and High school a specific dress code will be the norm.
- It is this divisional Principal's responsibility to decide on the appropriate dress code for each field trip.

Students who are inappropriately dressed for school may be asked to return home to assume appropriate attire. In order to save a student from embarrassment, parents are requested to see that their children are appropriately dressed.

Bus Expectations

Students are expected to:

Demonstrate respect and consideration for the driver and other passengers to ensure that the trip is a safe and positive experience for everyone.

- respect and respond to the requests of the bus driver and should treat other passengers with respect.

Help to maintain a low level of noise throughout the bus trip.

- Loud noise can distract the driver and jeopardise the safety of everyone on the bus.
- Conversations should be relatively quiet.
- Radios should not be used while riding on the school bus.

Use appropriate language at all times.

- The use of profanity, teasing, or verbal abuse of others is not acceptable.

Demonstrate appropriate behaviour toward other students at all times.

- Horseplay, physically distracting others, pushing or shoving, throwing objects, and fighting are not acceptable forms of behaviour while riding on the school bus.

Respect the school bus and the property of others.

- Students should not play with or tamper with equipment on the school bus,
- Students should not play with or tamper with other people's belongings.

Care for their own belongings.

- Students are responsible for keeping their belongings with them during the bus ride, and taking their things with them when they leave the school bus.

Help to keep the school bus clean.

- Students should dispose of rubbish properly by using waste containers at school or at home.
- Eating and drinking on the bus are not allowed at anytime.

Ride to and from school on assigned school bus.

- Students are not permitted to ride on any bus other than the one to which they are assigned.
- Parents may request permission for their child to temporarily ride on a different school bus by asking that driver.
- If space is available, a note from the parent to the classroom teacher informing the teacher of the temporary change is also required.

The use of seat belts is required. Students are expected to:

- Sit down, adjust their seat belt if necessary, and buckle up as soon as possible.
- The seat belt must remain buckled for the duration of the trip.
- The driver should be asked for assistance if the seat belt cannot be buckled for any reason.
- Keep the seat belt buckled until the bus comes to a complete stop at the drop off point.

Bus Behaviour and Discipline

If a child misbehaves or has a problem with other students on the bus, the bus driver will report the incident to the divisional Principal or Transport Office. The Principal will discuss the problem with the students who were involved and warn those students who were not following the bus rules. If a problem repeats with the same child, the Principal will contact the parents to discuss the situation. If the problem repeats a third time, the Principal will organize a conference with both parents and the students involved. At this time, the student may be removed from the bus for a period of time.

Late buses

Normally students will leave the campus at the end of the school day. However several days a week when activities are scheduled, the school operates a late bus service to various rail stations where parents can collect students. Middle school students who stay after school for team sport practices are permitted to use this service. Students who sign up to work in the Upper School Library on days when the late buses are running for athletes may also use this service. Students are not to remain on campus after school unless it is for an organised activity with teacher supervision. It is the responsibility of the student to ensure they sign up for the late bus and inform his/her parents about staying at school late.

General Discipline Policy

Failure to follow school rules and regulations is treated seriously. Our goal is for students to accept responsibility for their actions and begin to understand the link between their behaviour and its effect on others.

Discipline Notes

If a student behaves inappropriately, the supervisor will send a "Discipline Note" to the Principal describing the problem and the Principal will send a copy to the parents. Parents should discuss the problem with their child and return the form with any appropriate comments. On the second occasion, the teacher will notify the Principal and the parents in the same way. In addition, the Principal will meet with the student to discuss the problem and to review school expectations. If the problem should repeat a third time, stronger action will be taken. Options are outlined below and include social probation, curtailment of privileges, suspension and possibly removal from the school.

Conference and Problem Solving

Some concerns about student behaviour are referred by teachers to the office. In order to gather information about a problem, it is normal for an administrator to schedule a meeting with the students involved. During this discussion, students are counselled about their behaviour. With serious problems or those, which are repeated, a conference between the parents of the child and an administrator is scheduled.

Loss of Social Time (Lunch, recess, breaks, before and after school)

If students demonstrate lack of control during scheduled breaks, before school or recess, they lose the privilege of socializing with their friends and are required to remain in the office for a designated length of time.

Home-Suspension

If a serious problem occurs or there are concerns, which remain unresolved after other techniques have been tried, a student may be placed on suspension for a designated period of time, which is determined by the Principal. In order for a student to be readmitted to school, a conference between an administrator and the parents is required to agree a readmittance and continuing enrolment contract. During a period of suspension, a student will be expected to complete all homework assignments given to the rest of the class along with any other work that may be specifically assigned.

Following the term of suspension, the student will be required to make up all tests and quizzes given during the period of suspension.

During suspension, a student may not enter the campus or participate in any school related activity.

Social Probation

Students who demonstrate a consistent lack of respect for school rules will be placed on Social Probation for a defined period of time. While on Social Probation, students are required to leave the school at 3:10, unless special permission has been granted them to attend extra-help sessions. They are excluded from all after school events such as dances and plays. If a student on Social Probation continues to defy school rules, the school has the right to expel the student.

Expulsion

Expulsion may result from an action prejudicial to the safety of any members of the student body and staff of the school, or from the persistent refusal on the part of the student to fulfil his academic and behaviour obligation to the school or to benefit from the school programme in the judgement of the Head of School.

Exclusion may be ordered only by the Head of School with the Superintendent's approval.

A non-exhaustive list of the sorts of behaviour that could cause exclusion includes:

- Physical assault against students or adults
- Verbal abuse/threatening behaviour against students or adults
- Bullying
- Racial abuse
- Sexual misconduct
- Drug and alcohol misuse
- Damage to property
- Theft
- Persistent disruptive behaviour
- Parental behaviour
- Persistent plagiarism

Clear outlines of circumstances that could lead to expulsion must be included in the Parent/Student Handbook.

If the grounds for expulsion are not clearly stated in the Parent/Student Handbook, the Head of School must confer with the Superintendent before considering expulsion as an option.

The school's exclusion policy covers behaviour during school and outside of school time and /or off school premises. A student's behaviour outside of school can be just as damaging to the school and the student as behaviour at the school.

The school reserves the right to exclude any student whose behaviour or attitude has a negative influence on other students, who fails to meet the standards of their academic or social probation or who is in breach of those school regulations that merit expulsion, without any return of the tuition fee or debenture. Bussing fees may be refunded.

The decision to exclude will be taken using a fair process following the key principles as follows:

- A fair and thorough investigation should take place
- Pupils must be informed of the allegation and the evidence relied upon
- Students must be given a fair opportunity to exculpate themselves
- An appeal should be offered using the Complaints procedure.

Academic Honesty

Cheating is considered to be a serious matter. Apart from the basic issue of honesty, it both unfairly disadvantages other students and re-enforces the cheater's own feelings of inadequacy. The first known offence will generally involve the student in a conference with the Principal and

the teacher, and contact will be made with the parents. Further offences will be reviewed more seriously and would normally result in the student being asked to leave the school.

Plagiarism will be treated as cheating and will be handled with the same severity. Using the school computer resources to cheat or plagiarise will cause the student to forfeit user privileges, according to the acceptable use policy signed by parents and students.

Plagiarism relating to the AP or IB programme/examinations may result in the student losing certificate or candidate status.

Examples of unacceptable behaviour may include but are not limited to:

- Copying or allowing others to copy information from someone else's work, test paper, homework, computer storage device etc.
- Unauthorized use of study aids
- Unauthorized prior knowledge of an examination or test
- Attempting to pass off someone else's work as one's own
- Falsifying data for academic credit
- Copying the language, structure or patterns of thought of another without proper acknowledgement.

It is the student's responsibility to complete all assigned work, activities and test according to the policy and to check with the teacher in cases of ambiguity.

It is the teacher's responsibility to educate the students with regard to appropriate behaviour and standards required in relation to the policy.

Damage to School and Others' Property

Any student found causing damage to school property through inappropriate behaviour will be sent immediately to the Principal. If the damage is not easily corrected by the student, the student/parents will be expected to meet the cost of the replacement or repair. Very serious or repeated instances could result in the student being removed from the school.

Tobacco, Alcohol and Drugs

Substance abuse in any form is treated very seriously at ACS.

Possession, purchase, sale, passage or being under the influence of alcohol or drugs at school or any school-related activity is strictly prohibited.

The school reserves the right to expel any student violating this rule and/or bringing the reputation of the school into disrepute.

- No student is allowed to purchase or consume alcoholic beverages at any time during the school hours or school supervision, including field trips, overseas excursions and trips with sports teams.
- No student is allowed to smoke at any time or place on campus or while under school supervision. This includes the school bus, field trips, sports trips, holiday trips, school dances, socials or other extra-curricular activities.

- If a student is discovered purchasing or consuming alcohol or tobacco during the above mentioned times, s/he will be automatically suspended for a period of up to three school days, at the end of which time he/she will be readmitted only after a conference including parents, student and Principal to agree a contract of readmittance.
- If the offence takes place on an overseas trip, the student may be sent home at the parents' expense and may be ineligible for school trips in the subsequent semester. If the offence takes place during a sports trip, the student will be dropped from the team concerned for the remainder of the current season.

These topics are important educational issues, which should be addressed at home as well as school. They are an integral part of our health education curriculum.

Anti-bullying policy

Introduction

ACS International Schools aim to create a community in which every member is respected as an individual. We believe that every student has a right to receive his/her education in a safe and secure environment free from intimidation, threat or harm from any other student.

Aim

It is the aim of our policy statement to clarify to all students, parents and teachers that bullying is unacceptable and not tolerated at our schools.

Definition

Bullying is:

- Systematic and on-going – rather than one off.
- Done by the more powerful to the less – rather than between equals.
- Distressing and hurtful to the victim – rather than good natured fun.
- Always one way – rather than an exchange.

Bullying can be:

- Physical – pushing, kicking, hitting, pinching, violent threats...
- Verbal – name calling, sarcasm, spreading rumours, persistent teasing, put downs....
- Emotional – excluding others, tormenting, ridiculing, humiliating...
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact, abusive comments, inappropriate comments about sexual orientation...
- Material – when possessions are stolen or damaged or extortion takes place.

Commitment

ACS schools make the commitment to all their young people that all reported incidents regarding bullying will be taken seriously.

The schools will support this commitment by:

- Providing clear and well-established reporting procedures for pupils and parents.
- Providing guidelines that help in the identification of bullying.
- Teachers raising the issue in classroom instruction.
- Creating opportunities for confidential/anonymous communications by pupils.
- Challenging the notion that there can be innocent neutral bystanders in this issue.

Implementation of Commitment

Students are encouraged to talk with a trusted teacher, Counsellor, or Principal if they feel uncomfortable in school. If any instances of bullying are reported, the teacher and Principal will investigate by conducting interviews of all parties and appropriate consequences will be administered.

Faculty are expected to intervene in any observed or suspected cases of bullying to either counsel the student or report the situation to the Principal for further investigation.

Respect is emphasized in classrooms and if any bullying situations arise or are suspected, the teacher/Counsellor will talk with students about appropriate behaviours.

Students who witness any bullying of others are encouraged to report their observations/concerns to a teacher/Counsellor/Principal or Head of School to ensure our school is a safe learning environment for all.

Intervention

When a bullying issue has been uncovered, the school will intervene by:

- Acknowledging the distress of the bullied children and re-assuring them that they are not to blame.
- Avoiding damaging labelling of "bullied" and "bully" which can lead to lowered esteem and self-fulfilling predications regarding future behaviour.
- Confronting the bullying behaviour clearly, but going beyond mere application of sanctions; punishment alone can reinforce the idea that power is what matters and can also lead to an escalation as resentment is built up: this in itself can lead to children becoming less willing to report bullying.
- When appropriate, advising the appropriate child protection agencies.

Academic Information

Course Load

Middle School

COURSES

Language A - Language Arts (English A), Native Language
Language B – Modern Language (French, Spanish), English B (EAL)
Humanities - Social Studies, Geography, History
Sciences – Biology, Chemistry, Physics
Mathematics
Physical Education
Technology – Computer/Information Technology and Design Technology
Visual Arts
Performing Arts – Drama and Music
Advisory
Elective

Evaluation

Report Cards are issued four times a year. Throughout each marking period Interim Progress Reports are sent to those students who are performing below their potential or earning a '3' or below.

Grading in the Middle and High School

Every teacher is required to use the International Baccalaureate criterion referenced system for determining marks that lead to grades as described in the Diploma and IBMYP subject guides. Teachers must base their assessment practices on IB assessment criteria and ensure that how this is done is clear to both students and teachers. Final quarter and semester grades will be based on the IB 1-7 grading system.

7 (Outstanding): Student demonstrates a consistent and deep understanding of the required knowledge and skills, and the ability to apply them almost faultless in a wide variety of contexts. There is consistent evidence of evaluation, analysis and synthesis required in outstanding answers. The student consistently demonstrates originality and insight.

6 (Superior): Student demonstrates a consistent and deep understanding of the required knowledge and skills, and the ability to apply them in a wide variety of contexts. There is consistent evidence of evaluation, analysis and synthesis required in superior answers. The student demonstrates originality and insight.

5 (Good): Student demonstrates understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is some evidence of evaluation, analysis and synthesis required in superior answers. The student demonstrates occasional originality and insight.

4 (Satisfactory): Student demonstrates a reasonable general understanding of the required knowledge and skills and the ability to apply them effectively in normal situations. There is occasional evidence of evaluation, analysis and synthesis required in good answers. The student demonstrates occasional originality and insight.

3 (Mediocre): Student demonstrates a limited general understanding of the required knowledge and skills and has limited ability in applying them effectively in normal situations without teacher support.

2 (Poor): Student demonstrates minimal achievement in terms of the objectives and inadequate understanding of the required knowledge and skills. The student is unable to apply concepts in normal situations.

1 (Very Poor): Student demonstrates very minimal achievement in terms of the objectives and almost no understanding of the required knowledge and skills.

Grades are reported using the IB system. Teachers do not need to concern themselves with grade equivalency in terms of the A to F system used in the United States. When a student is transferring back to a school or College in the United States that require a grade point average, the following table is used to calculate this average. This calculation is done by the counsellor and secondary Principal, not subject teachers.

IB Grade	Letter Grade	Percentage	GPA Value
7	A+	97-100	4.3
6	A	94-96	4.0
5+	A-	91-93	3.7
5	B+	87-90	3.3
4+	B	84-86	3.0
4	B-	80-83	2.7
3+	C+	76-79	2.3
3	C	73-75	2.0
3-	C-	70-72	1.7
2	D	60-69	1.0
1	F	Below 60	0.0

Semester Grades

Students are assessed using the MYP subject specific criteria referenced assessment system. The grade a student receives at the quarter or at the semester is based on the scores and weighting of each subject's criteria and reflects the current achievement of the student at that point in time.

Interim Reports

Middle School Interim Reports are usually mailed at the halfway point of each quarter but may be sent at any point in the year. We send interim reports to inform parents that their son or daughter has been experiencing some difficulty in a particular subject and if this continues could seriously impact their learning. This should not be viewed as a punishment; its purpose is primarily to provide information about student progress and encourage concentrated effort and improvement. They are usually sent to a student who is receiving a 3 or below, or who is consistently performing below their potential even if their grade is higher than a 3.

Homework

Student Agenda

The school provides each student with a 'Student Agenda' and students are required to use it to record homework assignments in every class. This agenda is designed to assist students in such

areas as organization and accountability, time management, goal setting, etc. and is seen as an integral part of the middle school transition. Students are expected to keep their agenda for the entire year and will be charged for a replacement school Agenda. The school pre-orders a quantity of Agendas for the year taking into account student turnover and expected losses. If during the year stocks run low Agenda's will be reserved for new students and those students who lose their Agenda will be expected to provide a suitable alternative, as costs for printing/shipping a single copy are prohibitive.

Homework is an essential part of our curriculum throughout the Middle School and is usually given on a nightly basis to allow students to preview, practice, review or expand on material introduced in classroom work. Homework helps students develop important habits of self-discipline, organization and self-reliance.

Time Requirements

In order to assist the transition from lower school through high school, the amount of homework assigned gradually increases from year to year. Teachers discuss homework and provide general guidelines to students to help them understand their responsibilities as they progress through the middle school.

GRADE 6

Homework is usually given by each teacher on a nightly basis. Each teacher generally assigns work, which can be completed with approximately twenty minutes of concentrated effort. Under normal circumstances children should be able to complete homework in less than ninety minutes.

GRADES 7

Homework is given by each teacher, usually on a nightly basis. Students should be able to complete the work assigned by one teacher in approximately twenty - five minutes. There is an emphasis on assigning long-term projects and teaching students the value of planning ahead. If students complete long-term assignments on a timely basis, homework should not take more than two hours per night.

GRADE 8

Homework is given by each teacher on a nightly basis. Each teacher assigns work, which should be completed in approximately thirty minutes. In many subjects there is an emphasis on assigning long-term projects and teaching students the value of planning ahead. If students complete long-term projects on a timely basis, homework should not take more than two and half hours per night.

Completion of Homework

Homework should be completed, printed if necessary and ready to be handed in at the start of the lesson indicated by the teacher. Work that is incomplete or not ready to be submitted for whatever reason at that point is considered 'not done' and a homework notice will be issued and mailed home.

If a student cannot complete a homework assignment because of illness or other extenuating circumstances, the parent should write a note explaining the problem. In this case the teacher will decide on the best course of action depending on the work set and the intended learning objectives. If students have difficulty understanding an assignment, they should ask the

appropriate teacher before they go home. If a student consistently experiences difficulty in finishing assignments, the parents and the teacher of the subject concerned should meet to review the situation.

Homework Requests for Students who are ill

If a student is ill, the parents may phone the office to request homework. All requests should be made by 9:30 a.m. Homework should not be requested unless someone is available to collect it from the Office before 4:00.

Failure to Complete Homework

Middle School Homework Policy

Failure to complete and return homework is a serious matter. Whenever a student reports to class without the required homework, the teacher will send a homework note to the Principal who will mail it to the parents. On the second and third occasions, the teacher will notify the Principal and the parent in the same way. In addition, the Principal will meet with the student to review the policy and to discuss solutions to the problem. On the fourth occasion, the student will receive a detention. After school detentions are assigned promptly and override after school activities such as clubs, sport practices and games. Continued failure to do homework will result in a parent/student/Principal meeting where participants will agree on some procedure to ensure the regular and timely submission of homework. Continued failure to do homework may result in academic probation or dismissal from school.

Academic Probation

A student may be placed on academic probation whenever he/she is consistently performing below their potential, usually indicated by achieving a '3' or below, and after the normal support strategies such as interim reports, parent-teacher meetings, after-school support clubs have been unsuccessful. A student who is on probation for two consecutive quarters may be dismissed from school. The decision to retain or dismiss is made by the Head of School based upon a recommendation from the Divisional Principal.

In addition, a student may be placed on academic or social probation whenever the Divisional Principal feels that the academic performance or general behaviour is unsatisfactory.

Native Language Instruction

The schools will, as appropriate, offer native language instruction for the purposes of maintaining student languages. Languages offered will be at the discretion of the Head of School, but many include Swedish, Norwegian, Dutch, Japanese, Danish, Finnish and German. The list is not exclusive. Frequency of instruction will be a maximum of 1 lesson/hour per week for each class, although 3 ability classes for each language may be offered. Tutors will be non-contracted and the rate of pay will be the same as that provided for IB non-contracted teachers. The minimum class size should be 3 students.

Supplies and Textbooks

Textbooks

The School provides textbooks in some subjects as part of the tuition charge. It should be noted that due to the holistic and international nature of our MYP curriculum subjects use a wide range of resources to support learning and although a subject may use a textbook it is likely that other resources will be used periodically. During the first week, students will be assigned textbooks with designated numbers. They should immediately write their names in the appropriate space provided. Teachers will record all book numbers and the condition of each text. Students are expected to keep their book for the entire year. In some situations teachers may ask that the textbooks be kept in the classroom as a class set for logistical reasons. All textbooks should be covered. Students should not use PVC sticky film because this damages the books when it is removed. Students are expected to pay for textbooks, which are lost or damaged beyond reasonable wear and tear.

School Supplies

A middle school supply list is distributed to all students at the beginning of each academic year. All items are available from local stockists.

Student Ethical Computer and Internet Use Agreement

The information technology services at ACS give students and staff access to global resources through services offered on the Internet. The Internet is a collection of interconnected computer networks around the world sharing information almost instantly. The networks are owned by countless commercial, research, governmental, and educational organisations. The Internet expands classroom, library, and media centre resources by making information, images and even computer software available to students, teachers, librarians and media specialists from places otherwise impossible to reach.

Access to these resources can have an impact on individual and group work in the classroom, collaborative professional projects, curriculum materials, and idea sharing. Internet access also makes contact with people all over the world easier and can bring experts in every content area imaginable into their classrooms, libraries and computer labs of our school. ACS Internet users and their parents should understand that neither ACS nor the faculty could completely control the content of the information obtained from other systems. While we put into place technical 'firewalls' and 'Internet content filtering tools' along with other protection systems on our computer systems at school, everyone must understand that no system is perfect or foolproof. It is the view of the administration and staff however that the advantage of access to the worldwide web outweighs the disadvantages of possible abuse of the privilege. Parents are encouraged to discuss appropriate use of the Internet at home.

We are making our acceptable use policy for Internet access at ACS clear to our community, requiring students and parents to sign a pledge to the Student Ethical Use Agreement to abide by the terms and conditions contained within it.

Students' Acceptable Use Policy for Internet Access

The purpose of the school's connection to the Internet is to support the mission of our school. Internet access is free to all, but students must first have the permission of and be supervised by a member of the ACS professional staff. Access is a privilege, not a right, and entails responsibility. Students are expected to demonstrate responsible use of privileges of Internet access according to the following conditions.

Privileges and Responsibilities

- ACS computers and Internet access are provided principally for educational related communication, research and other activities
- Computer access will be provided to students who act in an ethical, considerate and responsible manner
- Each student with network access shall be assigned storage place on a file server which will be treated like school lockers
- Users should not expect that files stored on school resources will always be private
- Each student should respect the right of the copyright owners by using proper citation for information and images, sound files or any other computer data

Restrictions

The following activities are NOT permitted:

Participation in unregulated 'chat forums'

Displaying or downloading information or images from the Internet that are offensive, obscene, abusive, objectionable or dangerous. Sensitivity to the diversity of the ACS community will be considered in deciding whether or not material is offensive

Damaging or altering computers, computers systems, software, networks, or files

Vandalising, damaging, or disabling the property of another user.

Representing the work of others found on the Internet or from other sources as your own

Using another person's password, trespassing in another person's folders, work or files

Breaching the specific guidelines set up at individual locations such as the library or computer lab

Giving out personal information about yourself, or any other member of the school community such as home phone numbers, addresses, credit card numbers or age

Downloading or use of any unauthorised games or programme.

Disclaimer

The school does not guarantee the functioning of any computer and shall not be liable for any direct or indirect, incidental or consequential damages, including lost data sustained in the use of any computer or any other hardware or software

Our school policies in this area will be regularly reviewed and revised as necessary. Feedback from all constituent groups in our community will be solicited as policy revisions are considered.

STUDENT ETHICAL COMPUTER AND INTERNET USE AGREEMENT

1. I will use Internet access only for educational purposes
2. I will understand that any storage space allotted to me is not necessarily private
3. I will ensure that I have permission from a supervising teacher or staff member to download any materials from the Internet onto any ACS computer
4. I will respect the diversity of beliefs of our community and not create or distribute any information, which may be offensive to members of our community
5. I will not participate in public or unregulated chat forums
6. I will not use the Internet for any illegal purpose
7. I will only use email for school projects using appropriate language and content throughout
8. I will properly cite all references to online materials and respect the rights of copyright holders of articles, images, and sounds
9. I will not tamper with or view any files belonging to any other student or staff member
10. I will not damage or alter any form of hardware or software that belongs to the school
11. I will not release any personal information about myself, staff members, or other students to anyone
12. I will not reveal any passwords or access codes, which I have received from ACS to anyone
13. I will not download or use any unauthorised games or programmes
14. I understand that the use of the Internet is a privilege not a right, which may be withdrawn if I violate the principles of ethical computer use

Consequences of Inappropriate use

Violation of these regulations may result in the loss of Internet access privileges and/or computer use privileges. Violations may also lead to suspension or expulsion from school.

Student's Agreement

I have read and understand the school rules for Acceptable Internet Use and agree to support the Ethical Computer and Internet Use Agreement.

I will use the computer systems and Internet in a responsible way and obey these rules at all times.

*Signed:

Date:

*Parent to sign on behalf of Lower School Students

Disclaimer

The school does not guarantee the functioning of any computer and shall not be liable for any direct or indirect, incidental or consequential damages, including lost data sustained in the use of any computer or any other hardware or software.

Our school policies in this area will be regularly reviewed and revised as necessary. Feedback from all constituent groups in our community will be solicited as policy revisions are considered.

The School Day

DAILY SCHEDULE

The school day officially begins at 8:30 and ends at 3:15. Students should aim to arrive at school at 8:25. There will be no supervision available any earlier than 8:00 a.m. Students are asked not to arrive before 8:00 a.m. unless they have made prior arrangements to meet with a teacher.

Middle school students gather in the playing field where they will be supervised. The gym will be used in inclement weather. Students are expected to remain in this area until dismissed by the supervising teacher.

Registration

During the first ten minutes of the school day, registration will take place. There should be a climate of order and control during registration in order to allow attendance and a lunch count to be taken. Permission slips should be returned to homeroom teachers.

The attendance procedure is then repeated in the afternoon after lunch and recess.

Students should listen carefully to the information, which is shared, from the weekly newsletter and announcements.

Any letters from parents excusing absence or asking for an early dismissal for an appointment should be turned into the homeroom teacher who will send them to the office.

Handling Money

Any money or cheques that need to be submitted to the school for events or trips throughout the year should go directly to the Middle School office and not be handed to Advisory teachers. This is for security reasons as Advisors may not have time to safely lock away the money before teaching. The Middle School secretary will take the money and issue a receipt if over £10. Under no circumstance should money or cheques be simply left on the desk in the Middle School office if the secretary is not there to acknowledge receipt.

Advisory Program

The purpose of the Advisory program is to provide a crucial forum of learning how to learn. Topics such as goal setting, analysis of learning style, locker organization, agenda use and time management are addressed during Advisory time. The skills introduced in these Advisory periods are reinforced throughout the curriculum in all subject areas.

In addition to helping students to develop approaches to learning, the advisory program is also designed to positively influence the ethos of the Middle School. Advisory activities and teaching are structured to create for the students the understanding that they are a valued member of the community. To this end, time in Advisory is also devoted to Health and Social Education (HSE) issues which are appropriate and relevant to the specific grade levels.

Lunch Program

We provide a hot lunch program and free milk. Students may purchase food with a lunch card. Lunch cards may be purchased through the School Secretary.

Students may also bring a packed lunch, however students at every level are asked to bring lunches, which are supportive of the school's philosophy to promote a healthy body. If a student does not have a lunch, the advisor will loan him/her a voucher, which should be returned promptly.

Upon entering the cafeteria, students may select their own seats. During lunch, noise should be kept to a reasonable level. Students should not leave their seats until their lunch is finished. They are expected to socialize quietly with other students at their table. Students are not permitted to touch another student's food or to throw food.

When students are finished with their lunches, they should dispose of their rubbish. Students are responsible for cleaning up after themselves and keeping the tables reasonably clean. The teacher on duty dismisses tables individually. If students do not finish in the allotted time due to a lengthy wait in line, extra time to finish is provided.

Change Time

The change time between classes is enough time for students to travel directly to their next lesson. This time is not designed to allow students to access their lockers between classes, as at times their locker may be a significant distance away. Students have time to go to their lockers before registration, after lunch and at the end of the day and should aim to organise their day and carry only the resources needed for classes during that morning or afternoon.

Students who are late for class and do not have a valid excuse will be asked to report to the office to get a late note. If this occurs regularly, an interim report will be issued.

Social Breaks (Recess)

Middle School Recess Rules

Where to Go:

1. Students gather in a designated area outside to get fresh air.
2. Students are permitted to miss recess only if they have a signed and dated pass from a teacher indicating that they have permission to be in another area for an appropriate reason.
3. Students having a pass and permission to work in the Library, Computer Lab or go to the nurse are required to sign in those areas upon arrival. Students using the Library or Computer Lab must remain there for the period.

Field Expectations

1. No dangerous games, especially those, which involve tackling, are allowed.
2. Students should respect other people's space by keeping their hands to themselves.
3. No student is permitted to leave the recess area without the permission of the teacher on duty. This includes going to the toilet and retrieving a ball from outside the recess boundaries.
4. When the teacher on duty blows the whistle, all games must stop and students must quickly line up to be dismissed to their lockers.
5. Students should do their best to avoid getting wet and muddy during recess.

Consequences

If in the judgment of the teacher on duty, a student is not following the rules, the student may be assigned a detention. An inability to follow the rules during these social breaks may result in Social Probation.

Elective Period Options

Middle school students can select from several options on a semesterly basis for two periods a week. Some electives such as Native Language require a commitment for the whole year. The elective period is designed to give students an opportunity to make choices and pursue special interests. Elective choices for Middle school may vary depending on the interests of students and the expertise of available teachers.

Students are issued a selection form, which requires a parent's signature and needs to be submitted by a published deadline. Students who miss the deadline will be assigned an elective by the school based on available places. Students are required to choose 3 electives in order of preference and most students get their top choice, however some electives are oversubscribed. In the rare event that a student does not get any of their three choices they will be informed and asked to choose again. If this occurs in semester 1 that student will be given their top choice in semester 2, however this cannot be carried past semester 2 into a new year. Students are asked to choose different options in semester 1 and 2 unless the course runs for a year.

Previous years elective choices have included:

Art

This course will give students the opportunity to work in 2 and 3 dimensions and develop skills using a variety of materials and techniques. Students will cover a range of themes, and be given the opportunity to develop their own lines of inquiry. This course aims to encourage a lively and inquiring attitude towards both art and design.

Book Club

Book club is an elective for students who enjoy reading. Students will choose novels to discuss and analyse within a group dynamic. In addition, students will also be given individual reading time within the elective period.

Community and Service

This elective provides students with additional opportunities for community service. Students will be involved in projects and initiatives in all aspects of the school community.

Concert Band

This class is open to all instrumentalists of intermediate and advanced levels. It is a participatory class for musicians to increase skills. Students will have the opportunity to play together in small groups and will work toward performances for music department concerts, assemblies and graduation ceremonies. Members of this group are required to be enrolled in weekly private lessons outside of the school day.

Choir

Open to all students with a desire to sing, this course gives students an opportunity to take part in a vocal performing group outside of their regular music class. Students learn a wide variety of songs sung in unison and harmony. The choir will work toward performances for music department concert and assemblies.

Creative Writing

Classes will incorporate creative writing exercise and workshops, practical applications of revision, editing and proofreading, and desktop publishing to produce a professional looking finished product.

Debate

This elective will give students the opportunity to develop the skills of articulating opinions base upon research and of public speaking.

Design Technology

This course will extend the skills developed within our curriculum and give students an opportunity to explore the design cycle and to create products using a variety of materials and techniques.

Drama

This elective is open to all students who are interested in developing their creative and dramatic skills. Please note that in the second semester students in all electives in MS/HS may audition for the annual spring production, which is not part of the Drama Elective. If they are successful the student will withdraw from their chosen elective for a number of weeks during semester 2.

EAL

This is an opportunity for students with English as their second or additional language to work on language skills and study techniques. This elective is organized on an individual basis by Ms Galemmo.

Global Issues

This elective helps students look in more detail at the pressures faced by our planet, environmentally, politically and socially. Student will learn the causes and consequences of these pressures and examine ways that we can make a difference now and in the future.

Math Challenge

This course will approach mathematical concepts in a unique and challenging way. It will be represented as problems, for which the students themselves will develop methods of solution, and open-minded investigation, which will allow students to develop their own lines of research. It will deal largely with topics not normally on the curriculum, but will involve the applications of familiar ideas. In this way the familiar ideas will be seen in new contexts, in greater and wider depth.

Native Language Elective *(all year commitment)*

This is organized on an individual basis by our Native Language Coordinator. Please contact Ms Asa Haeggblom directly if you wish to join one of these groups.
(ahaeggblom@acs-england.co.uk)

MIDDLE SCHOOL SOCIAL OPPORTUNITIES

A variety of social opportunities will be arranged for students throughout the year.

RULES FOR ACS STUDENT SOCIALS

The rules below apply to all Socials organized for students:

- Students are expected to attend the whole social unless prior arrangement with the parents has been arranged. Students who do leave a social for any reason will not be readmitted, and are expected to leave the school grounds immediately.
- Anyone suspected of arriving under the influence of alcohol or drugs will not be admitted to the function. Smoking and drinking are not permitted by either students or their guests. Disciplinary procedures in accordance to school policy are likely to be initiated in these cases.
- If a student wishes to bring a guest (one per student) written communication from parents must be sent to the Principal one-week prior to the function.
- All guests are expected to be aware of and abide by all social rules.
- Guests must be introduced upon arrival to the chaperones.
- Students are expected to go home between school dismissal and the start of the event. Students may remain on campus only by prior arrangement with the Principal.

Student Council

The middle school Student Council includes a President, Vice President, Secretary, Treasurer and representative from each Advisory class. A faculty member serves as the advisor.

The Student Council is responsible for organizing social activities on behalf of the students. They will organize dances quarterly and a variety of other social opportunities throughout the year. The Student Council is also responsible for determining student needs and opinions on matter affecting them. The Council works closely with both the student body and administration in an effort to build a stronger school community.

Sport Teams

The middle school offers a variety of school teams for 6th through 8th graders. Autumn sports include volleyball, soccer and cross-country. Winter Sports include basketball, rugby, gymnastics and/or dance. Spring sports include softball, track and field and tennis.

General Information

Communication between Home and School

The school strives to maintain close communication and cooperation with parents. We use many different methods of doing this but email is a useful and vital communication method and we ask parents to keep us informed of any changes to email address as soon as they occur. At the beginning of the academic year, an Open House is held to introduce parents to the faculty and the general curriculum. Also, information meetings are hosted by the school, providing information on various educational and developmental topics throughout the year.

If a student is unable to resolve a misunderstanding or problems with a teacher, a parent should first contact the teacher. Many conflicts can be avoided if information is shared and questions are posed at an early stage.

If a parent is concerned about an issue, which relates to the entire school or a grade level, it is appropriate to bring the matter to the attention of the divisional Principal who will meet with the appropriate groups of individuals and explore the issue by collecting all the facts. The goal will be to determine whether or not our current approach supports a sound educational program and is appropriate to the needs of a varied group of children. It is important for both teachers and parents to listen to each other and to maintain trust.

Complaints Procedure for Parents and Legal Guardians

At ACS Egham International School we recognise the importance of regular interaction between faculty and parents so that student learning and development can be supported consistently. In the circumstance that parents have a complaint, the school will treat it in accordance with its procedure.

1. Informal Resolution

- It is hoped that most complaints and concerns will be resolved quickly and informally
- If parents have a complaint or concern they should, in the first instance, contact their son's/daughter's teacher. In most cases, the matter will be resolved. If the teacher/parent cannot resolve the matter alone, it may be necessary for him/her to contact the Divisional Principal.
- Any complaint made directly to the Divisional Principal will normally be referred to the relevant teacher unless the Divisional Principal deems it appropriate to deal with the matter personally.
- Teachers and Divisional Principals will keep anecdotal records of concerns and complaints on the date when they were received and reviewed. The principal/teacher will document the outcome in a letter to the parent/guardian.
- Most complaints will be resolved informally. In the case(s) when this does not happen, parents will be advised that they may follow a formal procedure.

2. Formal Resolution

- If the complaint cannot be resolved on an informal basis, then the parents should put their complaint in writing to the Head of School. The Head of School will decide, after considering the complaint, the appropriate course of action to take.

- In most cases the Head of School will speak to the parents concerned, normally within 3 days of receiving the complaint, and will discuss the matter. If possible a resolution will be reached at this stage.
- The Head of School may need to carry out further investigations.
- The Head of School will keep written records of all meetings and interviews held in relation to the complaint.
- Once the Head of School is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made and parents will be informed of This decision in writing. The Head of School will also give reasons for the decision.
- If parents are still not satisfied with the decision, they should proceed to address the issue to the Superintendent who will review the situation using the same procedure as the Head of School. Alternatively the parents may request a formal Panel Hearing (Stage 3).

3. Panel Hearing

- If parents seek to involve Stage 3 (following a failure to reach an earlier resolution) they will be referred to the Superintendent who has been appointed by the Board to call hearings of the Complaints Panel.
- The matter will then be referred to the Complaints Panel for consideration. The Panel will consist of three persons, a Board member, the Superintendent and another person independent of the management and running of the school. The panel members will be appointed by the Chairman.
- If the Panel deems it necessary, it may require that further particulars of the complaint or any related matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties not later than 2 days prior to the hearing.
- The parents may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation will not normally be appropriate.
- If possible, the Panel will resolve the parents' complaint immediately, without the need for further investigation.
- Where the investigation is required, the Panel will decide how it should be carried out. After due consideration of all the facts they consider relevant, the Panel will reach a decision and may make recommendations which it shall complete within 5 days of the hearing. The Panel will write to the parents informing them of its decision and the reasons for it. The decision of the Panel will be final. The Panel's findings and, if any, recommendations will be sent in writing to the parents, the Head of School, the Chairman and where relevant, the person complained of.

Parents can be assured that all concerns and complaints will be treated seriously and confidentially. Correspondence, statements and records will be kept confidential except in so far as is required of the school by paragraph 6(2)(j) of the Education (Independent Schools Standards) Regulations 2003, where disclosure is required in the course of the school's inspection or where any other legal obligation prevails.

Parent - Teacher – Student Conferences

During the first and third academic quarters, specific days are set aside for parent/teacher/student conferences. A letter is sent home giving full details.

At other times in the year parents are welcome to arrange conferences at school and, likewise, the school may initiate a conference with parents. However we strongly encourage parents to attend the parent/teacher/student conferences as the main opportunity to discuss progress unless a specific issue has arisen.

Change of Address

Please notify Admissions or the Divisional Office with any change of telephone number or address, or emergency contacts.

Communicating With Families When There Is An Emergency

There are two ways that we will communicate with families if school must be cancelled or we need to close school early:

1. Mobile Telephone – a text message will be sent to your mobile telephone that will inform you that the school is closed. Your mobile phone number must be registered with the school in order for you to receive an emergency text message
2. Email – an email will be sent to your computer. Your email address must be registered with the school in order to receive emergency information and regular communications from the school.

Frequently Asked Questions

When would school be closed or dismissed early?

Interruption of basic services (electricity, water, communications)

Serious disruption to transportation (dangerous travel conditions due to snow, ice, etc)

Security related events

Natural disasters

How is the decision to close school made?

The Head of School, Transport Coordinator and other relevant personnel make the decision based on information from appropriate agencies. Information includes: weather conditions, advice from bus companies, radio reports, police and security advice and direct observations.

The decision to close school due to weather conditions is usually made between 05-06am and no later than 06:30am.

What should I do to be prepared for school closure?

Keep your mobile telephone on and charged to receive text messages from the school

Keep your mobile telephone with you at all times

Set up a care system for your child if you work away from home

Stay with your child if you cannot find a carer

If school has not been cancelled but driving in my area is too dangerous to travel?

Sometimes the school remains open as weather conditions can vary in different areas of our community. If the road conditions are too dangerous in your area do not drive and do not send your child to school.

When school is cancelled are all activities, clubs, events and meetings cancelled?

Yes

How will I know when the school will reopen?

A text message or an email will be sent each day if the school must be closed. If you do not receive a text or an email then school will be open.

If school is closed early how will I know when to come to get my child?

If school is in session but it has been decided that we must close early, the departure time of buses will be communicated to all families through a text or email message. The message will also explain when to come to school to pick up your child. Entry to the campus may be controlled and parents can park in the car parks and if necessary on the field. Parents must wait for their child to be released to them – LS parents in Gym 1, MS parents in Assembly Rm. and HS parents in Magnolia Library. Parents MUST NOT take their children from the classrooms.

What should I do if I am away from home and school is closing early?

You should call the school and let the divisional office know what arrangements you are making to collect your child. Your child will remain at school until you have made arrangements and if your child has to wait until after school has closed your child will be asked to wait for you in the Security Office.

Should I call the school when there is an emergency?

Only if you have a serious problem that relates to the care of your family. We need to keep telephone lines open so that we can make calls out to families.

How does the mobile telephone communication system work. What is Clarion Call?

Clarion Call is a "one – to many" communication system that is based on mobile phone technology. The majority of our families and staff in our community have one or more mobile phones.

This system allows the school to email and text all families on their mobiles (the system does not use home land lines unfortunately) and it can also leave a text message asking you to call a particular number to receive a pre-recorded message (10p/min).

How does the Clarion Call system work?

A school administrator contacts Clarion Call to give them a message that we want families to receive in an emergency. The message can be in the form of a text message only, or the message can be a text message that also gives a telephone number to call so that you can hear a more detailed, recorded verbal message. If there is a recorded message you can call Clarion Call message centre from any telephone. However, in order to listen to the recorded message you will need to provide your registered mobile number that has been given to the school as this number will be used as a security access "password". This system allows information to be quickly available to families who have mobiles and emails registered with the school.

What do I need to do to make sure I get an emergency message?

This system of communication needs your support in the following ways:

1. You must use your mobile to receive any emergency messages from the school so it is important to keep it switched on and with you at all times
2. Your mobile phone has to be a UK phone model and you must have a UK mobile phone number so that we can contact you
3. You have to register your mobile numbers and email addresses with the school by completing the Family Data Form that you will receive in the July mailing
4. Any changes to your mobile number or email address throughout the year must be registered with the Admissions Office to update your information in order for you to receive a message in an emergency.
5. If you do not have a UK mobile phone it may be wise to purchase one if only for the purpose of receiving emergency information from the school.

What will the text message say?

You will receive a text message if your mobile telephone number is registered with the school. The message will include the date and time that that message was sent and might read, for example "School will be closed today due to bad weather. Please call the telephone number at the end of the message to listen to more details". When you call the number provided in the text, you will need to provide your registered mobile number as a "password" and then you will hear a recorded message from school. A recorded message will not always be provided.

How will the school know that you have received a message?

The Clarion Call system can tell us who has opened the text message and called in to receive the recorded message. This will help us monitor the communication system.

Will the Clarion Call system be tested?

Yes, the system will most likely be tested each year in October and you will be advised of the date. Please make sure your correct UK mobile numbers and email addresses are correctly registered with the school. You will receive a text with a message for example "This is a test message from ACS Egham"

If you receive the message – all is well and you do not have to do anything. If you do not receive the message we may not have your correct mobile number and email address or the information we have is incorrect. Please contact the Admissions Office to add or correct your contact information.

Student Attendance

- Regular attendance is important for the student to obtain maximum benefit from the education programme
- Attendance records will be maintained and the responsible parent must explain absence from school
- The law in this country requires all children between five and sixteen who are educated at school to attend so long as they are well. If permission for absence is not given or ten days is exceeded, then the family is in breach of the law and the school is obliged to make an annual return of such unauthorised absences to the government
- Because attendance is primarily the responsibility of the parents and the student, the parent or guardian must verify the reasons for the dates of absence in writing or by phone, at the request of the administration. If a student is not going to attend school on a specific day due to illness or an appointment, the Divisional Office should be notified between 8:00 and 9:00am. Information about absent students is then relayed to the Middle School faculty, the school secretary, and the nurse
- When a student wishes to be excused before the close of the school day, permission must first be secured by the parent from the administration. Students must sign in and out in the office of the Middle School Office.
- The Principal's authority is required for permission for a student to be absent for any reason other than illness
- A complete roll call will be made at the beginning of school and after lunch. A list of those absent is to be given to the divisional office and a consolidated list will be drawn up in a manner determined by the Head of School. The parent or guardian of each student on the list whose absence is unexplained will be contacted to ascertain the reason for the absence
- When the student returns to school, a written explanation from the parent is required
- In unusual circumstances of prolonged absence, the school will reserve the right to require a student to retake courses or, more unusually, the student will not be asked to return for the next academic year
- Students should be excused from class only for emergency reasons or illness. Parents are urged to schedule medical, dental and other appointments such as driving lessons and tests after school hours or during vacations
- All students are expected to remain in school until the vacation begins, and to be present on the day school reopens
- Whenever a student arrives late to school and misses class, or whenever a student misses class(es) during the day, she/he must sign in/out in the Middle School Office
- If a student's absence is designated as unexcused, teachers are under no obligation to provide make-up assignments, quizzes or tests for the unexcused period. Any missed work will not be accounted for in computing quarter grades but the student will be responsible for the missed material, which will be included in tests and final examinations.

- Occasionally, a student may wish to invite a visiting friend to school for a day. The ACS student should bring a signed letter from his/her parents several days ahead of the proposed visit requesting permission. At all times while on campus, a guest student must comply with school rules and remains the responsibility of the ACS hosting student. The administration reserves the right to limit the numbers of guests a student may have in a year.

SIGNING IN/ OUT PROCEDURES

A sign out /sign in register is kept in the Middle School Office.

Leaving Early

Any student who needs to leave the campus during the course of the school day should have a note from his/her parents/guardian indicating the reason for early departure. The student is responsible for giving the note explaining the reason and time for departure to his/her Advisor first thing in the morning.

The Advisor will:

1. Send the note along with attendance to the Middle School Office
2. The student will be issued with a Middle School Pass.

The student should:

1. Show the pass to the relevant teacher later in the day in order to be excused.
2. Sign out in the Middle School Office on his/her way out.

If a student needs to go home because he/she is feeling unwell, the student should ask to see the nurse. If the student is excused to go home due to illness, the nurse will phone the divisional secretary to notify her of the student's excused departure.

Arriving Late

If a student arrives late to campus, a similar procedure should be followed.

The student should:

1. Have a note from his/her parents/guardian indicating the reason for late arrival.
2. Take the note directly to the Middle School Office and sign in.
3. Request a Middle School Pass
4. Go directly to class and give the Pass to the teacher.

Anytime a student arrives after attendance has been taken, due to unforeseeable circumstances, step 3 and 4 must be followed. The secretary will note the reason for tardiness in the student's record.

Permission for a student to miss school is generally not given for the following reasons:

1. Students can only take full advantage of the material and human resources that constitute their formal educational environment while they are present in school.

2. The probability of academic success in school increases as attendance improves.
3. Performance in examinations is partly a function of teacher / student interaction in the classroom.
4. Regular and timely attendance conveys respect for the teacher, his / her preparation and his / her commitment.
5. There is a similar, but equally fundamental, issue of respect for the other students in the class.
6. The most compelling concern involves individual responsibility. Each student should be encouraged to view his/her formal education as his/her job, or first responsibility. In general, school attendance should take precedence over all other activities.

If a student's absence is designated as unexcused, teachers are under no obligation to provide make-up assignments, quizzes or tests for the unexcused period. Any missed work will not be accounted for in computing quarter grades but the student will be responsible for the missed material, which will be included in tests and final examinations.

Generally, permission for a student to miss school will only be given in exceptional circumstances such as bereavement, illness, and other similar circumstances.

Occasionally, a student may wish to invite a visiting friend to school for a day. The ACS student should bring a signed letter from his / her parents one week ahead of the proposed visit requesting permission. The request will be considered by the Principal and the student or parent will be contacted. At all times while on campus, a guest student must comply with school rules and remains the responsibility of the ACS hosting student.

Extending Holidays

It is natural that expatriate families will want to take advantage of travel opportunities and we schedule breaks periodically during the year in order to provide time for this purpose. Parents should not extend vacations before or after the official school holiday dates. The absence will not be approved unless there is a valid reason such as a family bereavement or wedding. Although students are usually willing to devote time to studying during an extended absence, it is not possible for them to take advantage of the resources that are available at school which create our educational environment. Completing assignments is just one part of our program; teachers, classmates and facilities each contribute an important part to learning. It is important to realize that students are evaluated on classroom work and participation as well as tests, homework and reading assignments and it will be difficult to compensate for missed classroom instruction.

Providing work in advance of an excused absence is left to the discretion of each teacher. Some assignments will need to be made up after a student returns. If assignments are provided in advance, students are expected to submit the work on the day of their return. It is possible that a student may require tutorial sessions (charged at the standard tutorial rate) with teachers in order to cover essential material that was missed.

Lockers

Each student is assigned a locker and a locker key, in which books and personal belongings should be stored. Students are charged a fee for lost keys and they should take proper care with opening lockers so keys are not damaged.

If a student forgets a key, the Middle School Office has a master key, which can open all lockers. Lockers must be locked and should be kept neat and tidy. No stickers are to be placed in or on locker doors. Book bags should be hung on hooks adjacent to the lockers. Nothing should be placed on top of the lockers. It should be noted that all lockers remain the property of ACS and can be inspected by appropriate school personnel.

Field Trips

Students are expected to attend all trips and do not have the option of remaining at school or staying home, except in unusual circumstances, which should be discussed with the principal. Students must follow all guidelines laid down by the leader of the trip and individual chaperones. At no time are students permitted to leave the group or location of the trip unless individual permission has been granted. Students are expected to set a good example and represent the school proudly. The school dress code applies for trips and the students are expected to adhere to it. Teachers organising field trips may set some specific guidelines for appropriate dress and other aspects of behaviour or possessions to accompany the student based on the purpose and location of the trip. All other school expectations apply to field trips.

Extended Field Trips

Each grade traditionally takes an extended trip while school is in session. Extended trips are required and are integral to our academic program. Classroom follow-up work takes place and grades are based on the work, which is completed during the trip.

Occasionally some students will request to remain at school rather than attend the trip. This should only occur in exceptional and unusual circumstances due to a medical or emotional concern. A discussion with the principal must occur before s/he makes the final decision. Students will only be excused from attendance if there is a valid and exceptional reason. Students who do not go are expected to attend school and will have related assignments to complete.

Students are expected to behave in a safe and considerate manner during extended field trips. Rules are established to protect the rights and safety of all students and vary according the particular trip. Strict routines are established in order to organize a large number of students.

Students who do not follow the rules will be excluded from activities or will be sent home at their parents' expense. In the case of a serious infraction, it is likely that the student will be excluded from all future school trips.

Students are not permitted to carry any medication, except inhalers. All medicine must be given to the chaperone in charge of the trip.

Smoking, use of drugs and drinking of alcoholic beverages is strictly forbidden and the ACS tobacco, alcohol and drug rules apply.

Students/parents are responsible for paying for any damage to property.

Students are not permitted to loan or borrow money from friends. Students must budget spending money. Chaperones have emergency money for unusual cases.

Students are not permitted to buy dangerous or inappropriate purchases or bring any knives on trips.

Students are not permitted to bring matches, lighters or any other dangerous items.

Extended Field Trip Communication / Updates

All trips will have emergency contact procedures set up and published. As a courtesy we will also send an email to parents on the group's arrival/departure from/to the destination. If the trip is over 3 days we will also send an update mid-way through the trip.

Field Trips And Sport Team Travel

As part of the curriculum, field trips are arranged to local places of interest: art galleries, theatres, concert halls, historic buildings, museums, factories, etc. The field trips are considered part of the course content and participation is expected. For those students who participate in sports, ACS Egham requires that all student athletes travel to away competition as part of an official campus entity via the appointed method of transportation. It is expected that student athletes and students on field trips will travel both to and from the competition/field trip location with the team/school group.

For all trips, students are to maintain good behaviour and follow dress code and school rules. Parents will be notified in advance and given all available information. In most cases, the school fees cover the cost of trips, with the exception of theatre tickets and extended field and sports trips.

Inappropriate behaviour on school trips will have more serious consequences, including suspension and/or the immediate return home at the parents' expense. At the discretion of the administrations, students may be barred from future trips. In the case of any overseas trip where deposits or additional fees apply, payments may be forfeited.

On all field trips, the completed field trip form must be returned to the school with current contact numbers and details supplied. The trip group leader or designated teacher will be responsible for dispensing any medication. No medication may be carried by students on school trips without previous agreement in writing.

Once again, in all but exceptional cases, with prior agreement in writing, students must return with the team/school group.

Fire and Emergency Drills

Fire & Emergency drills are regularly held throughout the campus. The alarm is a long piercing sound. When the alarm sounds, students and adults should leave the building as quickly as possible from the nearest exit route. The assembly point is on the Sports Field. During the evacuation and while waiting to return, students are expected to maintain silence. The school also has a PA system that can be used for emergencies.

Lost and Found

A location on campus is designated as a 'Lost and Found' Area. Students will have access during lunch and after school. Unclaimed items are periodically donated to local charities. To ensure a speedy return of lost possessions, label all personal belongings.

Radio, CD /Cassette Players/ Mobile Phones/ iPods

Students are not permitted to use radio, CD or ipods or mobile phones during the school day. Such items may be brought to school for use in after school activities where appropriate, but they must be stored and locked in lockers during the day. Any such equipment used during the day will be confiscated and returned at the end of the day. If this is repeated we will keep the item for one week and release it on return to a parent only.

Health Office

A registered nurse is on duty during school hours. She will assist pupils who become ill or injured during the day. Parents are asked to complete the medical forms sent home at the beginning of the year to keep the nurse informed of all medical problems, which might affect the student.

Anaphylactic Students

ACS International Schools, as part of its policy of making the school environment safe for students, will take steps to exclude as much as possible allergy causing products from school menus and snacks or foods provided. Steps taken to support this policy will include information and awareness programmes, avoidance of using particular ingredients and emergency response protocols as the school cannot guarantee an allergic free environment.

In order to ensure the safety of anaphylactic children, the cooperation of the entire school community is required. A partnership between school, parents and medical professions in which agreement can be reached on issues such as excluding nuts and nut products from packed lunches will drastically reduce the risk of potential tragedy.

Note

Information and awareness

- identification of anaphylactic students to all appropriate administrators, faculty and support staff (with parental permission)
- in-service training for teachers and other school staff in anaphylaxis, school policy and use of auto-injectors (eg the Epi-Pen)
- sharing information with and asking for co-operation from other students, parents and parent organisations
- maintaining open communication between parents and school.

Avoidance

- avoiding allergens in school activities such as catering and classroom based activities (e.g. play dough and pets)

- taking special precautions during special celebrations
- taking special precautions in planning field trips and extra curricular events
- making parents aware of the importance of not providing food containing nuts in packed lunches or for school celebrations.

Emergency response

- a well-established rapid response procedure to an anaphylactic reaction
- an easily accessible, up to date supply of named auto-injectors coupled with legal documentation clarifying their appropriate use.

Liability

ACS International Schools has a policy in place to reduce the risk of foods causing allergic reactions to anyone on its premises. In the event of community members bringing food to the schools that may cause allergic reactions, the responsibility of complying with the policy rests with those persons.

(updated May 2007)

Physical Education

Students are required to attend and participate in all physical education classes, unless a note is provided which details a sound reason for release from a particular activity. Repeated excusal from Physical Education will require a doctor's note. All students must have a T-shirt, shorts, a tracksuit, athletic socks and a spare pair of athletic shoes.

Security

A security officer is on duty on the campus at all times. He is there to assist families on weekends and to make certain that academic buildings are properly locked during non-school hours. In case of emergency, the Security Staff have access to a telephone.

Off Campus Behaviour

The school is concerned about student conduct, both on and off campus. Most of us are guests in the United Kingdom and we need to be aware of our special responsibilities in that regard. If our students behave inappropriately in a public space, they bring disrepute on themselves, their school and the large expatriate community. Consequently, we shall certainly consider disciplinary action whenever ACS students behave in ways that may damage the reputation of the school and, by extension, the larger community.

Vacation Excursions

During the school vacations, excursions are organized by the school and chaperoned by teachers. ACS offers a choice of skiing and sightseeing trips. The demand is usually high and students who want to take part should book early to avoid disappointment.

ACS International Schools Mission Statement

ACS International Schools based in London, England were founded in 1967. We serve international and local communities. The schools are non-sectarian and co-educational (day and boarding) for students from 2 to 18 years of age. We educate a multinational student body in accordance with American and internationally recognised educational principles and practices.

We inspire our students to become successful lifelong learners and responsible global citizens. We promote high standards of scholarship and challenge all members of the community to fulfil their potential.

Our Vision

ACS International Schools will achieve global recognition as the centre of excellence in international education.

And:

- We will provide the opportunity for all to achieve more than they believe they can
- Each campus will receive international recognition for a relevant aspect of education
- We will use opportunities consistent with our values to promote internationalism on a local and global stage
- We will source, recruit and develop leading people in their respective fields
- We will create an environment in our schools where all feel safe and secure and can thrive.

Our energy, innovation and dynamism will take us there.



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